

Teacher's Guide

# Blueprint

2

**A1<sup>+</sup>**

Elementary

Eric Williams • Natalie Ryan

# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
<b>Module 1: First Conversations</b> Pages 6 to 33	<b>A1</b> Understand and use words and phrases about family, personal details, and simple everyday situations  <b>A1+</b> Communicate information about yourself, your family, your job, and where you come from in a simple and direct exchange  <b>A1+</b> Describe your family simply (for example, who the members are, how old they are, and what they do)  <b>A1+</b> Understand when people talk very slowly and clearly about themselves and their families, using simple words  <b>A1+</b> Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations  <b>A1+</b> Write simply about simple topics, such as the weather  <b>A1+</b> Join phrases with words like <i>and</i> or <i>because</i>  <b>A1+</b> Correctly use some simple structures that you have memorized	<b>★ Unit 1 ★</b> <span>p. 8</span> <b>New People and Places</b>  In this first unit, students talk about themselves and other topics and listen as their classmates do so. This includes introductions, greetings, and discussion of where they're from.	1 Nice to meet you. 2 How are you doing? 3 This is... 4 Jobs 5 From where?	Greetings, farewells, and introductions  Common phrases used to express how you feel  Jobs, work roles, and relationships  Nouns and adjectives describing people and places  Words used to describe where you are from
		<b>★ Unit 2 ★</b> <span>p. 20</span> <b>Small Talk</b>  This unit teaches students to talk about what's happening around them, with topics including weather, jobs, family, English study, and plans.	1 This Weather 2 Do you have a job? 3 Tall and Thin 4 I study English because... 5 You should come.	Words describing weather and seasons  More jobs and work-related words  Words describing people's appearances and personalities  Words and phrases related to studying English  Phrases used to end a conversation
<b>Module 2: You're a student.</b> Pages 34 to 61	<b>A1</b> Build a very basic vocabulary of words and phrases about personal details and simple everyday situations  <b>A1</b> Very simply describe where you go to school  <b>A1+</b> Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help  <b>A1+</b> Describe what you like and don't like (for example, with regard to school)  <b>A1+</b> Understand people if they speak very slowly and clearly about simple everyday topics  <b>A1+</b> Find basic information in posters or advertisements  <b>A2</b> Describe your education  <b>A2</b> Complete a questionnaire with information about your educational background	<b>★ Unit 3 ★</b> <span>p. 36</span> <b>Your University</b>  Here students discuss school life, including names and types of schools, basic information about schools and campuses, majors and subjects, and school costs.	1 I'm a student. 2 Where I Go to School 3 Which school do you go to? 4 What's it like? 5 How much does it cost?	Types of schools and grade levels  Classes, majors, and departments  Places and things on campus  Words and phrases related to finance and school costs
		<b>★ Unit 4 ★</b> <span>p. 48</span> <b>College Life</b>  This unit expands on students' ability to talk about school life inside and outside class, including locations of places around campus, things to do outside of class, and what's happening around them.	1 Where is it? 2 I love doing experiments. 3 What are you up to? 4 Courses and Electives 5 Extracurricular Activities	More places and things on campus  Extracurricular activities  More classes and majors  Adverbs of frequency  School activities and feelings

Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 1</b> Subject pronouns and <i>be</i></p> <p><b>Lesson 2</b> <i>be</i> with <i>how</i> and adjectives; empty <i>it</i></p> <p><b>Lesson 3</b> <i>be</i> in <i>wh</i>- questions; demonstratives; possessive adjectives</p> <p><b>Lesson 4</b> <i>want (to)</i> and <i>would like (to)</i></p> <p><b>Lesson 5</b> Questions with <i>be like</i>; adjectives</p>	<p><b>L &amp; R:</b> Introductions and first conversations</p> <p><b>L:</b> Twenty questions</p> <p><b>R:</b> An email about the first day at work</p> <p><b>R:</b> A travel ad</p> <p><b>L:</b> An interview for a school newspaper</p> <p><b>R:</b> A letter from a pen friend</p>	<p><b>W &amp; S:</b> Playing twenty questions</p> <p><b>S:</b> Talking about your life</p> <p><b>W &amp; S:</b> Asking questions and using the answers to make introductions</p> <p><b>W:</b> A short paragraph about your hometown</p> <p><b>S:</b> Role-playing an interview with a famous person</p> <p><b>W:</b> Replying to a pen friend's letter</p>
<p><b>Lesson 1</b> Simple present questions with <i>what</i> and <i>how</i>; intensifiers</p> <p><b>Lesson 2</b> Simple present yes/no questions; objects</p> <p><b>Lesson 3</b> Questions with <i>any</i> and <i>how many</i>; object pronouns</p> <p><b>Lesson 4</b> Questions with <i>why</i>; conjunction <i>because</i>; infinitives of purpose</p> <p><b>Lesson 5</b> <i>should</i> and <i>have (got) to</i></p>	<p><b>L &amp; R:</b> Descriptions of weather and forecasts</p> <p><b>R:</b> An email to a counselor</p> <p><b>L &amp; R:</b> Descriptions of family members</p> <p><b>L &amp; R:</b> Why people study English</p> <p><b>L:</b> A talk about plans and sports</p> <p><b>L:</b> Ending a conversation</p> <p><b>L:</b> Listening to a description of someone</p>	<p><b>S:</b> Conversations about weather</p> <p><b>S:</b> Small talk at a party</p> <p><b>W:</b> A descriptive paragraph about someone you know</p> <p><b>W &amp; S:</b> Goals, especially related to studying English</p> <p><b>W &amp; S:</b> Asking for and giving advice</p>
<p><b>Lesson 1</b> Simple present <i>do</i> and <i>go</i></p> <p><b>Lesson 2</b> <i>how many</i> and <i>how much</i></p> <p><b>Lesson 3</b> Articles</p> <p><b>Lesson 4</b> <i>there is</i> and <i>there are</i>; <i>some</i> and <i>any</i></p> <p><b>Lesson 5</b> Proper nouns and capitalization</p>	<p><b>L &amp; R:</b> Conversations about people's majors and plans</p> <p><b>R:</b> A dictionary entry</p> <p><b>R:</b> A chart comparing programs</p> <p><b>R:</b> A college flyer</p> <p><b>L:</b> A conversation about a campus</p> <p><b>L &amp; R:</b> A conversation about school expenses</p>	<p><b>W &amp; S:</b> Talking about jobs and requirements</p> <p><b>S:</b> Choosing between programs</p> <p><b>W:</b> Listing things by category</p> <p><b>S:</b> A guessing game</p> <p><b>S:</b> Describing a campus</p> <p><b>S:</b> Discussing prices of products and services</p> <p><b>W:</b> Writing about students' daily lives</p>
<p><b>Lesson 1</b> Prepositions of location</p> <p><b>Lesson 2</b> Gerunds</p> <p><b>Lesson 3</b> Present continuous and related time expressions</p> <p><b>Lesson 4</b> Present continuous in information questions</p> <p><b>Lesson 5</b> Simple present vs. present continuous</p>	<p><b>R &amp; L:</b> A letter to freshmen</p> <p><b>R &amp; L:</b> Conversations about classes for your major, electives, and extracurricular activities</p> <p><b>R:</b> A club poster</p> <p><b>R:</b> Blank and completed questionnaires</p> <p><b>R:</b> A description of a freshman's school life</p>	<p><b>W:</b> Writing about places and drawing a campus map</p> <p><b>S:</b> Talking about studying English</p> <p><b>W:</b> A paragraph about school life</p> <p><b>W &amp; S:</b> Writing and talking about current activities and goals</p> <p><b>W:</b> Filling out questionnaires and writing survey questions</p>

\* Also, see the glossary in the back of the Workbook.

# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 3: From School to Home Pages 62 to 89	<p><b>A1</b> Ask and answer questions about where people live</p> <p><b>A1+</b> Build on a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations</p> <p><b>A1+</b> Understand simple directions for getting from X to Y on foot or by public transport</p> <p><b>A1+</b> Ask people how they feel in different situations and say how you feel</p> <p><b>A1+</b> Write simple sentences about yourself (for example, where you live)</p> <p><b>A1+</b> Indicate time by such phrases as <i>last Friday</i></p> <p><b>A2</b> Find the most important information in timetables, etc.</p> <p><b>A2</b> Describe your home and where you live</p>	<p>★ Unit 5 ★ p. 64 A New Place</p> <p>Students discuss their homes and commutes. They talk about modes of transportation and how they feel about the commute, looking for and deciding on a new apartment, and feelings about moving.</p>	<p>1 From Home to School</p> <p>2 It's tiring.</p> <p>3 How far?</p> <p>4 The Best Apartment</p> <p>5 I feel happy.</p>	<p>Words and phrases about types of transportation</p> <p>-ing adjectives and other words describing attitudes, feelings, and their causes</p> <p>Words and phrases used to give or get directions</p> <p>Words and phrases about home utilities and apartment ads</p> <p>Words used to describe feelings</p>
		<p>★ Unit 6 ★ p. 76 At Home</p> <p>This unit teaches students to talk about their lives at home, including discussions of their place, the surrounding area, and things happening in their personal lives.</p>	<p>1 A New Apartment</p> <p>2 A Visit from a Friend</p> <p>3 What's on the schedule?</p> <p>4 Talking About the Weekend</p> <p>5 Everyday Routines</p>	<p>Things in the home</p> <p>Places around the neighborhood</p> <p>Time expressions</p> <p>Phrasal verbs used to talk about activities</p> <p>Words and phrases used to talk about daily routines</p>
Module 4: Travel Pages 90 to 117	<p><b>A1</b> Understand short, simple messages (for example, SMS phone messages)</p> <p><b>A1+</b> Find basic information in advertisements</p> <p><b>A1+</b> Follow short, simple written directions</p> <p><b>A2</b> Talk about plans for one's next vacation</p> <p><b>A2</b> Ask for basic information about travel and buy tickets</p> <p><b>A2</b> Discuss plans with other people (for example, what to do and where to go)</p> <p><b>A2</b> Correctly use simple phrases you have learned for specific situations</p> <p><b>A2</b> Understand short, clear, simple messages at the airport</p>	<p>★ Unit 7 ★ p. 92 Before the Trip</p> <p>Students learn to talk about deciding to go on a trip and how to research, plan, and prepare. They talk about options for what to do on a trip and learn how to book it.</p>	<p>1 Thinking About a Trip</p> <p>2 Deciding on a Trip</p> <p>3 What could we do on vacation?</p> <p>4 Planning the Trip</p> <p>5 Let's book our trip!</p>	<p>Words used to discuss destinations and things to do on trips</p> <p>Words and phrases used to plan trips and express likes and dislikes</p> <p>Things to do on a trip</p> <p>Words related to booking plane tickets</p> <p>Things inside an airplane</p>
		<p>★ Unit 8 ★ p. 104 At the Airport</p> <p>It's time to go. Students arrive at the airport, get general information on the airport process, look for a check-in counter, go through security, and discuss what to do while waiting at the gate.</p>	<p>1 Going to Catch a Plane</p> <p>2 At the Check-in Counter</p> <p>3 At Security</p> <p>4 Frequently Asked Questions</p> <p>5 A Delayed Flight</p>	<p>Places and things in an airport</p> <p>Words used at an airport check-in counter and at security</p> <p>Words in an FAQ on an airline's website, including measurements</p> <p>Words used at a departure gate</p> <p>Time expressions</p>



Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 1</b> Comparison with adjectives</p> <p><b>Lesson 2</b> Review of <i>-ing</i> forms and introduction to <i>-ing</i> adjectives</p> <p><b>Lesson 3</b> <i>How</i> + adjective questions and answers</p> <p><b>Lesson 4</b> Superlative adjectives</p> <p><b>Lesson 5</b> Linking verbs</p>	<p><b>R &amp; L:</b> Recommendations about moving and classes to take</p> <p><b>R &amp; L:</b> Directions to an apartment for rent</p> <p><b>R:</b> An apartment ad</p> <p><b>R:</b> A chart comparing apartments for rent</p> <p><b>R &amp; L:</b> Feelings about things that are happening</p> <p><b>R:</b> Reading a map and a map legend</p>	<p><b>S:</b> Talking about your commute</p> <p><b>S &amp; W:</b> Descriptions of what's happening</p> <p><b>S &amp; W:</b> Describing the location of your home or workplace in words and with maps</p> <p><b>S &amp; W:</b> Making up a story</p> <p><b>S:</b> Calling about apartments for rent</p> <p><b>S:</b> Giving directions</p>
<p><b>Lesson 1</b> Simple past of <i>be</i></p> <p><b>Lesson 2</b> <i>there was/were</i>; conjunctions <i>or</i> and <i>but</i></p> <p><b>Lesson 3</b> Prepositional phrases of time (<i>in / on / at</i>)</p> <p><b>Lesson 4</b> Simple past (regular verbs) and past time expressions</p> <p><b>Lesson 5</b> Simple past (irregular verbs)</p>	<p><b>R &amp; L:</b> Conversations about a new apartment, a visit with a friend, a neighborhood, movies, and everyday routines</p> <p><b>R:</b> Reading a map</p> <p><b>R:</b> Reading a postcard</p> <p><b>R &amp; L:</b> A movie schedule</p> <p><b>R:</b> Reading a planner entry</p> <p><b>L:</b> Descriptions and comparison of apartments</p>	<p><b>W &amp; S:</b> Comparing old and new apartments</p> <p><b>S:</b> Talking about where you lived in the past</p> <p><b>S:</b> Describing a place</p> <p><b>W &amp; S:</b> Describing daily and weekly routines</p> <p><b>W &amp; S:</b> Describing your old house or apartment</p> <p><b>W &amp; S:</b> Describing your dream house</p>
<p><b>Lesson 1</b> Making suggestions with <i>let's</i> + verb or <i>What about / How about</i> + verb + <i>-ing</i></p> <p><b>Lesson 2</b> Discussing the future; showing agreement</p> <p><b>Lesson 3</b> <i>can</i> for ability; <i>can</i> and <i>could</i> for possibility</p> <p><b>Lesson 4</b> <i>can</i> for offers and volunteering; <i>need to</i> for obligation</p> <p><b>Lesson 5</b> Imperatives</p>	<p><b>R &amp; L:</b> Conversations about trip possibilities, preferences, plans, preparation, and booking</p> <p><b>R:</b> Ads for travel destinations</p> <p><b>R:</b> An email exchange about booking a trip</p> <p><b>R:</b> A diagram of the inside of an airplane</p> <p><b>L:</b> A conversation between a travel agent and a customer</p>	<p><b>W &amp; S:</b> Suggesting travel destinations</p> <p><b>W &amp; S:</b> Writing and talking about likes, dislikes, and future plans</p> <p><b>S:</b> Deciding on a travel partner, where to go, and what to do</p> <p><b>W &amp; S:</b> Making a to-do list</p> <p><b>S:</b> Talking to a travel agent</p> <p><b>W &amp; S:</b> A travel flyer</p> <p><b>W &amp; S:</b> Writing notes and using them to speak about adventure tours</p>
<p><b>Lesson 1</b> <i>can</i> and <i>could</i> for offers and requests</p> <p><b>Lesson 2</b> Questions with <i>whose</i> and possessive pronouns</p> <p><b>Lesson 3</b> Comparing with adverbs</p> <p><b>Lesson 4</b> Superlative adverbs; <i>how</i> + adverb</p> <p><b>Lesson 5</b> <i>have</i> + O + <i>to</i> verb</p>	<p><b>R &amp; L:</b> Getting directions in an airport</p> <p><b>R &amp; L:</b> Conversations at a check-in counter, security, and an airport gate</p> <p><b>R:</b> A dictionary entry</p> <p><b>R &amp; L:</b> A conversation between a passenger and airport ground staff</p> <p><b>R:</b> FAQs on a website</p> <p><b>R:</b> A departure board</p>	<p><b>S:</b> Making offers and requests</p> <p><b>S:</b> Discussing how to pack a suitcase</p> <p><b>W:</b> Listing things you can't take on a plane</p> <p><b>S:</b> Asking questions about a trip</p> <p><b>S:</b> Talking about a past trip</p> <p><b>S:</b> Calling an airline agent</p> <p><b>W:</b> Diagramming the airport process</p>

# First Conversations

## Module 1 Goals

Understand and use words and phrases about family, personal details, and simple everyday situations

Communicate information about yourself, your family, your job, and where you come from in a simple and direct exchange

Describe your family simply (for example, who the members are, how old they are, and what they do)

Understand when people talk very slowly and clearly about themselves and their families, using simple words

Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations

Write simply about simple topics, such as the weather

Join phrases with words like *and* or *because*

Correctly use some simple structures that you have memorized

# Module 1 Overview:

## First Conversations

### Module 1 Goals

- Understand and use words and phrases about family, personal details, and simple everyday situations
- Communicate information about yourself, your family, your job, and where you come from in a simple and direct exchange
- Describe your family simply (for example, who the members are, how old they are, and what they do)
- Understand when people talk very slowly and clearly about themselves and their families using simple words
- Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations
- Write simply about simple topics, such as the weather
- Correctly use some simple structures that you have memorized

### Warm Up

- Draw students' attention to the title of Module 1: First Conversations. Tell them that this module will help them learn what they need to know in order to have basic conversations with various people.
- Briefly introduce yourself. Finish by telling students that you are the teacher of the class. Ask them what they usually talk about with teachers.
- Ask students to think of types of people they know. Get students started with an example or two (*classmates or roommates*). Hopefully, students should come up with a few more examples (*teachers, coworkers, counselors, bosses, tutors, family members, old friends*, etc.)
- For each category of people that you brainstorm, ask students to think of one or two topics of conversation that would be usual with that person. (*Teachers: class material; coworkers: work; friends: gossip or personal problems, classmates: sports, hobbies, news*). Tell students that in this module they will learn how to talk with some of these types of people.

### Extension I Picture Talk

Ask students questions or have them make statements about the picture if they can. Use a method to set a goal, such as writing ten blanks on the board and asking students to fill them up with things from the picture.

### Extension II Ways to Start a Conversation

- Tell students to think of ways to start a conversation. If they can't come up with anything, suggest some common basic approaches: asking about the news, asking about the weather, or giving a compliment about something. For each approach, model a possible conversation starter on the board, such as *The weather today is lovely* or *Nice shoes*.
- Have students mingle, and tell them that the person who has short conversations with the most people wins.

### Preview

- Read the first item on the list (*a handshake*). As a class, find the page that has a picture of a handshake (page 8).
- Put students in pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

Key

1. p. 8    2. p. 24    3. 20    4. p. 16

### Write and Discuss

- Demonstrate this activity by asking a student to read question 1, or read it yourself and act out a pair. Reply using the parts of the sentence: *I think "small talk" means short conversations about little things.*

### Module 1 Preview

#### Preview

Look at pages 8 to 33. What pages are these things on?

a handshake

Albert Einstein

words related to weather

pictures of long bridges

#### Write and Discuss

Write your answers to the questions. Then talk about them with a partner.

1. In your country, what do people do when they meet someone for the first time?
2. What do you think "small talk" means?  
*I think "small talk"...*
3. What do strangers in your country talk about—for example, at a bus stop?  
*They usually talk about ...*
4. Do your friends have jobs? If so, what are their jobs?
5. What English words do you know to talk about weather?

- Assign students to pairs and ask them to ask and answer questions 1 through 5.
- Monitor to make sure students have understood. Help students who are struggling.
- Recap as a class by having exchanges with the students one at a time, with about three different students per question.

Key

1. We say hello and "Nice to meet you" in our language. Some people shake hands.
2. I think "small talk" means short conversations about unimportant things.
3. They usually talk about the bus. They say it's too slow.
4. Yes, some do. Some of them have part-time jobs on campus. They work in coffee shops.
5. I know the words *sunny, cloudy, rainy, snowy, windy*, and a lot more.

### Teacher's Note First Day of Class

- Do your best to set a positive and encouraging tone on the first day. It will affect students' attitude and participation for the remainder of the course.
- Ensure that students learn each other's names and yours, start to feel comfortable with one another, and know how to address one another and you.



# Unit 1 Overview:

## New People and Places

### Lesson 1: Nice to meet you.

**Aims:**

- Understand and use words related to meeting people
- Use functional phrases common in introductions
- Develop use of subject pronouns and *be*

**Vocabulary:** Greetings, farewells, and introductions

**Grammar:** Subject pronouns and *be*

### Lesson 2: How are you doing?

**Aims:**

- Give personal information about yourself
- Understand someone else when they give personal information
- Develop use of *be* and empty *it*

**Vocabulary:** Personal Information

**Grammar:** *be* with *how* and adjectives; empty *it*

### Lesson 3: This is...

**Aims:**

- Use titles to refer to people
- Develop use of *who* and *what* questions using *be*
- Develop use of demonstratives and possessive adjectives

**Vocabulary:** Jobs, work roles, and relationships

**Grammar:** *be* in *wh-* questions; demonstratives; possessive adjectives

### Lesson 4: Jobs

**Aims:**

- Understand and use words related to jobs
- Talk about desires using *want to* and *would like to*

**Vocabulary:** Words related to jobs

**Grammar:** *want (to)* and *would like (to)*

### Lesson 5: From where?

**Aims:**

- Understand and use words that describe places
- Talk about where you are from
- Ask questions using *where*, *be*, and *be like*

**Vocabulary:** Words used to describe where you are from

**Grammar:** Questions with *be like*; adjectives

### Some Module 1 Goals in Unit 1

- Understand and use words and phrases about family and personal details
- Talk about yourself, your family, your job, and where you come from
- Understand when people talk about themselves simply and clearly

## Lesson 1 Nice to meet you.

### Aims

- Understand and use words related to meeting people
- Use functional phrases common in introductions
- Develop use of subject pronouns and *be*

### Vocabulary

#### Meeting People

This is...	meet	visit	weekend
get together	bye	later	get married
Good to see you.	head	I'm fine.	
Nice to meet you (too).		See you later.	

### Grammar

Subject pronouns and *be*

## ★ Unit 1 · New People and Places ★

### Lesson 1

### Nice to meet you.



#### A Model Conversation

Read the conversation. Then listen. © Track 02

**Woman:** Hi, Dad. It's so good to see you!  
**Dad:** Hey, Teri. Yeah, it's good to be here.  
**Teri:** This is my friend Chad. He's here at the train station with me because he's going out of town. His friend is getting married this afternoon.  
**Dad:** Oh, okay. It's nice to meet you, Chad.  
**Chad:** Nice to meet you too, Mr. Dunbar.  
**Dad:** Please, call me Tony.  
**Teri:** Thanks for the ride, Chad. We're heading to lunch, but let's get together after you get back. Good seeing you!  
**Chad:** Yeah, see you later. Nice meeting you, Tony.

#### B Vocabulary

Read the conversation again. Match the expressions to the correct definitions.

- |                          |   |  |
|--------------------------|---|--|
| 1. Good to see you.      | • | a. to become someone's husband or wife   |
| 2. Nice to meet you.     | • | b. a phrase used to introduce a person to another person                               |
| 3. Nice meeting you.     | • | c. a phrase used to end a conversation with someone you are meeting for the first time |
| 4. Good seeing you.      | • | d. a place to get on or off of a train   |
| 5. This is...            | • | e. a phrase used to greet someone you know   |
| 6. train station         | • | f. a phrase used to thank someone for bringing you in a car                            |
| 7. get married           | • | g. to go   |
| 8. head                  | • | h. a phrase used to end a conversation with someone you know                           |
| 9. get together          | • | i. a phrase used to greet someone you are meeting for the first time                   |
| 10. Thanks for the ride. | • | j. to meet a friend; to meet someone socially  |

#### C Vocabulary in Context

Fill in the blanks to complete the conversation. Listen and check. Then practice with a partner. © Track 03

**Jane:** Hey, Greg! ① \_\_\_\_\_ again! How are you?  
**Greg:** Hi, Jane. Good to see you, too.  
**Beth:** ② \_\_\_\_\_ my girlfriend, Beth.  
**Jane:** Nice to meet you, too.  
**Greg:** Actually, Beth and I are going to ③ \_\_\_\_\_ next year.  
**Jane:** Wow, congratulations!  
**Greg:** Yeah, thanks. Anyway, where are you ④ \_\_\_\_\_?  
**Jane:** Downtown—I'm getting ⑤ \_\_\_\_\_ with a friend.  
**Greg:** Oh. We are, too. Do you want a ride?  
**Jane:** No, thanks. I'm riding my bike.  
**Beth:** You too.  
**Greg:** ⑥ \_\_\_\_\_ again, Jane.

### Warm Up

Show students a picture of someone. Say you would like them to meet the person. Say the person's name. Ask students what they should say if they were actually meeting the person (*Nice to meet you.*) Tell students that this is an introduction. Tell them that this lesson will focus on introducing people.

#### A Model Conversation © Track 02

- Transition by telling students they will read and hear a conversation where someone introduces two people to each other. Point out the picture to students, and have them predict what the people will probably say.
- Ask students to read the conversation in groups of three.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions to check students' understanding: *What is this man's name [pointing at the picture]? (Chad.) Who does Chad meet? (Mr. Dunbar.) Who introduces them? (Teri.) Is Mr. Dunbar Teri's friend? (No, he is her father.) Try to phrase questions simply. Wrap up by asking: What do the men say when they meet? (Nice to meet you.)*

#### B Vocabulary

- Look at the words and phrases and say them. Ask students to repeat. Ask students to explain what each word or phrase means, or at least demonstrate that they know by making an example sentence or giving contextually related words (e.g. *new person* for *This is...*).
- After going over all the words, go over the definitions in the right column. Explain words that students may not know.



## D Grammar

### Subject pronouns and be

#### Brief note

Contractions such as *I'm* can be used in long answers and statements but not in short answers. Don't just say, "Yes, I'm." Say, "Yes, I am," or, "Yes, I'm a student."

be questions	short answers	long answers and statements
Am I a boy?	Yes, I am. / No, I'm not.	Yes, I'm a boy. / No, I'm not a boy.
Is he / she / it nice?	Yes, he / she / it is. No, he / she / it isn't. No, he's / she's / it's not.	Yes, he's / she's / it's nice. No, he / she / it isn't nice. No, he's / she's / it's not nice.
Are you / we / they hungry?	Yes, you / we / they are. No, you / we / they aren't.	Yes, you / we / they are hungry. No, you / we / they aren't hungry.

#### Brief note


There are other contractions, too: *you're*, *we're*, and *they're*.

## E Grammar Practice

Fill in the blanks with subject pronouns, forms of *be*, or contractions.

- Q: Are \_\_\_\_\_ European? A: No, I'm \_\_\_\_\_ not European.
- Q: \_\_\_\_\_ that the train station? A: Yes, it \_\_\_\_\_ the train station.
- Q: \_\_\_\_\_ siblings? A: No, they \_\_\_\_\_ not siblings.
- Q: \_\_\_\_\_ I late for the train? A: Yes, \_\_\_\_\_ late for the train.
- Q: \_\_\_\_\_ raining today? A: No, \_\_\_\_\_ raining.
- Q: \_\_\_\_\_ you Elle's sister? A: Yes, \_\_\_\_\_ Elle's sister. Nice to meet you.

## F Listen to Speak

Listen and circle the correct answers. Then guess the person. Write your answer—don't say it. 

- This person (is / isn't) a basketball player.
- This person (is / isn't) a soccer player.
- This person (is / isn't) from the UK.
- This person (does / doesn't) play for a Spanish team.

Who is it? \_\_\_\_\_

## G Use the Language

### Twenty questions

Play the guessing game from part F, "twenty questions," with a partner. Each partner thinks of a famous or known person (actor, teacher, friend, etc.) and then tries to guess the other player's person by asking yes/no questions. Try to guess correctly in twenty questions or less. The person who guesses after the fewest questions wins, so don't forget to count the questions!

When you're finished, write down the names of your person and your partner's person. Then tell the class.

My person:	My partner's person:

Practice the game again with another partner.



- Do the first one or two as a class. Then give the students time to match the expressions to the definitions.
- When ready, check answers as a class or in pairs.

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

## G Vocabulary in Context

- The purpose of this activity is to practice listening for key expressions and to teach common phrases that are used when meeting someone for the first time.
- Play the conversation for the students. Ask them to fill in the blanks to complete the conversation. Play the track again and have them check as they listen.
- When you check the dialogue, point out that Chad says *Mr.* If necessary, explain that this is a formal, polite way to address a man.
- Assign students to pairs and ask them to check their answers and practice the exchange.
- Ask a stronger pair to demonstrate for the class, or go around to different pairs and have students take turns demonstrating the exchange.

**Key** 1. Good to see you 2. This is  
3. Nice to 4. get married  
5. heading 6. together  
7. Nice meeting you 8. Good seeing you

## D Grammar

- Briefly go over the table. Then practice by having students insert their own words into the patterns. (*Is he your father? Are you a student? Etc.*)

- Remind students that these questions are answered with yes or no.
- Remind students of contractions. These should be familiar at this stage, but if not, show a contraction on the board by writing *she* and *is*. Write *she's* below or next to this, and draw an arrow to show the change. Explain that all the contractions in the table are possible. Explain that contractions are very common when speaking.
- Practice more freely by asking each student to make a question using the pattern (subject pronoun with *be*). Briefly have each student ask their question to a classmate, and have that classmate answer and ask their question to another classmate.

## E Grammar Practice

- Do number 1 together as a class. Show that the answers can be found by referring to the table and matching the form of the *be* verb with the subject pronoun. Likewise, contractions can be found in the table and will follow the same subject pronoun from each sentence.
- Then ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

**Key** 1. you; not. I'm 2. Is; is. It's 3. Are they; aren't. They're  
4. Am; you're 5. Is it; it isn't 6. Are; I'm

### ✓ Check the Workbook

For further practice with subject pronouns, use Exercise 1 in Lesson 1 of the workbook.

## F Listen to Speak

- Read the directions and check for understanding.
- Play the audio and listen as a class.
- Tell students to circle the correct answers and guess who the person is.

**Key** 1. isn't 2. is 3. isn't 4. does  
Who is it? *Cristiano Ronaldo*

## G Use the Language: Twenty Questions

- Briefly explain the rules of twenty questions: One person thinks of something and the other person has to guess what it is. The person guessing may only ask a maximum of 20 *yes/no* questions, and the person answering may only answer *yes* or *no*.
- Demonstrate the activity in front of the whole class. Think of someone who you know the students will be able to guess. Say that you're thinking of someone, and ask the students to guess who it is.
- Assign students to pairs and have them play twenty questions one time. Have them change roles and play again.
- End the activity with a brief error correction stage.
- Finally, briefly ask students what people they talked about in the twenty questions game.

### Extension I Questions from Pictures

Prepare a photo or set of photos that show a lot of people. Have students write down questions they want to ask about the people in the photo (*Is he a student? Is she married? Etc.*).

### Extension II Introductions

Ask students to introduce one of their classmates to another classmate. If all the students already know each other, ask them to pretend and use a family member, friend, or celebrity.

## Lesson 2 How are you doing?

### Aims

- Give personal information about yourself
- Understand someone else when they give personal information
- Develop use of *be* and empty *it*

### Vocabulary

#### Personal Information

professional	reporter	newspaper	future
contest	win	cook	congratulations
own		by the way	

### Grammar

**Review:** *be* in information questions (*how*); adjectives after *be*  
**Expand:** empty *it*

### Warm Up

Write the phrase *about me* on the board. Write *name*, and write your name next to it. Ask students what other basic information people give or ask for when they meet. Try to elicit *job*, *age*, *family*, *hometown*, etc. Tell students today they will focus on asking for and giving personal information.

### A Model Conversation

- Transition by telling students that they will read and listen to a conversation where one person asks another person some questions about their personal information. Ask them to predict a few questions they might hear, such as *Where are you from?*, *How old are you?*, *Where do you work?* Etc. Some students may not be able to produce these questions, but give some hints and elicit until you have a few questions on the board that students have predicted.
- Ask students to read the model conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions. Use questions that students predicted, as appropriate. *What does the man do? (He's a reporter.) What does he want to ask Wendy about? (He wants to ask her some questions about the cooking contest.) What does Wendy do? (She's a student, but she also has a part-time job as a barista.)* etc.

### Teacher's Note Personal Questions

Cultures may vary regarding what sort of information is normal to ask about when you get to know someone. Emphasize that in English-speaking countries, job and hometown are normal things to ask about, but family and age may be a bit more sensitive.

### B Vocabulary

- Look at the words and read them aloud. Have students repeat.
- Ask students what *reporter*, *professional*, and *future* are. Have students try and guess what each of the words mean.
- Assign students to pairs. Ask them to choose the correct answer to match each word to its definition.
- When ready, check answers together as a whole class.

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

### ✓ Check the Workbook

For further practice with small talk where personal information is given, use Exercise 1 in Lesson 2 of the workbook.

## Lesson 2 How are you doing?

### A Model Conversation

Read the conversation. Then listen. 

**Man:** Hi. You're Wendy, right? How are you?

**Wendy:** I'm great, thanks. Are you the reporter from the school newspaper?

**Man:** That's right. I'm Jason. Nice to meet you. Sorry I'm late. Do you still have time to talk?

**Wendy:** Sure. I go to work at 2:00, and it's 12:30 now.

**Jason:** Okay. And can we talk here, or should we go to a coffee shop?

**Wendy:** It's a beautiful day. Let's just sit here.

**Jason:** All right. I just want to ask you a few questions about the cooking contest. Congratulations on winning, by the way. So first, where do you work?

**Wendy:** Well, I'm a student, and I also have a part-time job as a barista.

**Jason:** Oh, that's surprising. The winner is usually a professional cook. How old are you, if you don't mind my asking?

**Wendy:** I'm 19. Cooking is my future job. I want to own a restaurant someday.



#### Brief note

Use the phrase "If you don't mind my asking" when you ask a personal question.

### B Vocabulary

Read the conversation again. Match the expressions to the correct definitions. 

- |                     |   |  |
|---------------------|---|--|
| 1. professional     | • | a. a person who cooks as a job or hobby  |
| 2. contest          | • | b. large pieces of paper with news and advertisements                              |
| 3. win              | • | c. a phrase used to change the topic of a conversation                             |
| 4. newspaper        | • | d. happening at a time after now   |
| 5. own              | • | e. doing a job that needs special education or skills                              |
| 6. reporter         | • | f. an event in which people try to do something better than others                 |
| 7. cook             | • | g. a person who writes news, often for a newspaper                                 |
| 8. future           | • | h. to be the best in a game, contest, etc.   |
| 9. by the way       | • | i. to have; to possess   |
| 10. congratulations | • | j. a word used to tell someone that you are happy about their good luck or success |

### C Vocabulary: How are you?

Study the answers to the questions "How are you?" or "How are you doing?" Then fill in the blanks.

I'm...	fine	sick	okay	well	great
Worst	-----> Best				
1. tired	3. not bad	6. good / _____	7. awesome		
2. _____	4. _____			8. _____	
		5. _____ / all right			

Now ask two partners how they are today and tell them how you are.

10

### G Vocabulary: How are you?

Go over the answers in the box. Ask students to tell when each word can be used when someone asks you *How are you?* or *How are you doing?* Next ask the students to fill in the blanks. Then go over the answers as a class.

<b>Key</b>	2. sick	4. fine	5. okay
	6. well	8. great	

### ► Activity

Assign students to pairs. Ask them to practice asking and answering.

### ► Feedback

Ask one or two pairs how they are today. Give opportunities to students you feel are prepared and comfortable.

### Extension Newspaper Interview

Make sure every student has a sheet of paper and something to write with. Brainstorm information on different jobs and contests that people take part in. Write a list on the board. Ask students to copy the list and then work with a partner to have a short interview similar to the model conversation but with new information.

## D Grammar

be with *how* and adjectives; empty *it*

be in how questions		empty <i>it</i>	
how + be + subject	How are you? How is your mother? How am I doing?	Sentences about weather, times, days, dates, and distances often have an <b>empty <i>it</i></b> subject. It's "empty" because it doesn't replace a noun.	
How far / long / much / many / old + be + S	How long is the movie? How far is the store? How much is it? How old are you?	weather	A: How's the weather? B: It's a beautiful day. It's sunny.
adjectives after <i>be</i>		time	A: What time is it? B: It's 2:00.
subject + be + adjective	She's beautiful. We're awesome. I'm hungry.	day/date	A: What day is it? / What's the date? B: It's Monday. / It's July 23.
		distance	A: How far is it to campus? B: It's two kilometers.

## E Grammar Practice

Match the answers to the questions.

- |                         |   |                            |
|-------------------------|---|----------------------------|
| 1. You're doing well.   | • | a. How is your dinner?     |
| 2. It's two hours long. | • | b. How much is the pizza?  |
| 3. She's great.         | • | c. How old are you?        |
| 4. I'm 20.              | • | d. How long is the movie?  |
| 5. It's okay.           | • | e. How am I reading?       |
| 6. It's \$25.           | • | f. How's your grandmother? |

Write a question for each answer.

- |                                    |            |
|------------------------------------|------------|
| 7. The theater is five miles away. | How _____? |
| 8. He's six feet five inches.      | How _____? |
| 9. The show is three hours long.   | _____?     |
| 10. It's Friday.                   | _____?     |
| 11. It's raining.                  | _____?     |
| 12. It's March 14 <sup>th</sup> .  | _____?     |
| 13. It's half past one.            | _____?     |

## F Read to Speak

Work with a partner. Take turns reading the roles of the man and the woman in the conversation in part A. The partner playing the woman replaces the woman's information with details about his or her own life.

Present one of your conversations to the class.

## D Grammar

- There are three separate grammar points to cover, but all of them should be review for students at this level.
- First, go over *how* questions with *be* verbs. Write *How are you?* on the board. Tell students that an adjective can come after *how*. Write *How old are you?* on the board.
- Then, explain that the *be* verb can be used with a subject and an adjective complement. There are examples in the table, but encourage students to make a few more, and write them on the board.
- Finally, explain that *it* can be a subject but not mean any actual thing. Explain that *It's 4 p.m.* and *It's raining* are the normal ways to talk about the time and the weather respectively. In these sentences, *it* can be thought of as nothing ("empty *it*") or as an implied subject (such as *The time*, as in *The time is 4 p.m.*). Explain that *it* with an adjective and infinitive is also an empty *it*. In these cases, *it* doesn't mean anything but points to the activity shown by the verb. Write on the board *It's fun to swim = Swimming is fun.*

## E Grammar Practice

- Do number 1 together as a class (*How am I reading? You're doing well.*). Explain that students need to match the answers to the questions.
- Then ask students to answer Questions 2 to 6 individually or in pairs. Remind them to refer to the chart as necessary.
- Go over the answers as a class. Then have the students write their own questions for the answers in Questions 7 to 13.

- Monitor closely and assist students who are struggling to write their own questions.
- When ready, check answers as a class.

Key	1. e	2. d	3. f	4. c
	5. a	6. b		
	7. How far away is the theater?	8. How tall is he?		
	9. How long is the show?	10. What day is it today?		
	11. How's the weather?	12. What's the date?		
	13. What time is it?			

## Teacher's Note Subject-Verb Agreement

Now is an opportune time to make sure that students all have a solid understanding of subject-verb agreement. When you do the grammar practice, help students find the answers by pointing out the *be* verb forms and asking which one matches the subject.

## ✓ Check the Workbook

For further practice with adjectives and *be* verbs, use Exercise 3 in Lesson 2 of the workbook.

## F Read to Speak

Have students work in pairs. Tell them to take turns reading the roles of the man and woman in the conversation in part A. Then the person playing the woman should replace the woman's information with details about his or her own life. Have each of the pairs present one of their conversations to the class.

## Extension Describing

Tell the students to make a list of either people they know or places around campus (choose one). Ask students to list at least five people/things. Then tell the students to make one *be* verb sentence with an adjective to describe each person/thing. Briefly have students report their sentences.

## Lesson 3 This is...

### Aims

- Use titles to refer to people
- Develop use of *who* and *what* questions using *be*
- Develop use of demonstratives and possessive adjectives

### Vocabulary

#### Jobs, work roles, and relationships

intern	coworker	boss	CEO
employee	secretary	meeting	company

### Grammar

be in *wh-* questions; demonstratives; possessive adjectives

### Warm Up

Ask students if they have ever had a job. Ask them who the person you work for is (*boss*). Ask them who the people your work with are (*coworkers*). Write *boss* and *coworkers* on the board. Tell students these words mean people in a company/business. Tell students that this lesson will focus on the people at a company.

### A Model Conversation

- Transition by telling students that they will read and listen to a conversation between a manager and a new employee. Tell the students that the people introduce themselves and talk about some of the other people at the company.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as class.
- Ask comprehension questions: *Who is the new intern?* (Nick Johnson.) *Who does he meet?* (Tony Hendricks) *Who does Nick ask about?* (Mr. Carlson.) *And who is he?* (The CEO.)

### B Vocabulary

- Say each vocabulary word. Ask students to repeat. Ask comprehension-check questions, such as *Which one means someone who is in charge, coworker or boss?* (The CEO is important.) Ask students if they can say what an intern does or what a manager does.
- After practicing each word, ask students to match the words to their meanings.
- When ready, check answers as a class.

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

### C Vocabulary Comprehension

Call on students to read Nick's email. Have them circle the correct answers as they read.

Key	1. company	2. secretary	3. coworker
	4. employees	5. supervisor	6. meeting

### Extension An Email to a Family Member

To build fluency, have each student write their own short email to a family member about his/her first day at work. Go around and help students that need it. Call on a couple of students to read their emails out loud.

## Lesson 3 This is...

### A Model Conversation

Read the conversation. Then listen. 

**Man:** Hi, Tammy. Who's this? Oh, right. We have a new employee today. What's your name?

**Tammy:** Tony, this is Nick Johnson, our summer intern. Nick, this is Tony Hendricks. He's the office secretary.

**Nick:** Nice to meet you, Tony.

**Tony:** Welcome to the company.

**Tammy:** Here Nick, have a seat. This is Elaine Rodriguez, and that's our supervisor, Stacy Ramon.

**Nick:** Nice to meet both of you.

**Stacy:** Glad to meet you too. How's your first day going?

**Nick:** I like my coworkers, but I'm still finding my way around.

**Stacy:** Well, you have lots of time. After the meeting, let's go and see Mr. Carlson.

**Nick:** Okay. Um, who is Mr. Carlson?

**Stacy:** He's our boss, the CEO.



#### Brief note

"Have a seat" is a polite way of asking someone to sit down.

#### Brief note

"Supervisor" is another word for boss (see part B). It is usually used for a lower boss who works closely with employees, not a CEO.

### B Vocabulary

A business is a place that sells things. *Business* is also the activity of making and selling things, and it is a university subject.

Read the conversation again. Match the expressions to the correct definitions.

- |              |   |   |
|--------------|---|---|
| 1. coworker  | • | a. a business   |
| 2. company   | • | b. chief executive officer; the boss of a company                 |
| 3. intern    | • | c. a person whose job is to answer phones, etc.                   |
| 4. employee  | • | d. a person who works at a job for a short time to learn about it |
| 5. CEO       | • | e. a person whose job is to tell others what to do                |
| 6. secretary | • | f. a time at work when people get together to discuss something   |
| 7. boss      | • | g. a person who works for another person or for a company         |
| 8. meeting   | • | h. a person you work with   |

### C Vocabulary Comprehension

Read Nick's email to his parents about his first day at work. Circle the correct answers.



Hi, Mom and Dad.

My first day at the ① ( company / employee ) is going fine. I don't have a computer yet, so I'm borrowing a tablet from the ② ( meeting / secretary ). His name is Tony. A ③ ( secretary / coworker ) named Tammy introduced me to the other ④ ( companies / employees ) in the office. She seems very nice. So does

Stacy, my ⑤ ( intern / supervisor ).

We just had a ⑥ ( boss / meeting ) about this week's work. Soon Stacy is taking me to meet the big ⑦ ( boss / employee )—the CEO! I'm a little nervous. More later.

Love,  
Nick

### D Grammar

- In this lesson, there are three separate grammar points to cover.
- First, go over *be* verbs with *who* and *what* in *wh-* questions. This is a simple pattern which students are probably already familiar with. Nonetheless, practice a few exchanges with students: *Who is he?* *Who am I?* etc.
- The second point is demonstratives. The concept of demonstratives can be quickly explained by drawing on the board something near and something far away, or by simply pointing to things in the classroom. Teach both adjectives (*this chair*, *that chair*) and pronouns (*this*, *that*). Combined with the first grammar point, this point allows you to ask questions such as *What's this?*
- Finally, review possessive adjectives. Hold up your marker or pen, and ask whose it is. Find a student's notebook and do the same thing. Tell students that they may look at the chart to see all of the possessive adjectives.
- Draw attention to the Brief note. Remind students that when making a possessive adjective from a common noun (e.g. *the library's*) or proper noun (e.g. *Joseph's*), they simply add an apostrophe and an 's'. To make a possessive adjective from a plural common noun, add an apostrophe to the end of the plural spelling (e.g. *students'*).



## D Grammar

**be in *wh-* questions; demonstratives; possessive adjectives**

be in <i>wh-</i> questions	
<i>Wh-</i> word + <i>be</i> + <i>S</i> (+ more information)	
Where am I right now, and where am I going?	
What are you guys studying?	
Who is that woman?	
When are those meetings?	
Why is this so hard?	

**Brief note**  
Remember, demonstratives (*this, that, these, and those*) can come before a noun, or they can be alone.

possessive adjectives	
singular	plural
my coworker	our boss
your office	your company
his parents	their supervisor
her brothers	
its CEO	

**Brief note**  
Possessives say who has something.  
• You can also use a noun to talk about who has something. Add *-s* to a singular noun or *-s'* to a plural one: *Erik's potatoes* (one person has potatoes); *the boys' room* (many boys live in a room).  
• Use the question word *whose* to ask about who has something: *Whose dog is that?*

## E Grammar Practice

**Circle the correct answers.**

- What's ( *your / our* ) name?
- ( *Who's / Whose* ) phone is this?
- ( *Where / Here* ) do you live?
- ( *When / Who* ) is your daughter's birthday?
- The students have ( *there / their* ) pencils.
- Is ( *this / these* ) the ( *boy's / boys'* ) bathroom?
- I enjoyed meeting ( *my / mine* ) new coworkers yesterday.
- ( *This / These* ) math problems are more difficult than ( *this / those* ) problems.
- ( *This / That* ) book in my hand costs more than ( *this / that* ) one over there.
- ( *Where / What* ) is the name of ( *your / your's* ) family's company?
- ( *Whose / Who* ) is your boss? ( *When / What* ) time is he arriving?
- ( *Marks' / Mark's* ) keys aren't here. ( *Where / When* ) are they?

## F Write to Speak

**Find a partner. Ask questions about your partner and write the answers.**

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## G Use the Language

**This is my partner...**

Find another pair of partners. Introduce your partner to them. Then walk around the room and introduce your partner to at least three other pairs of partners.

## F Write to Speak

- Ask students to think of a question that they want to ask. It does not need to be the target grammar, and you should encourage the production of any extra language.
- Write one of the questions on the board. Elicit a few more questions, or put your own questions to save time.
- Tell students that they are going to make a list of questions like yours. Tell the students to write questions they want to ask other classmates.
- After students have their lists made, briefly interview a willing student with your questions from the board.
- Tell the students to do the same thing. Assign partners or ask them to find a partner.
- Tell students to note down the information they get from the interview.

## G Use the language: This is my partner...

- Tell students to find another pair of partners and take turns introducing their partners to each other.
- After that, students should walk around the room and introduce their partners to at least three other pairs.

### Extension Find the Person

Ask each student to write a fact about themselves on a slip of paper. Have students put all the slips of paper in a container. Students each take a slip. Check to make sure students don't draw their own slip and keep it. Now have students mingle and try to find the person on their paper by asking questions.

13

## E Grammar Practice

- Do number **1** together as a class (*Should we say 'your' or 'our'?*). Explain that the possessive *your* is used to ask someone about their name. Do number **2**, asking students if *Who's* or *Whose* is used when asking about possessives.
- Then ask students to circle the correct answers individually or in pairs. Remind them to refer to the chart as necessary.
- Monitor closely and be prepared to assist students who have understood one or two of the points but not all three.
- When ready, check answers as a whole class.

Key	1. your	2. Whose	3. Where
	4. When	5. their	6. this, boys'
	7. my	8. These, those	9. This, that
	10. What, your	11. Who, What	12. Mark's, Where

### ✓ Check the Workbook

For further practice with *be in wh-* questions and demonstratives, use Exercise 2 in Lesson 3 of the workbook.

## Lesson 4 Jobs

### Aims

- Understand and use words related to jobs
- Talk about desires using *want to* and *would like to*

### Vocabulary

#### Words related to jobs

career	counselor	pop star	creative
advice	fashion designer	graduate	draw

### Grammar

*want to* and *would like to*

### Warm Up

Write *teacher*, *truck driver*, and *doctor* on the board. Ask students what they are (*jobs*). As a class, brainstorm a few more jobs. Have a general discussion about jobs with students. Ask about what they want to be, what jobs their family members, friends, or relatives have, etc. Tell students that today they will mainly talk about jobs.

### A Model Conversation

- Transition by telling students that they will read and listen to a conversation between a student and a career counselor. Explain that a career counselor is a person who helps students choose majors and jobs. Ask students what they think the girl in the picture probably wants to be.
- Ask students to read the conversation in pairs. Whoever reads Sonia's part should also read the teacher's part.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions. *Who does the teacher introduce Sonia to? (Mr. Peters) What does Mr. Peters do? (He's a career counselor.) What does Sonia want to be? (A fashion designer or a CEO) etc.*

### B Vocabulary

- Look at each picture and read the word below it. Have students repeat.
- Ask students to explain in their own words what each term means if they know it. Ensure that students know *creative* is an adjective, not a job. Ask the students if they can name any creative jobs other than a fashion designer.
- Assign students to pairs. Ask them to work together to match the words under the pictures with the definitions.
- When ready, check answers as a whole class.
- Explain that a career isn't just a job but a series of related jobs that a person might have at one time or another. For example, a career in sports might involve being an athlete at first, but later being a coach, commentator, or other related job.

Key

e, c, f, d, a, b

1. advice

3. counselor

2. career

4. semester

## Lesson 4 Jobs

### Brief note

Use *This is...* to introduce someone informally. In more formal conversations (with a boss, professor, etc.), people often use these phrases:  
*I'd like to introduce you to...*  
*I'd like you to meet...*  
*Let me introduce...*

### A Model Conversation

Read the conversation. Then listen. 

**Teacher:** Sonia, I'd like to introduce you to Mr. Peters. He's our **career counselor**. Mr. Peters, this is Sonia. She wants some **advice**. She's choosing her classes for next **semester**.

**Mr. Peters:** Hi, Sonia. So what do you want to do after you graduate?

**Sonia:** Well, I'd like to be a pop star, but I can't sing. Anyway, I like clothes, and I love drawing. Maybe I want to be a fashion designer. Of course, I also like money. Maybe I want to be a CEO.

**Mr. Peters:** So art, design, and business could be good classes for you. Let's look at the schedule.



### Brief note

*Pop*, as in *pop music* or *pop star*, is short for *popular*. Something popular is something a lot of people like.

### B Vocabulary

Match the words under the pictures to the correct definitions.



a. graduate



b. draw



c. pop star



d. clothes



e. creative



f. fashion designer

- having many new ideas
- a popular singer
- a person who makes clothes
- things to wear
- to finish school or college
- to make a picture

Look back at the conversation in part A. Write the bold words next to the correct definitions.

- \_\_\_\_\_ an opinion told to someone about what he or she should do
- \_\_\_\_\_ a job that someone does for a long time; a person's work life
- \_\_\_\_\_ a person whose job is to listen and give advice
- \_\_\_\_\_ half of a school or university year, often eighteen weeks

### C In Your World

Fill in the blanks. Then read your answers to your classmates and listen to their answers.

I want to take a(n) \_\_\_\_\_ class.

I want to be a(n) \_\_\_\_\_.

### C In Your World

#### ► Setup / Demo

This is a freer discussion activity that could be as simple as students asking each other what they want to do. It could be more complex depending on students' abilities. Model the interaction by asking a student what he or she wants to do. Prompt the student to ask you what you do.

#### ► Activity

Assign students to pairs. Draw their attention to the sentence frames. Tell them to use the sentence frames to make questions and ask their partner. Ask them to note down or remember what their partner says so that they can report it later.

#### ► Feedback

Recap by asking what questions they asked their partner and what their partner said. Ask two or three different students who are willing to answer.

### Extension Job List

Assign students to small groups. Have the groups come up with a list of jobs. Suggest jobs if the students don't have ideas. If any new jobs come up, explain briefly what they are. Once each group has a list of jobs, ask them to choose the best two or three jobs from the list.

## D Grammar

### want (to) and would like (to)

#### Brief note

Sometimes *want* and *would like* can be used in the same place. At those times, *would like* is more formal than *want*.

want / would like + noun	want to / would like to + verb
<i>Would like</i> + noun is a less direct, more polite way of saying that you want something.	<i>Would like to</i> means <i>want to</i> . It is less direct, so it can also be used for wishes that cannot happen.
I want a pizza. / I would like a pizza. I want some new clothes. / I would like some new clothes.	I want to become a fashion designer. I would like to become a fashion designer. I would like to be a pop star (but I can't sing).
To make short forms with <i>would like</i> , add -'d to the subject pronoun: I'd, you'd, he'd, she'd, it'd, we'd, they'd. I'd like to see a career counselor. She'd like dessert. We'd like to graduate this year.	

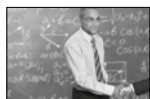
## E Grammar Practice

### Put the words in order to make sentences.

- like / you / would / or / coffee / tea  
\_\_\_\_\_?
- lawyer / a / be / to / like / he'd  
\_\_\_\_\_.
- do / you / what / like / would / to  
\_\_\_\_\_?
- class / want / a / business / they / good  
\_\_\_\_\_.
- go / like / moon / to / I'd / the / to  
\_\_\_\_\_.

## F Listen to Speak

Read the information. Then listen to the introductions. Write the name of the person in each picture. © Track 08



He's married and has a son. He loves his job and likes to give advice to students. In the summer, he travels with his family. He'd like to go to Mt. Everest, but he's too busy.



She's married, with no kids. She studies computer science in college and also works at a big company. She wants to be a CEO someday.



She's single and lives with her best friend. They're creative and love the arts. She's a part-time barista now, but she would like to be a movie star.

- Interview a partner about a person he or she knows (not a classmate).
- Tell your classmates about the person, and answer any questions they have.

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## D Grammar

- Go over the table with students. Make sure that students understand that *want to* is a basic phrase used to express desire, while *would like* can be either more polite or less realistic (a wish).
- If necessary, further contrast *want* and *would like* by drawing attention to the differences in the table. *Which things seem more possible? Which one is easier, watching TV or becoming a movie star?*
- Remind students of contractions. Explain that *would* can also form contractions with subject pronouns. Remind students that contractions in general are very common when speaking.
- Have students repeat each contraction from the table after you so that they can get used to the sound. Tell them they will hear the contraction more often than the full form.

### Teacher's Note Would Like for Wishes

*Would like* is also extremely common in most EFL contexts as a polite form of *want*. Explain that *would like* is also used to mean *want* when we are trying to be polite.

## E Grammar Practice

- Do number 1 together as a class. Remind students how a question is formed.
- Ask students to put the words in order for questions 2 through 5 individually or in pairs.
- When ready, check answers as a class.

### Key

- Would you like coffee or tea?
- He'd like to be a lawyer.
- What would you like to do?
- They want a good business class.
- I'd like to go to the moon.

### ✓ Check the Workbook

For further practice using sentences with *want* and *would like*, use Exercise 1 in Lesson 4 of the workbook.

## F Listen to Speak

© Track 08

- First, read the information in the boxes. Then have the students listen to the introductions. They should write the name of the person in the correct blank. Go over the answers as a class.
- Have the students work in pairs. Tell them to interview each other about a person their partner knows (not a classmate).
- Finally, ask the students to tell their classmates about the person. The other students should ask questions about the person.

### Key

From left to right: Mr. Clark (3); Vanessa (2); Irina (1)

### Extension Other Dreams

Let students get off the topic of jobs and apply *would like* more broadly, to things like travel, housing, cars, and other hopes and aspirations. Have each student make a list of three things they would like to do (in general). Assign students to pairs and have them share with each other. Recap by asking several students about their partners' wishes.

## Lesson 5 From where?

### Aims

- Understand and use words that describe places
- Talk about where you are from
- Ask questions using *where*, *be*, and *be like*

### Vocabulary

#### Words used to describe where you are from

rural	state	town	beautiful
hometown	urban	bay	bridge
famous	area		

### Grammar

Questions with *be like* and adjectives

### Warm Up

Ask students to name a country or region they want to visit. Write the names of the places on the board. Ask students what that place is like. Ask them if it is hot or cool. Is it beautiful? Why? Continue talking about a few different travel destinations. Tell students that during this lesson they will focus on describing places and will practice describing the place they are from.

### A Model Monologues

- Transition by telling students that they are going to read and hear about three different places. If necessary, tell the students where each of the places is located in the United States. Ask students to number the pictures according to the monologues.
- Ask comprehension questions. *Where is San Francisco? (In California.) Are there tall buildings? (Yes) What else is there? (The Golden Gate Bridge, a bay etc.) What kind of area is it? (It's an urban area.)*

Key

From top to bottom: 2; 1; 3

### Teacher's Note Talking about Hometowns

- The language provided for talking about hometowns is not really enough for students to give much detail. Be prepared to help students with other vocabulary, and remind them of useful grammar, such as *there is/there are*.
- Hometowns can be a sensitive subject due to geographical prejudices and pride in one's own city or country. Be aware of possible prejudices, but also be open-minded about things people may take pride in about where they come from.

### B Vocabulary

- Read the words from the box. Have students repeat.
- Give examples for the vocabulary (*Our university is in an urban / a rural area. The Golden Gate Bridge is a famous bridge in San Francisco.*). Once you've gone over the meaning of the words, ask students to explain in their own words what each term means, to give examples, or to use the words in sentences.
- Go over the meanings for the words in 6 through 10.
- Assign students to pairs. Ask them to work together to choose the correct answers to items 1 through 10.
- When ready, check answers as a whole class.

Key


1. mountain	2. bay	3. bridge	4. rural
5. urban	6. c	7. d	8. a
9. b	10. e		

## Lesson 5 From where?

Brief note

To ask about someone's hometown, say, "Where are you from?" The answer is, "I'm from..."

### A Model Monologues

Read the monologues. Write the number of each monologue next to the correct picture. Then listen. 

- Man:** I'm from San Francisco. It's an urban area in the state of California. There's a very famous bridge there, the Golden Gate Bridge. San Francisco is beside a bay. There are tall buildings, and some mountains are nearby. I love my hometown.
- Woman:** I'm from Helena, Montana. It's small, but it's a beautiful town. It's very rural. It usually snows a lot in the winter, but the summer is very hot. It's an awesome place.
- Man:** My hometown is Nashville, Tennessee. People call it "Music City." You can hear all kinds of music every night, but country music is the most popular. Nashville is also famous for great food, and the people are really nice.



Brief note

Rural areas are often called *the country*. Country music is a kind of music about the lives of people in the country.

### B Vocabulary

Read the monologues again. Write the words from the box under the correct pictures.

bridge urban bay rural mountain



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Match the words to the correct definitions.

- |              |   |   |
|--------------|---|---|
| 6. famous    | • | a. very pretty  |
| 7. hometown  | • | b. a part of a larger place                               |
| 8. beautiful | • | c. known to very many people                              |
| 9. area      | • | d. the city or town where a person is from                |
| 10. state    | • | e. a part of a country that can make some of its own laws |



- \_\_\_\_\_

### C In Your World

Use a dictionary. Find five English adjectives that describe your hometown. Write them here.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Extension Guess Where I'm From

If all the students are from the same country, have them describe where they are from without saying the name of the place. Have other students guess where it is.

### C In Your World

#### ► Setup / Demo

Tell students where you are from. Tell them what is there and what it's like using five adjectives.

#### ► Activity

Get students to use a dictionary to come up with five adjectives that describe their hometown. Monitor for correct use of the vocabulary.

#### ► Feedback

If there were common mistakes with the target vocabulary, go over them on the board. Then, recap the activity by asking students to report on what their hometowns are like.

### ✓ Check the Workbook

For further practice answering questions about one's country or hometown, use Exercise 4 in Lesson 5 of the workbook.



## D Grammar

### Questions with *be like*; adjectives

questions with <i>be like</i>	adjectives	
These questions ask you to describe a person or place.	You can describe things using adjectives. Adjectives can come after some verbs or before nouns.	
<b>What + <i>be</i> + S + <i>like</i> (+ more information)?</b>	<b>S + V + adj.</b>	<b>(article +) adj. + N</b>
What is he like? What's Paris like at night? Who's your favorite professor? What's she like? What are your parents like when they're angry?	He's calm and quiet. It's beautiful and exciting. She's loud and passionate.	a quiet man beautiful lights She's a passionate person.

#### Brief note

Go back to p. 11 to review S + *be* + adj. See p. 73 to learn about adjectives after other verbs.

## E Grammar Practice

### Put the words in order to make sentences.

- mother / is / what / your / like \_\_\_\_\_?
- your / like / siblings / are / what \_\_\_\_\_?
- blue / Marcia / a / has / car \_\_\_\_\_.
- in / house / an / boy / lives / tall / the / old \_\_\_\_\_.
- beautiful / famous / she's / and \_\_\_\_\_.

#### Brief note

Remember to use a before words that begin with a consonant sound and an before words that begin with a vowel sound.

## F Read to Write

Read the advertisement. Underline the adjectives. Look up any words you don't know.

**Want to visit an exciting place? Come to Australia!**

Whatever you'd like to do, you can do it here. There are big cities with beautiful beaches and great seafood restaurants. Australia is famous for its awesome weather. It's usually hot and sunny, even in winter. You can swim in the ocean all year.

Would you like to leave the crowded city and relax in the country? The huge rural part of Australia is called the Outback. You can go there to see amazing animals, like kangaroos.

Come and see what Australia is like!



## G Use the Language

### Travel to my hometown.

What's your hometown like? Why would travelers like to go there? Write a paragraph about it. Look back at part C for ideas.

My hometown: _____

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## E Grammar Practice

- Do number **1** together as a class (*What is your mother like?*). Explain to students that they can find the right order of words by simply referring to the chart or they can think about the grammar pattern they've just reviewed.
- Assign students to pairs and ask them to complete numbers **1** through **5**.
- Number **1** is a good opportunity to explain the uppercasing or lowercasing of the *m* in *mother*. Explain that *mother* should be capitalized when referring to a person as a proper noun. When referring to *mother* as a common noun, do not capitalize.
- When ready, check answers as a class.

### Key

- What is your mother like?
- What are your siblings like?
- Marcia has a blue car.
- The tall boy lives in an old house.
- She's beautiful and famous.

### ✓ Check the Workbook

For further practice with questions using *where* and *be* verb or *what* with *like*, use Exercise 2 in Lesson 5 of the workbook.

## F Read to Write

Explain to students what an advertisement is. Talk about Australia in general to find out what they know about the country, and then read the ad together. Have students underline the adjectives that describe the place. Encourage them to look up any words they don't know.

## G Use the Language: Travel to my hometown.

- Have students write about their hometown. Suggest that they write about things to do, foods to eat, special events, the best time to visit, etc.
- Go around the class and help students that need it.

### Extension A Great Place to Live

Tell students to imagine a perfect town or city to live in. Give them some time to prepare to talk about it. Assign students to pairs. Have them repeat the In Your World activity but this time talking about their dream location.

## D Grammar

- Briefly go over the table, reading the phrases and having students repeat. Review each point one at a time, giving more examples or asking students to make examples.
- After finishing each point, you may want to practice more freely by having real-life exchanges:
  - What's your sister like?*
  - What is your hometown like?*
  - Who's your best friend? / What is she/he like?*
- Point out the Brief note, which explains that an adjective can come before nouns (*It's a beautiful city*), or they can follow the *be* verb, becoming a complement (*The city is beautiful*).
- Review the correct use of *a* vs. *an*, and ask students to suggest a few nouns that could come after each one.

### Extension Our University

- As a class, brainstorm at least 20 nouns and adjectives that could be used to describe your university.
- Assign students to pairs and small groups and ask them to write ten sentences using the words from the word bank that they've come up with.
- Have the pairs or groups share their sentences with the class.
- Take any last opportunities here to reinforce correct use of target vocabulary and grammar by doing a correction stage if necessary.

## Unit 1 : Active Review

### A An Interview Track 10

- Tell students that they will listen to a conversation between a school newspaper reporter and a college soccer player.
- Have them fill in the blanks as they listen to the conversation. Play the conversation as often as needed.
- Call on two students to read the completed conversation. Correct any wrong answers and explain them.
- Have students try and pinpoint vocabulary words and grammar points learned in this unit.

Key

Are; am; meet; seat; way; winning; introduce; where; state; is; Awesome; ls; are; mind; professional; reporter

### B Interview a Famous Person

- In pairs, have students create a role-play interview between a reporter and a famous person.
- Call on some pairs to present their interviews to the rest of the class.

#### Teacher's Note Reviewing Earlier Material


Part **A** can be used as a review of the vocabulary and grammar points from this unit. Have students pinpoint the words and grammar within the conversation that they learned. After they find a target word or grammar point, get them to make sentences or questions using the specific word or grammar point.

### C Reminder: Module Goals

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a checkmark next to the goals they have achieved.

## Active Review

### A An Interview

Listen to a conversation between a reporter for the school newspaper and a college soccer player. Fill in the blanks with the words that you hear. 

Jamie: Excuse me. \_\_\_\_\_ you Daniel Bell?  
 Daniel: Yes, I \_\_\_\_\_. Hello. Are you the reporter?  
 Jamie: Yes. Jamie White, from the university newspaper. Nice to \_\_\_\_\_ you.  
 Daniel: Nice to meet you, too. Have a \_\_\_\_\_  
 Jamie: Thanks. By the \_\_\_\_\_, congratulations on \_\_\_\_\_ the big game!  
 Daniel: Thanks. Yeah, it feels good to win.  
 Jamie: In the story, I'm going to \_\_\_\_\_ you to our readers. So first, \_\_\_\_\_ are you from?  
 Daniel: A small town in the \_\_\_\_\_ of Washington, near Seattle.  
 Jamie: How \_\_\_\_\_ life there?  
 Daniel: \_\_\_\_\_. It's a beautiful area.  
 Jamie: \_\_\_\_\_ your family there?  
 Daniel: Yes, they \_\_\_\_\_. I have two brothers there. They love soccer, too.  
 Jamie: So, what about your career, if you don't \_\_\_\_\_ my asking? Would you like to be a \_\_\_\_\_ soccer player?  
 Daniel: No, actually. I want to be a \_\_\_\_\_, like you.

### B Interview a Famous Person

With a partner, think of a famous person that you both know a lot about. Use the Internet for ideas. Then decide on roles. One of you is that person, and the other is a reporter interviewing him or her. Role-play the interview. Try to include the following:

- Introductions
- Where the person is from
- Basic details about the person's family and career
- What the person wants to do in the future

### C Reminder

#### Some Module 1 Goals in Unit 1

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Understand and use words and phrases about family, personal details, and simple everyday situations
- \_\_\_\_\_ Communicate information about yourself, your family, your job, and where you come from in a simple and direct exchange
- \_\_\_\_\_ Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations

**A Read to Write**

Read the letter from your new pen friend.

	Hello,
	How are you? Let me introduce myself. My name is Anaya, and I live in Vancouver, Canada. I'm 20 years old, and I go to the University of Art and Design. The campus is beautiful. I like urban life! It's new for me because I'm from a rural area in India. My parents and my brother live there. I study web design, the designing of websites. I'm creative, and I love computers. Someday, I'd like to own a web design company. My classes are hard, but I like them. I study a lot, but I also have fun with my friends. Vancouver is amazing.
	What about you? Are you a student? What's your hometown like? What's your future career? Is your family big? Sorry—that's a lot of questions! By the way, I'm sending a photo. Can you please send me one, too?
	Anaya



**B Prewrite**

Get ready to write to Anaya. Use the letter to fill in Anaya's answers to the questions, and then fill in your answers. Think of two more questions you'd like to ask her.

	Anaya	You
How old are you?		
Where are you from?		
What are you like?		
What's your future career?		

**C Now Write**

Respond to Anaya's letter. Introduce yourself, answer her questions, and ask your questions. Start here and, if necessary, continue on a separate piece of paper.

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**Now Write**

- Tell students that they should respond to Anaya's letter. They should introduce themselves first, answer her questions, and then ask their own questions.
- Provide the students with extra sheets of paper to write their letters.
- This section could be assigned as homework. If there are any quick writers, call on them to present their letters to Anaya.
- If you noticed any common errors in pronunciation or the use of contractions, correct these at the end.

**Warm Up**

Before reading the letter, briefly explain what a pen friend (also called pen pal) is and what things you would write about to one.

**A Read to Write**

- Tell students they are going to read a letter from their new pen friend.
- Call on students to read the letter.
- Ask comprehension questions to see if they have understood the information within the letter.

**B Prewrite**

Have students fill in the information for Anaya's answers and their answers to Anaya's questions. Then ask them to come up with two more questions they'd like to ask her. If the students have trouble coming up with their own questions, help them to form their questions.

# Unit 2 Overview:

## The Classroom

### Lesson 1: This Weather

**Aims:**

- Understand and use words related to the weather
- Ask and answer simple present questions using *how* and *what*
- Develop use of intensifiers

**Vocabulary:** Weather and seasons

**Grammar:** Simple present information questions with *what* and *how*; intensifiers

### Lesson 2: Do you have a job?

**Aims:**

- Practice speaking in everyday situations
- Ask and answer simple present *yes/no* questions
- Develop use of *have* with direct objects

**Vocabulary:** Work-related words

**Grammar:** Simple present *yes/no* questions; objects

### Lesson 3: Tall and Thin

**Aims:**

- Understand and use words that describe people
- Describe the people in your life
- Ask and answer simple present questions with *how many* and *any*

**Vocabulary:** People's appearances and personalities

**Grammar:** Questions with *any* and *how many*; object pronouns

### Lesson 4: I study English because...

**Aims:**

- Understand and use words related to education and learning
- Ask and answer questions with *why*
- Give reasons using *because* and infinitives of purpose

**Vocabulary:** Words related to studying English

**Grammar:** Questions with *why*; conjunction *because*; infinitives of purpose

### Lesson 5: You should come.

**Aims:**

- Understand and use words related to sports
- Give reasons using *should*, *have (got) to*, and *because*

**Vocabulary:** Sports and phrases to end a conversation

**Grammar:** *should* and *have (got) to*;

### Some Module 1 Goals in Unit 2

- Write simply about simple topics, such as the weather
- Learn basic words and phrases to talk about yourself and communicate in common everyday situations
- Join phrases with words like *and* or *because*

## Lesson 1 This Weather

### Aims

- Understand and use words related to the weather
- Ask and answer simple present questions using *how* and *what*
- Develop use of intensifiers

### Vocabulary

#### Weather

weather	temperature	degrees	season
sunny	clear	dry	forecast

### Grammar

Simple present information questions (*what* and *how*) and answers; intensifiers

## ★ Unit 2 • Small Talk ★

### Lesson 1

### This Weather

#### Brief note

Sometimes we say "so" to start a conversation.

#### Brief note

We say "huh" in a statement when something is interesting. We ask *huh?* as a question when we want someone to repeat. As a question, *huh* is very informal.

### A Model Conversation

Read the conversation. Then listen. © Track 11

Jim: So, what do you think of this weather?  
 Terry: I hate it. It's so hot here in the summer! I don't like high temperatures.  
 Jim: Oh. Huh. I'm from Arizona. This feels quite cool to me.  
 Terry: Then you won't like winter here. There's a lot of snow. And it's really cold, sometimes five degrees below zero.  
 Jim: Below zero? In Celsius or Fahrenheit?  
 Terry: Celsius.  
 Jim: That's not too bad. Anyway, in the winter, I'm going back to my hometown. It's such a great place.  
 Terry: What's the weather like there?  
 Jim: It's usually sunny and clear. It's hot and dry, never humid.  
 By the way, how's the weather here in spring and fall?  
 Terry: It's great—cool and sunny. Those are the best seasons.

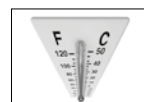


#### Brief note

In weather forecasts, "C" stands for Celsius. "F" stands for Fahrenheit. In the US, people usually use Fahrenheit. People in other English-speaking countries usually use Celsius.

### B Vocabulary

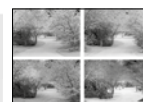
Match the words under the pictures to the correct definitions.



a. temperature



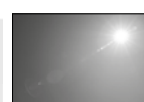
b. dry



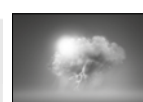
c. season



d. forecast



e. clear



f. weather

- what it's like outside: hot, cold, rainy, etc.
- spring, summer, fall, or winter
- an opinion about how the weather will be
- how hot or cold it is
- not rainy or wet
- not cloudy; sunny

Circle the correct answers.

- The temperature is high. The weather is \_\_\_\_\_. a. cold b. hot c. rainy
- The temperature is low. The weather is \_\_\_\_\_. a. cold b. hot c. rainy
- We use degrees to measure \_\_\_\_\_. a. height b. rain c. temperatures
- It's cloudy. The weather is NOT \_\_\_\_\_. a. dry b. sunny c. hot
- It's humid. The weather is NOT \_\_\_\_\_. a. dry b. sunny c. hot

### C In Your World

Work with a partner. Describe the weather. What's it like today? What's it usually like in each of the four seasons?

### Warm Up

Ask students what types of weather there are. Tell them to think of some words to describe different types of days in terms of weather, such as *sunny* or *rainy*. Ask what the weather is like today. Ask what weather the students like. Tell students they will focus on talking about weather in this lesson.

### A Model Conversation © Track 11

- Transition by telling students that they will read and listen to a conversation between two friends who are talking about the weather.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions. *Is the woman happy about the weather? (No.) Does she like hot weather? (No.) What about the man? (He is okay with hot weather.) Why? (He's from a place with hot weather.)* etc.

### B Vocabulary

- Look at each picture and read the word below it. Have students repeat.
- Once you've read each of the words, ask students to explain in their own words what each term means, to give examples, or to use the words in sentences.
- Explain to students, if necessary, that temperature is a number which shows how hot or cold it is. (*Seventeen degrees is a normal temperature. Thirty is hot. Zero is cold.* etc.) Also explain the difference between Celsius and Fahrenheit and where the two are used.
- Assign students to pairs. Ask them to work together to match the words correctly and to circle the correct answers for items 1 through 5. When ready, check answers as a whole class.



## D Grammar

### Simple present questions with *what* and *how*; intensifiers

What/How + V + S (+ more information)?	answers
How are you?	I'm great.
How does Alicia like the cake?	She says it's delicious!
What's the weather like?	It's sunny and dry.
What does Chris do?	He's a teacher.
What do you think of this weather?	I don't like it. / It's too hot. / I think it's amazing!
<b>What do you think of...?</b> and <b>How do you like...?</b> are both invitations to tell your opinion. <b>How about + noun?</b> can be used in informal English to ask for an opinion: <i>How about this weather?</i> <i>How about that game?</i> In answers, remember to add an -s for third person singular subjects: <i>She really likes it.</i>	
intensifiers: <i>so, quite, really, such</i>	
S + be + intensifier + adj.	S + be + such (+ article) (+ adj.) + noun
It's <b>really</b> hot.    She's <b>so</b> cold!    We're <b>quite</b> good.	It's <b>such</b> an old song.    They're <b>such</b> bad students. You're <b>such</b> a good cook.

## E Grammar Practice

### Circle the correct answers.

- (How's / What's) Josh?
- (How's / What's) Josh like?
- (What do you think / How do you like) of this school?
- (What do you think / How do you like) your cake?
- He's (so / such) fast!
- It's (such a / so) big dog!
- Roberto is (quite / quite a) tired.
- What (do / are) they like to eat?
- (What's / What) your name?
- (How / How are) you feeling?
- You're (such / such a) good teacher.
- That's (such a / such) great story.

## F Use the Language

### Weather forecasts

- Find a local weather forecast for the next week. Discuss the forecast with a partner.
- Write a paragraph about the weather for the next week. Read your paragraph to your partner.



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

## C In Your World

### ► Setup / Demo

Tell the students about the weather in your home country, region, or town. Give some details and write them on the board as models. Any models will be useful for students, no matter what they have to describe in the activity. (Also tell students how the weather is different depending on the seasons.)

### ► Activity

Assign students to pairs. Tell them to ask and answer the questions about the weather. Monitor students' use of the target vocabulary, and give on-the-spot corrections and assistance whenever necessary. Note down a few common mistakes for a brief correction stage at the end of this activity.

### ► Feedback

Before you recap, do error correction on the board for one or two common mistakes. Then, ask two or three different pairs to report what they talked about and how they answered the questions about the weather.

### Extension My Perfect Weather

Ask students to imagine a day where the weather is exactly the way they would like it to be. Assign student to pairs. Tell them to describe the imaginary weather in detail, along with other information about where they are and what they're doing. Recap by asking pairs to share what they talked about.

## D Grammar

- Briefly go over the table, reading the phrases and having students repeat. Review each point one at a time, giving more examples or asking students to make examples.
- After finishing each point, you may want to practice more freely by having real-life exchanges:
  - *What do you think of this weather?*
  - *How do you like your dorm room?*
- Point out the use of *How about* for casual questions of a similar nature, as in *How about this weather?*
- Be as clear as possible about the two meanings of the word *like*; they are very different. Give examples of the first meaning (*I like chocolate. I like sports*). For the second meaning, a question and answer exchange might be helpful: *What's she like?* (*She's quiet.*) *What's your hometown like?* (*It's small, and it's in a rural area.*)
- Go over the point about intensifiers. Explain how *so, quite, really*, and *such* express the intensity of a feeling or condition.

### Teacher's Note The Preposition *like*

The two very different meanings of *like* can be confusing for students. Rather than possibly causing more confusion by saying that the preposition form means *similar to*, at this stage, simply tell students that it can be used in *what* questions to ask for descriptions.

## E Grammar Practice

- Do number **1** together as a class (*How's*). Explain to students that they can find the correct word by referring to the chart.
- Explain that some of the questions will require students to recall other grammar points, such as first-person vs. third-person *be* verbs.
- Assign students to pairs and ask them to complete numbers **2** through **12**.
- Move around the room, monitoring and assisting.
- When ready, check answers as a class.

Key	1. How's	2. What's	3. What do you think
	4. How do you like	5. so	6. such a
	7. quite	8. do	9. What's
	10. How are	11. such a	12. such a

### ✓ Check the Workbook

For further practice with *What do you think of ... ?* and *How do you like ... ?*, use Exercise 1 in Lesson 1 of the workbook.

## F Use the Language: Weather forecasts

- Tell students that they will write a paragraph about the weather for the next week.
- Tell students to find a local weather forecast for the next week.
- In pairs, they should discuss the forecast with a partner.
- After students write their paragraphs, they should share the paragraphs with their partners.
- Go around the class and monitor for common mistakes and give help when necessary.

### Extension Weather around the World

- Ask students to research weather around the world. Assign certain cities, countries, or regions to research.
- Ask students to write up the facts on the weather and climate for their area.
- In pairs, have students ask questions and find out about the weather in different places around the world.

## Lesson 2 Do you have a job?

### Aims

- Practice speaking in everyday situations
- Ask and answer simple present *yes/no* questions
- Develop use of *have* with direct objects

### Vocabulary

#### Work

part-time	mechanic	tuition	engineering
architect	full-time	major	minor

### Grammar

Simple present *yes/no* questions; objects

### Warm Up

Write the word *work* on one half of the board. Write the word *study* on the other. Ask students one at a time what other word they think of when they see *work*. Write the responses on the board. Then do the same thing with the word *study*. Tell students that this lesson will focus on everyday things like school and work.

### A Model Conversation

- Transition by telling students that they will read and listen to a conversation between two people who are talking about their work and studies.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions. *Does the man have a job? (Yes.) What does he do? (He's a mechanic.) Is he part-time or full-time? (Part-time.) What about the woman? (She's a student.)* etc.
- Point out to students that several subjects and jobs are mentioned in the conversation. Ask the students to find them. Ask students to explain what they are, or if they don't know, briefly explain.

### Teacher's Note Job Vocabulary

While the jobs mentioned in the model conversation are fairly well-known, the English words for jobs that a college student might do part-time are probably not familiar at this point.

- Be prepared with some vocabulary to suggest, such as: *delivery person, busser, server, cashier, dishwasher*, etc.
- Some part-time jobs may be very common in one country but not in another. If your students are from multiple countries, be ready to help them explain any unique or unusual jobs that might be commonplace for them.

### B Vocabulary

- Look at each word and read it. Have students repeat.
- Once you've read each of the words, ask students to explain in their own words what each term means, to give examples, or to use the words in sentences.
- Explain to students, if necessary, that *part-time* normally means the worker does not spend the whole day working. They may work two or three hours every day or perhaps eight or ten hours only on one or two days of the week. Write *full-time* on the board. Explain that this is when people work all day long and usually earn a fixed amount of money per month.
- Assign students to pairs. Ask them to work together to match the words to their definitions.
- When ready, check answers as a whole class.

## Lesson 2 Do you have a job?

### A Model Conversation


Read the conversation. Then listen. 

Tori: So, do you have a job?  
 Luke: Yeah, I do. I'm a part-time mechanic. I work on weekends.  
 Tori: Oh, cool. Are you a part-time student, too?  
 Luke: No, I'm full-time. How about you? What do you do?  
 Tori: I'm a full-time student too, but I have a part-time job in the library. My parents pay my tuition, but I help with money from my job.  
 Luke: That's nice. What's your major?  
 Tori: I'm majoring in computer engineering.  
 Luke: And what do you want to do after you graduate?  
 Tori: I'd like to design software. What about you?  
 Luke: I want to be an architect. I'm also minoring in English literature.  
 Tori: Interesting. Why did you choose literature?  
 Luke: I just love to read.

#### Brief note

The word "software" means the programs that run on a computer.

### B Vocabulary

Listen to the conversation again. Match the words to the correct definitions. 

- |                |   |  |
|----------------|---|--|
| 1. part-time   | • | a. a person who fixes cars   |
| 2. engineering | • | b. a student's main study subject  |
| 3. choose      | • | c. a person who designs buildings  |
| 4. mechanic    | • | d. all the time; all day, every workday  |
| 5. full-time   | • | e. some of the time; a few hours a day   |
| 6. minor       | • | f. the money that students pay for classes   |
| 7. architect   | • | g. a student's second main study subject   |
| 8. major       | • | h. to pick; to decide between several choices                                      |
| 9. tuition     | • | i. the study and design of things people make, like bridges, cars, computers, etc. |

### C Vocabulary Comprehension

Read the email. Fill in the blanks with the correct words from the box.

part-time    minor    engineering    major    tuition    architect

Dear Mr. Watkins,

My name is Nathan Ray. I'm a freshman, and I'm trying to choose a(n) ① \_\_\_\_\_. I think I'd like to be a(n) ② \_\_\_\_\_ like my dad. He designed the school library. But I also really like my grandfather's job. He helped design the Golden Gate Bridge. So should I also major in ③ \_\_\_\_\_? Or should it be my ④ \_\_\_\_\_?

Can we please meet soon? I have a(n) ⑤ \_\_\_\_\_ job in the cafeteria three days a week to help pay my ⑥ \_\_\_\_\_. But I have free time on Tuesdays and Thursdays.

Sincerely,  
 Nathan

### Key

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

### ✓ Check the Workbook

For further practice with vocabulary for jobs, use Exercise 1 in Lesson 2 of the workbook.

### C Vocabulary Comprehension

- Ask students to read the email. They will have to fill in the missing words using the words in the box.
- Give them some time to work on the exercise individually.
- Then go over the answers as a class.

### Key

4. major	2. architect
3. engineering	4. minor
5. part-time job	6. tuition

### D In Your World

- Ask students if it's normal for university students to work part-time while attending school. Write *What jobs can students do?* on the board, and write *Students can work as...* below. Ask for one or two examples of common jobs and write them after they answer the sentence. Make a similar scaffold on the board for the second question, *Is it better to work while in school or to only study?* Have a short discussion about this topic.

## D In Your World

Ask three of your classmates if they have jobs, and fill in the chart. Ask follow-up questions and make notes about the answers. Then share your chart with the class.

Name	Job? (If yes, what job?)	Part-time (P/T) or full-time (F/T)?	Notes
1.	Yes / No ( )		
2.	Yes / No ( )		
3.	Yes / No ( )		

## E Grammar

Simple present yes/no questions; objects

yes/no questions	answers
<b>Do(es) + S + V (+ more information)?</b>	<b>Yes/No, + S + do(es) (+ not) + V (+ more information).</b>
Do you like (hot dogs)? object	No, I don't like hot dogs.
Do you have (a job)? object	Yes, I have a job.
Does it work?	No, it doesn't.
Does he have money?	Yes, he has money.
Do you have a dog?	No, I don't have one.
Do they have a son?	No, they don't have one.

### Brief note

These answers can all be shortened to Yes, + S + do(es) or No, + S + do(es)n't.

**Brief note**  
Some verbs have objects and others don't. *Have* always needs an object.

### Brief note

A person isn't counting when they use *one* in an object position. It's used to replace the noun—the object. For example:  
Q: Do you have a job?  
A: Yes, I have one.  
Here, *one* is a job.

Look at the table above. Circle all of the objects.

## F Grammar Practice

Fill in the blanks with correct answers.

- Do you have a pencil? Yes, \_\_\_\_\_ / No, \_\_\_\_\_
- Do you take taxis? Yes, \_\_\_\_\_ / No, \_\_\_\_\_
- Does he have a brother? Yes, \_\_\_\_\_ / No, \_\_\_\_\_
- Do you want dessert? Yes, \_\_\_\_\_ / No, \_\_\_\_\_
- Does she have a dog? Yes, \_\_\_\_\_ / No, \_\_\_\_\_

Put the words in order to make questions.

- you / a / job / full-time / do / have \_\_\_\_\_?
- Josie / does / engineering / study \_\_\_\_\_?
- work / they / do / weekends / on \_\_\_\_\_?

## G Use the Language

### Class party

When people meet for the first time, they usually introduce themselves and then make small talk. Topics can include **weather**, **jobs/school**, **family**, and **hobbies** (things you like to do).

Stand up. Imagine you are at a party. You don't know anyone. Mingle—move around and talk to people. Make small talk with at least three people. Try to speak to each person about all of the topics above, and to remember what you hear. Then report to the class.

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- Have students form groups of fours. Using the chart in the book, have them ask the relevant questions to fill in the chart with their opinions.
- Go around the class and listen to the groups working together.
- Tell the students to be prepared to share the results with the rest of the class.
- Before you recap, do error correction on the board for one or two common mistakes. Then, ask two or three different groups to report what they talked about and how they answered the questions about working and studying.

### Extension Pay Your Way

Building on the question about whether it's better to work in college or focus on studying, ask students to work in groups and think of ways to make money during college. Have each group share their ideas with the class.

## E Grammar

- Briefly go over the table, practicing exchanges with the students. With the exception of *one* as an object, these grammar points are review.
- After finishing each point, you may want to practice more freely by having real-life exchanges with various *yes/no* questions:
  - Are you a good dancer?
  - Can you swim?
  - Do you like jazz music?

- Emphasize that *have* always has an object when it is used as a lexical verb to mean possession.
- Point out the Brief note. Explain that we can use *one* to mean any item that someone asks us about: *Does anyone have an extra pencil? (I have one!)*. Explain that in this usage, it does not answer a *how many* question and is not a number amount. It is more like a pronoun.

## F Grammar Practice

- Do number 1 together as a class (Yes, I have one. / No, I don't have one.) Tell students that they may refer to the chart in order to answer the questions.
- Point out that short answers to *yes/no* questions should use the same auxiliary as the question (*Do you have...? – No, I don't.*).
- Assign students to pairs, and ask them to complete numbers 2 through 8.
- Move around the room monitoring, giving assistance, and making corrections if necessary.
- When ready, check answers as a class.

### Key

- Yes, I have one. / No, I don't have one.
- Yes, I do. / No, I don't take them.
- Yes, he has one. / No, he doesn't have one.
- Yes, I want some. / No, I don't want any.
- Yes, she has one. / No, she doesn't have one.
- Do you have a full-time job?
- Does Josie study engineering?
- Do they work on weekends?

## G Use the Language: Class party

- Tell students that they will practice introducing themselves and making small talk with people they meet for the first time.
- Remind students what kind of topics people talk about when they make small talk (weather, jobs/school, family, and hobbies). Tell students to imagine that they are at a party and that they should walk around the class and talk to at least three people.
- Go around the class and help students that need encouragement to strike up a conversation. Tell students that they should try to remember what they hear and then report to the class when the time is up. Call on students and have them report what they learned about the other students. Monitor for accuracy of language and pronunciation.

### Teacher's Note Encouraging students to speak

Activities like the above *Use the Language* can be difficult for students as they require a bit of creativity to think of what to say and how to say it. Anticipate this difficulty and repeatedly remind the students to feel relaxed and unafraid of making mistakes as they make small talk.

### Extension Do You Have One?

- Play a simple question game where one student starts a chain of questions.
- The student must ask the person to their left or right if they have something specific, such as a pencil, a winter coat, etc. The person who is answering says either "Yes, I have one" or "No, I don't have one." Then they ask the person to their left or right, "Do you have one?"
- The chain of questions continues to the end, and then a new student starts the chain with a different object.
- Be sure to teach students the intonation of *Do you have one?* with the emphasis on *you*.

## Lesson 3 Tall and Thin

### Aims

- Understand and use words that describe people
- Describe the people in your life
- Ask and answer simple present questions with *how many* and *any*

### Vocabulary

#### People

tall	short	fat	thin
shy	intelligent	friendly	funny
laugh	sibling	quiet	serious

### Grammar

**Review:** Questions with *any* and *how many*; object pronouns

### Warm Up

Describe someone you know to students (a family member, friend, or a made-up example). Use some of the vocabulary words (*My friend Audrey is tall and thin. She is very intelligent. Sometimes she's funny. But she's usually quiet.*) As you use descriptive words, write them on the board. Then ask students to add words to the list. Ask what these words are for (*describing people*).

### A Model Conversation

- Transition by telling students that they are going to read and listen to a conversation about a person's description of their family members.
- Ask students to read the text silently.
- Ask comprehension questions. *How many people are in the man's family? (Five.) How many siblings does he have? (Two.) How many brothers does he have? (Two.) How many sisters? (None.)* etc.
- Play the audio. If students were unable to answer any of the questions before, ask them again after playing the audio, or stop the audio while playing to show where the answer is.
- Point out to students that the text contains many words that can be used to describe people. Ask students to find them.

### ✓ Check the Workbook

For further practice asking and answering to describe family, use Exercise 1 in Lesson 3 of the workbook.

### Teacher's Note Colors

Cultures vary widely in terms of what features or aspects of appearance are considered common, attractive, unattractive, etc. Be sensitive to this and try not to avoid any awkward or disrespectful comments.

### B Vocabulary

- Look at each picture and read the word below it. Have students repeat.
- Once you've read each of the words, ask students to explain in their own words what each term means, to give examples, or to use the words in sentences.
- Explain to students, if necessary, that some of these words describe people's personality. Ask students which words describe personality. Tell students that other words describe appearance. Ask them which ones.
- Assign students to pairs. Ask them to work together to fill in the blanks in sentences **1** through **6**.
- When ready, check answers as a whole class.

## Lesson 3 Tall and Thin

### A Model Conversation

#### Brief note

An "only child" is a person with no siblings.

Read the conversation. Then listen. 

**Juan:** Okay. I should get going. Talk to you later. Sorry, that was my little brother.

**Nikki:** Really? I thought you were an only child! How many siblings do you have?

**Juan:** Two little brothers. The younger one, Rafael, is so funny. When I'm with him, I laugh a lot. But Javi is the opposite—he's tall and thin. He's quite serious, and very intelligent.

**Nikki:** Huh. So, how about your parents?

**Juan:** My mother is such a friendly person. Everyone loves her. My dad's shy, but he's really funny, too. Anyway, so now you know everything about me. What about you? Do you have any siblings?



#### Brief note

"Opposite" means completely different. For example, the opposite of tall is short. The opposite of funny is serious.

### B Vocabulary

Read the conversation again. Then fill in the blanks with the correct forms of the words.



sibling



fat



thin



friendly



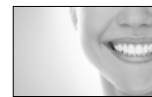
shy



serious



intelligent



smile



laugh

1. Don't be \_\_\_\_\_! Say hello and introduce yourself.
2. A: Why are you \_\_\_\_\_ so loud? B: We're watching a funny movie.
3. Michelle is the most \_\_\_\_\_ person in this class. She always gets As.
4. Jesse is such a happy and friendly person. He \_\_\_\_\_ all the time.
5. I have three \_\_\_\_\_—two sisters and a brother.
6. Stephen doesn't eat very much. He's too \_\_\_\_\_.

### C About You

Choose two members of your family. Write two adjectives to describe each of them. Don't use the same adjective twice.

Person 1: Who? \_\_\_\_\_ What is he or she like? \_\_\_\_\_  
Person 2: Who? \_\_\_\_\_ What is he or she like? \_\_\_\_\_

Now practice describing each family member to a partner.

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### Key

1. shy
2. laughing
3. intelligent
4. smiles
5. siblings
6. thin.

### C About You

#### ► Setup / Demo

On the board, write two adjectives to describe one of your family members or make up a person as an example. Tell the students complete sentences: *My brother is short. He's friendly.* Encourage follow-up questions if possible. Tell students they are going to do the same thing with their partner.

#### ► Activity

Assign students to pairs. Tell them to write two descriptive words to describe two family members and then tell their partner. Tell them to ask one or two follow-up questions. Monitor students' use of the target vocabulary, and give on-the-spot corrections and assistance whenever necessary.

#### ► Feedback

Ask two or three students to report what they talked about with their partner. Have the students describe their partners' family members.



## D Grammar

### Questions with *any* and *how many*; object pronouns

Do you have *any* pens?

Yes, I do.

How many pens do you have?

Only one.

Oh, Well, can I borrow it for a second?

Sometimes, *any* goes before a noun. It means *more than zero, nothing, or none*. Answer an *any* question with *yes* or *no*.

In questions, *how many* goes before a noun. Answer a *how many* question with a number.

After a verb, *it* is an object pronoun. In this conversation, *it* means the one pen.

Object pronouns: <i>me, you, him, her, it, us, them</i>	Use an object pronoun only when the listener or reader knows the main noun.
You know <b>me</b> . Do you trust <b>me</b> ?	The listener knows <i>me</i> — <i>me</i> is the person talking.
He likes <b>that book</b> . Can he have <b>it</b> ?	The listener knows <i>it</i> is <i>that book</i> —the speaker says <i>that book</i> in the previous sentence.
Is that <b>Jim</b> ? Give <b>him</b> the key.	The listener knows that <i>him</i> means <i>Jim</i> —the speaker mentions <i>Jim</i> in the previous sentence.
<b>Clara!</b> There's a phone call for <b>you</b> .	Clara knows that <i>you</i> means <i>Clara</i> —the speaker calls her name before saying <i>you</i> .

## E Grammar Practice

Fill in the blanks with the correct words. Then write answers that are true for you.

- Q: Do you have \_\_\_\_\_ more classes today? A: \_\_\_\_\_.
- Q: \_\_\_\_\_ uncles do you have? A: \_\_\_\_\_.
- Q: Do you have \_\_\_\_\_ cousins? A: \_\_\_\_\_.

Put the words in order to make pairs of sentences.

- find / I / phone / can't / my                      you / it / Do / see  
\_\_\_\_\_?
- are / Your / here / friends                      in / them / Let  
\_\_\_\_\_
- Anita's / umbrella / That's                      it / her / to / Give  
\_\_\_\_\_
- here, / Antonio / Come                      money / have / for / I / some / you  
\_\_\_\_\_

## F Use the Language

### A descriptive paragraph

Choose any friend, family member, or famous person. On a separate piece of paper, write a description of him or her. Then share your description with the class.

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## E Grammar Practice

- Do number **1** together as a class (*any*). Explain to students that they can find the right words for the blanks by referring to the Grammar section in part D.
- Assign the students to pairs and ask them to complete **2** through **7** together.
- Move around the room monitoring and assisting.
- When ready, check answers as a class.

Key	1. any	2. How many	3. any
	4. I can't find my phone. Do you see it?		
	5. Your friends are here. Let them in.		
	6. That's Anita's umbrella. Give it to her.		
	7. Come here, Antonio. I have some money for you.		

## F Use the Language: A descriptive paragraph

- Tell students that they will write a description of someone they know. It can be anyone, but it would be better if it wasn't someone in the room. They can choose a friend, family member, or a famous person. Tell them they should describe the person as much as possible, but they don't have to use only material from the lesson.
- Briefly write a description of someone you know on the board. Write a wide range of information—appearance, hobbies, age, occupation—so that students understand it isn't just about the lesson content.
- Let students work alone. Ask them to write their descriptions.
- Monitor the students' writing, and help by correcting mistakes, offering useful vocabulary, or suggesting ideas for information to write about the person.
- When everyone is finished writing, assign students to pairs and have them share with each other.
- Recap by asking two or three students about the description they heard. Ask them to try to describe the person as well.

### Extension Looks vs. Personality

- Ask students to choose three personality words and three appearance words that summarize the type of person they like. It is up to you if you want to make this about dating or about friendship.
- Once every student has written six words, tell them they have to remove three and keep the three that are most important.
- Recap by checking what words students have left and if they are mostly appearance-related or mostly personality-related.

## D Grammar

- Briefly go over the table, reviewing each point and practicing the exchanges and phrases.
- After finishing each point, you may want to practice more freely by having real-life exchanges: *How many siblings do you have?* *Do you have any pets?*
- Object pronouns might be newer grammar for some of the students, so take the time to contrast them with subject pronouns if possible. Writing a chart on the board might help students.
- Practice the examples at the bottom of the table to help students become more familiar with the use of object pronouns.

### Extension How Many Madlibs?

- Tell students to brainstorm a list of countable nouns and uncountable nouns. The game may be a bit more interesting if the nouns are especially random, but use your judgment about whether you think a noun will work or not.
- Write each word on a slip of paper. Put the slips in a container.
- Go around the room popcorn-style (the student whose turn it is chooses who goes next). Every time it is a student's turn, they draw a slip from the container. They have to use *how much* or *how many* to correctly ask how much of that thing a person has.

## Lesson 4 I study English because...

### Aims

- Understand and use words related to education and learning
- Ask and answer questions with *why*
- Give reasons using *because* and infinitives of purpose

### Vocabulary

#### Education

attend	move	set a goal	talk with
difficult	foreigner	international	curious
pilot			

### Grammar

Questions with *why*; conjunction *because*; infinitives of purpose

### Warm Up

Ask students to name some subjects they study. Write the subjects on the board. For each subject that is suggested, ask students why they study it. Help them formulate an answer if necessary, and write a note or summary of the answer on the board so that every subject has at least one reason. (Some subjects like languages or mathematics could easily have three or four reasons.) Tell students that this lesson will focus on talking about studying and on explaining why we do things.

### A Model Monologue

- Transition by telling students that they are going to read and listen to a monologue where a person talks about reasons for studying English.
- Ask students to read the text silently.
- Ask comprehension questions. *Why do some people study English? (To get a good job. To attend an American university. To move to an English-speaking country. So that they can talk with foreigners and learn about their countries.) Why is Ted studying English? (He studies it because he has set a goal to speak seven languages.) What other languages can he speak? (Spanish and French.) What does he say you should remember when you have a difficult time studying English? (He says that remembering why you're studying it and thinking about your goal will help you.)*
- Play the audio. If students were unable to answer any of the questions before, ask them again after playing the audio, or stop the audio while playing to show where the answer is.


### B Vocabulary

- Read each word or phrase in the box. Have students repeat.
- Once you've read each of the words, ask students to explain in their own words what each term means, to give examples, or to use the words in sentences.
- Explain to students, if necessary, that *move* in this case means to start living in a different house. Also point out that a *goal* is something you try to do, and people work and study in order to achieve the goals they've set.
- Assign students to pairs. Tell them to study the monologue and to work together to match the expressions to the correct definitions.
- When ready, check answers together as a class.

Key	1 <sup>st</sup> column: g a i
	2 <sup>nd</sup> column: c e d
	3 <sup>rd</sup> column: b f h

## Lesson 4 I study English because...

### A Model Monologue

Read the monologue. Then listen. 

**Ted:** Some people study English to get a good job. English is the international language of business, and pilots from all countries use it, too. Other people study English because they want to attend an American university or move to the United States or another English-speaking country. Others are curious. They want to learn English so they can talk with foreigners and learn about their countries. I study English for a different reason. I study because I set a goal to speak seven languages, and English is my third one. I also know Spanish and French. Sometimes English is difficult. But remember why you're studying it. Thinking about your goal will help you.



### B Vocabulary

Study the monologue again. Then match the expressions to the correct definitions.

a. move	b. set a goal	c. talk with	d. attend
e. difficult	f. foreigner	g. pilot	h. international
i. curious			

_____ an airplane's driver	_____ to speak to	_____ to decide to do something
_____ to change houses	_____ very hard	_____ a person from another country
_____ want to know	_____ to go to	_____ related to more than one country

#### Brief note

A goal is something good that you want and plan to do. To decide to do it is to set a goal, and to do it is to reach your goal. Here, reach means do or finish.

### C Vocabulary Comprehension

Listen to the woman. Fill in the blanks. 

1. The woman says people should learn to \_\_\_\_\_.
2. She says a good goal is \_\_\_\_\_ but is something you can do.
3. The woman wants to \_\_\_\_\_ to America and \_\_\_\_\_ college there.
4. She wants to major in \_\_\_\_\_.
5. She needs to \_\_\_\_\_ people from other countries.

### D About You

What is your biggest goal for this week? Write it below. Then talk about it with a partner.

My goal for this week is to \_\_\_\_\_

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### C Vocabulary Comprehension

Tell students that they will listen to a woman speaking about setting goals. Have them fill in the blanks as they listen. Replay the track to go over the answers as a class.

Key	1. set goals	2. difficult	3. move, attend
	4. international business	5. talk with	

### D About You

Ask students to write about their biggest goal for the week. Tell them to write it down. Then they should talk about it with a partner. Call on a few students to share what their biggest goals are for the week.

### Extension Useful Skills

- Divide the class into even groups. Ask the groups to think of what they consider the five most useful skills to learn in university.
- Rotate groups so that each group has at least one person from every previous group. Tell the groups to adjust their lists to the opinion of the new group. Tell them to choose a spokesperson.
- Have the spokesperson from each group report the useful skills. Write them on the board.
- Talk about it as a class and try to choose five together.

## E Grammar

### Questions with *why*; conjunction *because*; infinitives of purpose

questions with <i>why</i>	<i>because</i>	infinitives
<i>Why</i> asks for a reason.	You can use <i>because</i> + S + V to give a reason. Use it before or after another S + V. In speaking, it can be alone.	infinitive = to + verb Sometimes an infinitive gives a goal or a reason for doing something.
<b>Why</b> is she learning Chinese? <b>Why</b> are his eyes closed?	<b>Because</b> she wants to live in China. His eyes are closed <b>because</b> he wants to sleep.	She likes to <b>study</b> Chinese. (object of the verb)
<b>Why</b> does Andre study?	<b>Because</b> he wants to get good grades, he always studies hard.	He studies to <b>get good grades</b> . (reason for studying)
<b>Why</b> do you exercise?	I exercise <b>because</b> I want to be healthy.	I exercise <b>to be healthy</b> . (reason for exercising)

#### Brief note

With infinitives of purpose, you can usually add *in order* in front of *to*: *I exercise in order to be healthy*.

## F Grammar Practice

### Combine the sentences to make one sentence. Use *because* or an infinitive.

- Oscar walks to school. He wants to save money.  
\_\_\_\_\_
- Jenna is going to medical school. She wants to be a doctor.  
\_\_\_\_\_
- I don't like seafood. It makes me feel sick.  
\_\_\_\_\_

### Write *why* questions for these answers.

- I like Brenda because she's friendly.  
\_\_\_\_\_?
- Manny watches English movies and TV shows to improve his listening.  
\_\_\_\_\_?
- They're going to a café because they're very hungry.  
\_\_\_\_\_?

## G Use the Language

### Why study English?

Work in groups. Think of five reasons to study English. Make a list and share it with your class. Then listen to other groups' reasons. Write down your five favorite reasons from other groups.

Your group's reasons:	Other groups' reasons:



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## E Grammar

- Go over the table, practicing the questions, answers, and full sentences. This is the first fully new grammar lesson of the unit, so students should be in a slightly different mode. Be vigilant about use of the target language and make sure it is correct.
- Explain that infinitives of purpose do not have to follow person or tense. They simply state the goal of an action.
- Practice a bit more with some real-life question and answer exchanges if you feel that the students are capable: *Why do you study?* (*I study to learn.*) *Why do people work?* (*They work to make money*) etc.

## F Grammar

- Do number **1** together as a class (*Oscar walks to school to save money* / *Oscar walks to school because he wants to save money* ). If necessary, demonstrate on the board how the two sentences are connected with an infinitive of purpose. Explain that this is possible because Oscar's intention is to save money, so that is the reason for the action in the first sentence.
- Assign students to pairs. Ask them to do **2** and **3** together.
- Monitor for accuracy, and give assistance when needed.
- Do number **4** together as a class (*Why don't you like to read?* or *Why do you not like to read?*). Explain that *it is difficult* is the reason, and the result is *I don't like to read*. Students should make questions that ask about the results, so they should use the first clauses to form their *why* questions.
- Assign students to pairs. Ask them to do **5** and **6** together.
- Monitor for accuracy, and give assistance when needed.
- When ready, check answers as a class.

## Key

- Oscar walks to school to save money.
- Jenna is going to medical school because she wants to be a doctor.
- I don't like seafood because it makes me feel sick.
- Why do you like Brenda?
- Why does Manny watch English movies and TV shows?
- Why are they going to a café?

### Teacher's Note Why questions vs. Infinitives of Purpose

It can be challenging to elicit sentences that use infinitives of purpose because it isn't the easiest path to communication for students and because they are not always the most natural answers to *why* questions. If it's difficult to elicit them with *why* questions, use verbal "fill in the blank" prompts, like "People have to ... to stay alive" or "You have to ... to be successful."

### ✓ Check the Workbook

For further practice with *why* questions and infinitives of purpose use Exercises 1 and 4 in Lesson 4 of the workbook.

## G Use the Language: Why study English?

- Divide the class into two groups. Have the students work together to come up with five reasons to study English. Tell them to make a list.
- Monitor students as they write and lend assistance when necessary.
- After the groups have shared their reasons, have the students write their favorite reasons from the other groups.
- Bring the class back together and have the groups share their reasons. After listening to the other groups' reasons, tell them to write down their five favorite reasons from other groups. Call on a few students to share their top five reasons and discuss why they picked those reasons.

### Extension Effect and Cause

This is a chain-style game where students take turns. The first student says something they did (e.g. *I ate dinner*). The next person in the chain has to say the same thing but with a cause (e.g. *I ate dinner because I was hungry*.) The next student should continue by making a statement that connects to the previous student's statement. The goal is to make a continuous storyline. If the story gets too boring or too ridiculous, start over one or two times. The point is to help students become more comfortable with using *because* in complex sentences.

## Lesson 5 You should come.

### Aims

- Understand and use words related to sports and phrases to end a conversation
- Give reasons using *should*, *have (got) to*, and *because*

### Vocabulary

#### Sports and phrases to end a conversation

baseball	champion	league	grade
cheer	pitch	I have to run.	Have fun!
Catch you later.		I have to get going.	

### Grammar

*should* and *have (got) to*

### Warm Up

Help students recall that last lesson they gave reasons using *because*. Give some examples of reasons you do things, and use *have to* or *have got to* in the sentences. (*I exercise because I have to stay healthy. I work because I have to earn money. I study other languages because I have to speak them for my job.*) Focus in on *have to*, and ask students about things that they have to do. Make a list of the things they come up with. Tell students this lesson will focus on things they *have to* do.

### A Model Conversation

- Transition by telling students that they will read and listen to a conversation between two people who give reasons for why they can or can't do things using *have to*.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as class.
- Ask comprehension questions. *Is the man going to the baseball game? (No.) Why not? (Because he has to study.) Why does he have to study? (He has to get an A.)* etc.
- Point out to students that there are several uses of *have (got) to* in the conversation. Ask the students to find them.
- Ask students to find the uses of *because* and say what reasons are mentioned using this word.

### B Vocabulary

- Have the students read the conversation again. Tell them to look at the bold words. Tell them to write the bold words next to the correct definitions for numbers 1 to 5. Do the first one as a class. (*What word is the same as 50%? Half.*)
- For questions 6 to 9, tell the students to look at the pictures first. Get them to guess the words or to explain the words using their own words.
- Assign students to pairs. Ask them to work together to choose the correct words to complete 6 through 9.
- When ready, check answers as a whole class.

Key	1. half	2. miss	3. winner	4. league
	5. champion	6. pitch	7. cheer	8. algebra
				9. grade

### C Vocabulary: Ending a conversation

- Write the phrases used to end a conversation on the board.
- Explain what each phrase means and when it can be used.
- Have the students read the conversations. Then tell them to fill in the blanks.
- Play the track and have the students listen to check their answers.

Key	1. have to, get going
	2. have fun, Catch you later.

## Lesson 5 You should come.

Brief note

Here, "big" means important.

### A Model Conversation

Read the conversation. Then listen. 

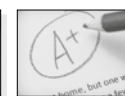
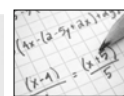
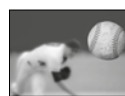
**Belinda:** Are you coming to the baseball game with us?  
**Carlos:** I'd like to, but I can't.  
**Belinda:** Why not? It's a big game. The winners are league champions.  
**Carlos:** I've got to study for my algebra test.  
**Belinda:** A test? That doesn't sound so important. You should come.  
**Carlos:** I've got to get an A on this test. It's half my grade.  
**Belinda:** Yeah, you have to study, then. Too bad. The team needs fans there to cheer.  
**Carlos:** I've got to do laundry, too, or I won't have any clean clothes to wear tomorrow.  
**Belinda:** You're going to be busy. Well, have fun. I have to get going. I don't want to miss the first pitch.  
**Carlos:** I have to run too. Catch you later.

### B Vocabulary

Read the conversation again. Look at the bold words. Write them next to the correct definitions.

- \_\_\_\_\_ 50%; ½
- \_\_\_\_\_ to not see something because you weren't there; to not be able to attend
- \_\_\_\_\_ the people or team who wins
- \_\_\_\_\_ a group of sports teams that play each other
- \_\_\_\_\_ the best team in a league

Write the words from the box under the correct pictures.



algebra  
grade  
pitch  
cheer

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### C Vocabulary: Ending a conversation

Study the informal ways of ending a conversation. Then read the conversations and fill in the blanks. Listen and check. 

I have to get going. Catch you later. Have fun! I have to run.

- Tanya:** Wow, it's 4:00! I \_\_\_\_\_ run.  
**Cam:** Yeah, I have to \_\_\_\_\_, too. See you later!
- Tanya:** I'm meeting a friend for dinner soon. I'll see you tomorrow.  
**Cam:** Okay, \_\_\_\_\_!  
**Tanya:** Thanks. \_\_\_\_\_.

### Extension Twenty-Year To-Do List

- Choose a random period of time, minimum one day.
- Tell students to work alone. Tell them to think of as many things as possible that they have to do in that timeframe, and write them down.
- Assign students to pairs and have them share their to-do lists.
- Recap by asking a few students to say some of the things their partner has to do within that time.
- To make things more interesting, do the activity quickly, and repeat it once or twice with different time periods. Then discuss how the items are different based on the length of the time.

### Teacher's Note have to in Connected Speech

As with many multiword grammar forms, like *going to*, *want to*, *would like to*, etc., *have to* is reduced in a variety of ways. Most commonly, it changes to /hæfðə/, but can be further reduced to /æfðə/ when the h is weakened. Alert students to these pronunciations and try to familiarize them with this sound by demonstrating it in sentences that you say.

### D Grammar

- Go over the table, practicing the examples. Check each point one at a time, giving more examples or asking students to make examples.



## D Grammar

### should and have (got) to

should/shouldn't + base verb	
Should + verb is used to give advice or suggestions. It means something is a good idea. <i>should not = shouldn't</i>	You look sick. You <b>should</b> see a doctor. She <b>shouldn't</b> watch TV tonight. She <b>should</b> study for her test.
have to and have got to	
Have to + verb and have got to + verb mean <i>need to</i> . These expressions are stronger than <i>should</i> . They mean something is necessary.	I <b>have to</b> use the restroom. I <b>have got to</b> go to the bathroom.
In <i>have got to</i> , the short form of <i>have</i> is often used: I / you / we / they + <i>have</i> = I've, you've, we've, they've He / she / (name) + <i>has</i> = He's, she's, (name)'s	You've <b>got to</b> eat. We've <b>got to</b> clean. He's <b>got to</b> work. She's <b>got to</b> study. Paul's <b>got to</b> get going. Tamara's <b>got to</b> move.

#### Brief note

In speaking, *got to* is often pronounced "gotta."  
Informally, with subjects that are not third person singular, *have* is sometimes not used—for example, I *gotta go*.

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## E Grammar Practice

### Circle the correct answers.

- Laura ( has to / should ) wake up early for school. She ( has to / should ) go to bed at 10:00.
- ( Pedro / Pedro's ) has to go to an important meeting. He ( should / shouldn't ) wear nice clothes.
- Manuel ( should / shouldn't ) walk home. It's late. He ( has to / should ) take a taxi.
- I ( should / have got to ) go to bed, but I can't. ( I've / I ) got to watch my favorite soccer team.

## F Quick Review

### Look back at the brief notes in this module. What word or phrase can you use to...

- ...begin a conversation? \_\_\_\_\_
- ...informally ask someone to repeat something? \_\_\_\_\_
- ...politely begin or end a personal question? \_\_\_\_\_
- ...tell someone to sit down? \_\_\_\_\_

## G Use the Language

### Advice, please.

Work in pairs. One partner is a student, and the other is a student counselor. Read the information below.

- Student:** You're taking a lot of classes, and you also have a part-time job. You never have any free time. You'd like to quit your job, but you want the money because you want to buy a car.
- Counselor:** Your job is to listen to the student's problems and give advice.

Think about what you want to say. Then role-play the conversation.

Switch roles. After practicing, perform your conversation for the class.



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- Make a clear distinction between *should* and *have to*. Use as many examples as you can. The most important thing to convey to students is that *have to* usually means something isn't really a choice, but necessary. *Should* might be something equally important but is up to the individual to decide to do it. It is used to give advice or suggestions.

## E Grammar Practice

- Do number **1** together as a class (*has to, has to*). Explain that students should decide how important something probably is. This may be difficult without context, but generally, *should* shows more of a distinction between right and wrong or smart and foolish, whereas *have to* often is about unpleasant things that you do because you have no choice.
- Assign students to pairs and ask them to complete items **2** through **4**.
- Monitor closely, and try to lend assistance whenever possible as the distinctions here can be difficult for students at any level.
- When ready, check answers as a class.

### Key

- has to, has to
- Pedro, should
- shouldn't, should
- should, I've

## F Quick Review

- Do number **1** together as a class (*Come here*). This should be relatively straightforward. Explain to students that the implied subject of an imperative is *you*. So every verb should match second-person subject-verb agreement.

- Assign students to pairs. Ask them to change sentences **2** and **3** to imperative sentences.
- Monitor to ensure accuracy.
- When ready, check answers as a class.

### Key

- So
- Huh?
- If you don't mind my asking
- Have a seat.

### Teacher's Note have to vs. have got to

Let students know that *have got to* is just as common as *have to*, and possibly more common in British English. Furthermore, many people shorten *have got to* to *got to*, which, when pronounced, sounds like /ɡədə/. There's no need to have students say these, but simply preparing them for more advanced English could be helpful later on.

### ✓ Check the Workbook

For further practice with *should* and *have to*, use Exercise 1 in Lesson 5 of the workbook.

## G Use the Language: Advice, please.

- Tell students that they will role-play a conversation between a student and a counselor. Ask students to get into pairs.
- Read the information about the two roles together as a class. Answer any questions they students may have about the role play.
- Give students enough time to think about what they want to say. Then have students role-play the conversation.
- Tell them to switch roles and have a second role-play.
- Go around the class and monitor their conversations.
- Have students pick one of their conversations and have them perform their role-plays for the class.

### Extension You Really Should

- Tell students about a situation you have that you don't know what to do about. You may want to make one up to avoid privacy concerns. Ask students what you should do. Tell students that to give very strong advice, we can put *really* before *should*.
- Let the students give you advice about the problem.
- Then, tell students to think of their own problem.
- Once everyone has thought of one, assign students to pairs and have them talk about their problems and give each other advice.

### Extension I Highly Recommend It

- Tell students that *should* can be used to make other kinds of recommendations, not only advice. Tell them that people also recommend restaurants, movies, music, books, and many other things using *should*.
- Tell students to think of one thing they want to recommend to their partner.
- Assign students to pairs. Ask them to make their recommendations using *should*.

## Unit 2 : Active Review

### ■ Warm Up

Ask students what kinds of things make you sick. Make a list of these (*stress, eating bad food, not getting enough sleep, not wearing warm clothes*, etc.). Then ask students to think of things people should do when they're sick. Brainstorm another list (*take medicine, stay in bed, see a doctor*, etc.). These two short brainstorming sessions will help to get students primed for the vocabulary they will read in part **A**.

### A Advice in an Email

- Ask students to work alone and read the email silently.
- After everyone is finished, ask comprehension questions about the email: *What's wrong with Carlos? (He's sick.) Who is writing the email? (His mom.) What does she tell him to do? (She tells him to get more sleep.)* etc.
- Tell students they have to find the two suggestions with *should* and two *have to / have got to* sentences in the email.
- Assign students to pairs and ask them to work together to find all the answers.
- Monitor to ensure that students are working together and are gathering the correct answers.
- When ready, call the class back together and check answers.

#### Should sentences:

You should get together with him.  
You should call her.

#### Have to sentences:

You've got to get more sleep.  
You have to take care of yourself.

### B Give Advice

- Tell students they are going to write an email in which they give a friend or family member some advice.
- Let students work alone. Ask them to imagine that someone they know is having trouble deciding on a major. This person is interested in both English and engineering. Ask them to write an email to that person to give them advice about what to do.
- Encourage students to use other language in addition to suggestions and *have to*.
- Monitor closely to correct students' writing and make suggestions.
- When students are finished writing, assign them to pairs and ask them to read their emails to each other.
- Choose one or two willing students to read their emails to the class.
- Correct any common errors you noticed in students' writing.

### C Reminder: Some Module 1 Goals in Unit 2

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

## Active Review

### A Advice in an Email

Hi, Carlos.

How are you? We're good. The weather here is hot and sunny right now, but the forecast says the weekend will be humid and rainy. How's the weather there? What do you think of your new professors?

I'm sorry to hear you're not feeling well. Do you stay up late every night? You've got to get more sleep. You have to take care of yourself, son! I'd like to come and see you this weekend, but I can't because I have to take my car to the mechanic.

Do you ever see Nick, from high school, on campus? He's such a nice, intelligent guy. You should get together with him.

Your sister is really curious about how you're doing. You should call her. She, your dad, and I are all fine.

Love,  
Mom

List the advice in the email under the correct expressions.

should	have to / have got to

### B Give Advice

Pretend you have a friend or family member who is deciding on a major. This person is interested in both English and engineering and asks you for advice. Write an email giving your advice.

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### C Reminder

Some Module 1 Goals in Unit 2

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Describe your family simply (for example, who the members are, how old they are, and what they do)
- \_\_\_\_\_ Write simply about simple topics, such as the weather
- \_\_\_\_\_ Join phrases with words like *and* or *because*

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### Teacher's Note Active Reviews

As with most highly-productive activities in the course, students are always encouraged to use what language they can, even if that goes outside of what was learned in the unit. So, while this is a review of Unit 2, it is more importantly a chance to produce freely, adding in whatever was learned recently.

## Communication

### A Warm Up

In part B, a student describes his family. Look at the picture below and put a check mark (✓) next to the words you think he's going to use. Then write two more words you think he could use.

<input type="checkbox"/> smile	<input type="checkbox"/> siblings	<input type="checkbox"/> friendly	<input type="checkbox"/> _____
<input type="checkbox"/> sunny	<input type="checkbox"/> engineer	<input type="checkbox"/> serious	<input type="checkbox"/> _____
<input type="checkbox"/> fat	<input type="checkbox"/> difficult	<input type="checkbox"/> beautiful	

### B Listen for Information

Listen to Mateo describe himself and his family. Then answer the questions. © Track 18

- What's the weather like in Mateo's hometown? \_\_\_\_\_
- How many of Mateo's siblings are friendly? \_\_\_\_\_
- Who is shy? \_\_\_\_\_
- Which family member is funny? \_\_\_\_\_
- Which one is serious? \_\_\_\_\_
- What should Mateo do? \_\_\_\_\_



### C "Find someone who..."

Question your classmates until you find someone for every item on this list.

Find someone who...

- ...does not have any siblings.
- ...has five people in their family.
- ...is studying English to get a good job.
- ...has a job.
- ...is feeling great.
- ...comes from a sunny place.
- ...really likes snow.
- ...has to wake up early.

### D Write

Write a paragraph about your list on a separate piece of paper. Then share your paragraph with a partner. Do you have similar information?

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### Key

- It's usually hot and sunny.
- Mateo's two sisters are friendly.
- Mateo's brother is shy.
- Mateo's father is funny.
- Mateo's mother is serious.
- Mateo should call his family.

### C "Find someone who..."

- Tell students to look at the list of facts that can be true about people. Make sure that students understand all of the items.
- Tell students that they will have to mingle and find people who the sentences are true for. Tell them to come up with the correct questions to ask and write the names of the people who they find the sentence to be true for.
- Let students do the activity as a class. You may wish to participate, but make sure that you also monitor and provide assistance or correction if needed.
- Recap by reviewing the list of sentences and names and checking to make sure no one has conflicting information.

### D Write

- Tell students to write a paragraph (of around five sentences) using the information from the list. The students are free to use language from the unit or any other language they choose.
- Let students work alone and write their sentences.
- Monitor students as they write. Give corrections on the spot.
- Based on what you saw during monitoring, pick two or three stronger students who are also willing to share. Ask them to read their sentences aloud. Alternatively, go around the room and ask everyone to read one sentence.

### Extension Five Facts about Me

If time allows, have students do the warm-up activity amongst themselves in groups. Do not require students to come up with the questions, but simply have them write hints about themselves and tell others in the group to guess what they are.

## Communication

### A Warm Up

- Write your name in the middle of the board. Then write five words around your name that you consider important details about yourself. They should just be hints about the actual detail (e.g. *Jennifer* for *I have a sister named Jennifer*). Ask students if they can guess what the information is. Ask them what questions they would have to ask to get that information. (*Do you have any sisters?*)
- Then tell the students that a student is going to describe his family. Tell them to look at the picture in part B. Ask them to put a check mark next to the words they think he's going to use. Tell them to add two more words of their own.

### Key

Answers will vary.

smile; siblings; friendly; sunny; beautiful; sister; brother

### B Listen for Information

© Track 19

- Tell the students they will listen to Mateo talking about himself and his family
- Ask the students to read through the questions beforehand and prepare to answer them.
- Play the audio and tell students to answer the questions.
- Check answers as a class. If there are many wrong answers or one question that nearly everyone missed, play the audio again and check that part specifically.

## Module 1 : Review

### A Vocabulary

Assign students to pairs, or do these as a whole class, making sure that all the students fill in the blanks. Ask students to fill in the blanks from memory. They may write vocabulary words that were added to the lesson when it was covered.

- |            |  |
|------------|--|
| <b>Key</b> | 1. (Answers will vary) Unit 1, L3, and Unit 2, L2. |
|            | 2. Unit 2, L5.                                     |
|            | 3. Unit 1, L5.                                     |
|            | 4. Unit 2, L1.                                     |
|            | 5. Unit 2, L3.                                     |
|            | 6. Unit 1, L1 and L4.                              |

### B Grammar

Students should be flipping through the module as they complete these, but the answers do not need to match the exact details from the dialogues. However, they should show understanding of the language covered in the module.

- |            |              |           |          |             |
|------------|--------------|-----------|----------|-------------|
| <b>Key</b> | 1. you       | 2. not    | 3. far   | 4. it       |
|            | 5. am        | 6. Why    | 7. him   | 8. Would    |
|            | 9. one       | 10. think | 11. such | 12. any     |
|            | 13. How many | 14. you   | 15. to   | 16. because |
|            | 17. got to   | 18. have  |          |             |

### C Practicing Small Talk

- This is a productive review activity. Students should review the model conversations in Units 1 and 2. This activity is a good opportunity to practice short conversations about the topics they have learned in this module.
- Tell students to review the model conversations and to practice having several short conversations with a partner.
- Tell them to talk about the topics in the box and to use the starting and ending phrases.
- Assign students to pairs. Ask them to talk about the topics in the box and to use the starting and ending phrases.

## Module 1 Review

### A Vocabulary

Remember and write...

- ...five jobs.  
\_\_\_\_\_
- ...four ways to end a conversation.  
\_\_\_\_\_
- ...four adjectives to describe a place.  
\_\_\_\_\_
- ...three adjectives to describe weather.  
\_\_\_\_\_
- ...four adjectives to describe a person.  
\_\_\_\_\_
- ...two ways to introduce someone. Then flip through the module, if necessary, and write one more.  
\_\_\_\_\_

### B Grammar

Look back at the module. Fill in the blanks.

- |  |  |
|--|--|
| 1. Are _____ an architect?                               | 10. What do you _____ of my new car?           |
| 2. He's _____ a teacher. He's a student.                 | 11. You have _____ a beautiful home!           |
| 3. How _____ is it to the store?                         | 12. Do you have _____ ice cream?               |
| 4. What time is _____?                                   | 13. _____ jobs do you have?                    |
| 5. Who _____ I?  | 14. Here, Roberto, I'm giving my pie to _____. |
| 6. _____ are you late for class?                         | 15. I want _____ move to Australia.            |
| 7. Give Jim's pencil back to _____, please.              | 16. Jaime is going to bed _____ he is tired.   |
| 8. _____ you like a cup of tea?                          | 17. Mom says I've _____ be home by 11 p.m.     |
| 9. A: Does she have a sweater?<br>B: Yes, she has _____. | 18. We _____ to go now.                        |



### C Practicing Small Talk

Review the model conversations in Units 1 and 2. With a partner, practice having several short conversations about the following topics:

the weather today    sports    your hometown    your classes and grades

Take turns starting and ending the conversations.

To start:    *What do you think of...?*    *What do you do?*    *How are you doing?*  
To end:    *I've got to be going.*    *Catch you later.*    *Bye.*

### D Introduce the Team

Form groups of four to six students. You all work together at the same company. Think of a job title and two adjectives for each group member. Write a description of your new "team," and then practice introducing yourself and your team to other teams in the class.

*My name is... I... And let me introduce... He's our...*

*This is my... Her name is... She's intelligent and...*

### E The Man in the Photo

Write five questions about the man in the photo. Then ask and answer the questions with a partner.

Name: Gabriel Rodriguez    Father: architect  
Job: engineer    Mother: teacher  
Lives in: Guadalajara    Likes: listening to music, exercising  
Siblings: sister, brother    Is: thin, friendly, quiet, intelligent



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now, on a separate sheet of paper, write a paragraph (at least five sentences) introducing the man. Use the information above and your own ideas.

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### D Introduce the Team

- Have the class form groups of four to six students. Tell them that they all work together at the same company. Ask them to work together to assign roles and practice introducing themselves to the other teams. In their teams, the students should think of a job title and two adjectives for each group member.
- Each student should write a description of their team. Then they should practice introducing themselves and their team members to the other teams.
- Go around and give help when needed.

### E The Man in the Photo

- Tell students that they are going to practice asking and answering questions about a person.
- Tell students to write five questions about the man in the photo using the given information. Explain any terms that the students may not be familiar with.
- Then have students work in pairs. They should ask and answer the questions with their partner.
- After practicing asking and answering, tell them to write a paragraph introducing the man. They should use the information from the book and their own ideas too.

# You're a student.

## Module 2 Goals

Build a very basic vocabulary of words and phrases about personal details and simple everyday situations

Very simply describe where you go to school

Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help

Describe what you like and don't like (for example, with regard to school)

Understand people if they speak very slowly and clearly about simple everyday topics

Find basic information in posters or advertisements

Describe your education

Complete a questionnaire with information about your educational background

# Module 2 Overview:

## You're a student.

### Module 2 Goals

- Build a very basic vocabulary of words and phrases about personal details and simple everyday situations
- Very simply describe where you go to school
- Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help
- Describe what you like and don't like (for example, with regard to school)
- Understand people if they speak very slowly and clearly about simple everyday topics
- Find basic information in posters or advertisements
- Describe your education
- Complete a questionnaire with information about your educational background

### Warm Up

- Draw students' attention to the title of Module 2: You're a student. Tell them that this module will help them learn everything they need in order to talk with people about their university and their college life.
- Briefly tell the students where you went to university and what your college life was like on and off campus. Ask them to ask you any questions about college life in an English-speaking country.
- Ask students to come up with any majors and US universities that they know. If they have ever visited one, get them to tell the class what things they saw on and around campus.
- Have students brainstorm about the preparations that go into applying to a school and attending it.
- Tell students that this module will help them learn how to have conversations about their life as a university student.

### Extension I Picture Talk

Ask students questions or have them make statements about the picture if they can. Tell them that they should imagine what the woman is doing on campus.

### Extension II Guess My Major

Tell students to describe the place they go to school without mentioning the school's name. Or have the students describe their major without mentioning the actual subject. Get the other students to guess. Model what to do by describing your own school or major.

### Preview

- Read the first item on the list (two men boxing). As a class, find the page that has a picture of two men boxing (page 37).
- Put students in pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

#### Key

1. p. 37    2. p. 44    3. p. 56    4. p. 58

### Write and Discuss

- Demonstrate this activity by asking a student to read question 1, or read it yourself and act out a pair.

### Module 2 Preview

#### Preview

Look at pages 36 to 61. What pages are these things on?

- two men boxing \_\_\_\_\_
- a lot of money \_\_\_\_\_
- a woman on a horse \_\_\_\_\_
- a questionnaire with boxes for checks \_\_\_\_\_

#### Write and Discuss

Write your answers to the questions. Then talk about them with a partner.

1. Where do you go to school?  
*I go to ...*
2. What do you like about your home? What don't you like?  
*I like ...*  
*I don't like ...*
3. What do you study now? What's your major?
4. What are some things you can find on a school campus?
5. Who are some famous people, and what do they do?

- Assign students to pairs and ask them to ask and answer questions 1 through 5.
- Monitor to make sure students have understood. Help students who are struggling.
- Recap as a class by having exchanges with the students one at a time, with about three different students per question.

#### (Sample answers)

1. I go to George Washington University.
2. I like the big kitchen in my home. I don't like the view from my window.
3. I study science. My major is biology.
4. You can find dormitories, school cafeterias, a student center, and other administrative buildings.
5. Steven Spielberg is a famous person. He is a director.

#### Key

### Teacher's Note Pair Work

Encourage students to be positive and open to working with their classmates. Explain that they are all in the same boat, and encourage them to participate actively without any embarrassment or fear of making mistakes.



# Unit 3 Overview:

## Your University

### Lesson 1: I'm a student.

**Aims:**

- Use language related to studying and where you go to school
- Use *do* and *go* to talk about occupations and school attendance

**Vocabulary:** Vocabulary related to school attendance

**Grammar:** Simple present of *do* and *go*

### Lesson 2: Where I Go to School

**Aims:**

- Identify and discuss various college majors
- Ask *how many* and *how much* with countable and uncountable nouns

**Vocabulary:** Majors

**Grammar:** *how many* and *how much*

### Lesson 3: Which school do you go to?

**Aims:**

- Talk about different kinds of schools and programs
- Make use of proper nouns and correct use of articles

**Vocabulary:** Kinds of schools

**Grammar:** Articles

### Lesson 4: What's it like?

**Aims:**

- Learn about various locations around a college campus
- Correctly use *there is*, *there are*, and *some*

**Vocabulary:** Campus locations

**Grammar:** *there is* and *there are*; *some* and *any*

### Lesson 5: How much does it cost?

**Aims:**

- Use words and expressions related to expenses
- Make correct use of capitalization, including proper nouns

**Vocabulary:** School expenses

**Grammar:** Proper nouns and capitalization

### Some Module 2 Goals in Unit 3

- Very simply describe where you go to school
- Describe what you like and don't like, for example with regards to school
- Understand people if they speak very slowly and clearly about simple everyday topics

## Lesson 1 I'm a student.

### Aims

- Use language related to studying and explaining where you go to school
- Use *do* and *go* to talk about occupations and school attendance

### Vocabulary

primary school	middle school	sophomore
elementary school	freshman	degree
secondary school	senior	class of
high school	go to	engineer
junior	semester	graduate

### Grammar

Simple present of *do* and *go*

### Warm Up

- Ask students what some common questions to ask are when meeting someone for the first time.
- Ask for some more specific questions they could ask about work or school.

## ★ Unit 3 • Your University ★

### Lesson 1

### I'm a student.

#### A Model Conversation

Read the conversation. Then listen. © Track 20

#### Brief note

What are you doing? asks about your actions right now. "What do you do?" asks about your job.

**Alex:** Iris, let me introduce you to my cousin Kevin.  
**Iris:** Hi, Kevin. It's nice to meet you. So, what do you do?  
**Kevin:** I'm a college student. I start classes next week.  
**Iris:** Oh, that's cool. I'm a student too. I attend UNM in Santa Fe. Where do you go?  
**Kevin:** I go to Saint John's College. It's also in Santa Fe.  
**Iris:** Aha. Alex, you're a Saint John's graduate, right?  
**Alex:** Yeah, that's right. Class of 2009.  
**Iris:** And how old are you, Kevin?  
**Kevin:** I'm 18. I'm starting my first semester in college.  
**Iris:** So you're a freshman. I remember those days. I'm a senior. I graduate next spring.  
**Kevin:** What do you want to do after you graduate?  
**Iris:** I'm getting a degree in computer science. I want to be a computer engineer.



#### B Vocabulary: The US school system

American School System—Primary and Secondary	College/University Years
primary/elementary school = the first years of school for children	first year = freshman
secondary school = middle school + high school	second year = sophomore
middle school = the years between primary school and high school	third year = junior
high school = the last years of secondary school	fourth year = senior

Match the words from the box to the correct definitions.

- \_\_\_\_\_ to attend
- \_\_\_\_\_ a person working in engineering
- \_\_\_\_\_ a way to say the year you graduated
- \_\_\_\_\_ a title given to someone for finishing a college program (for example, BA, BS, PhD)
- \_\_\_\_\_ a person who has a degree from a school or college program

- go to
- degree
- class of...
- engineer
- graduate/grad

#### C Pronunciation

Study the pronunciations and definitions of *graduate*. Practice saying each word. Which one sounds different?

**graduate** /græˈjuːt/ *verb* to finish a school or college program  
**graduate** /græˈjuːt/ *noun* a person who has a degree from a school or college  
**graduate** /græˈjuːt/ *adjective* used before a noun to describe studying for a higher degree (after a BA/BS)

Write *verb*, *noun*, or *adjective* under the underlined words. Then listen and repeat. © Track 21

- He's a college graduate.
- I'm a graduate student.
- We'll graduate in June.

- Make note of a few of the students' questions on the board.

#### A Model Conversation © Track 20

- Tell students that they will read a conversation in which a man introduces his cousin to his friend.
- Assign students roles and have them read the dialog aloud.
- Now play the audio of the dialog so students can hear a good model for pronunciation and intonation.
- When the listening is complete, have students summarize what they've heard.
- Ask students what two questions were asked in the conversation. Which one means "What is your school?" ("Where do you go?") Which one means "What is your job?" ("What do you do?")

#### B Vocabulary: The US school system

- Read through the table as a class
- Answer any questions students may have about the different types of schools and the vocabulary.
- If you are familiar with a school system that is different from the American standard, you may want to clarify how the vocabulary differs in its usage.
- For the activity, instruct students to match the vocabulary to the definitions.
- When ready, check students' answers together as a class.

#### Key

- a
- d
- c
- b
- e



## D Grammar

### Simple present of *do* and *go*

<i>do</i>	<i>go</i>
I <b>do</b>	I <b>go</b>
He / She / It <b>does</b>	He / She / It <b>goes</b>
We / You / They <b>do</b>	We / You / They <b>go</b>

useful expressions		
To talk about someone's occupation (reporter, student, secretary, etc.)	A: What <b>does</b> he <b>do</b> ? A: What <b>do</b> you <b>do</b> ?	B: He is a doctor. B: I <b>work</b> for a newspaper. I <b>am</b> a reporter.
To talk about which school someone attends and what someone studies	A: Where <b>does</b> she <b>go</b> ? A: What <b>do</b> you <b>study</b> ?	B: She <b>goes</b> to Oklahoma State University. B: I <b>study</b> music at Barton College.

Brief note

Occupation means job or career.

Brief note

In questions like *What does he do?* and *Where does she go?* the first *do* agrees with the subject.

## E Grammar Practice

### Circle the correct answers.

- What ( *do* / *are* ) his parents do?
- Eleanor ( *does* / *is* ) an engineer.
- My brother ( *works* / *does* ) at a hospital.
- Where does Jeff ( *goes* / *go* )?
- What ( *do* / *does* ) they study?
- She ( *goes* / *go* ) to a small college.

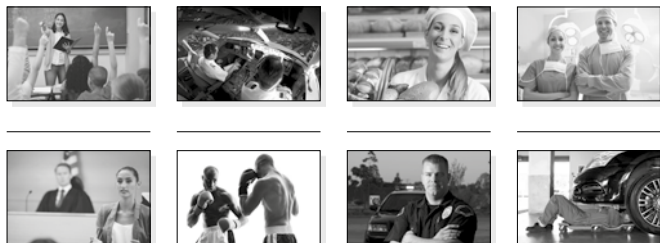
### Fill in the blanks to complete the conversations.

- Q: Nice to meet you. What \_\_\_\_\_ you \_\_\_\_\_?  
A: I \_\_\_\_\_ a police officer.
- Q: What \_\_\_\_\_ your sister \_\_\_\_\_?  
A: She \_\_\_\_\_ a graduate student at Cornell.
- Q: Which college \_\_\_\_\_ Bernard \_\_\_\_\_ to?  
A: He \_\_\_\_\_ to UCLA.
- Q: Which medical school \_\_\_\_\_ they \_\_\_\_\_ to?  
A: They \_\_\_\_\_ to Harvard Medical School.

## F Use the Language

### What do they do?

Write the name of the job under each picture. (Look up any jobs you don't know.) Then talk with a partner about the jobs. What do you have to do before you can get these jobs?



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## G Pronunciation Track 21

- Write the word *graduate* on the board. Ask students if they know the different definitions and pronunciations for the word.
- Have a student read the definitions in the box. Then explain the difference in pronunciation for the different forms of graduate. (The noun and adjective forms have the same pronunciation.)
- After they have understood the differences, have them listen to the three sentences. Tell the students to write verb, noun or adjective under the underlined words.

Key

- noun
- adjective
- verb

### Extension A Difficult Choice

- Tell students they will face a difficult decision, and they must debate the best options. (You can assign it as a writing assignment, or have students debate orally.)
- Explain the situation: If you study hard, you can graduate at the end of next semester; but the economy is bad though, and it's hard to get a job.
- Present the students with options.
  - Graduate as soon as possible and look for work
  - Plan to study for one more year before graduating
  - Study your same major in graduate school
  - Prepare to go to law school
- They can choose which options they think are best, or you can assign students to specific positions they must support. Ideas:

## D Grammar

- Read through the top of the table with the class, and point out how subject-verb agreement occurs with third-person singular.
- With reference to the bottom of the table, explain how the verbs *do* and *go* are used to talk about occupations and the schools we attend. Also bring attention to the fact that people often use the verb *to be* to state their occupations, as in the sentence "I am a nurse" included among the expressions.
- Have students read through the expressions in pairs, treating each pair of sentences (question and answer) as a mini-dialog.
- Address any questions students may have about the expressions they've read.

### Teacher's Note Correct usage of *do*

It is common for some students to mistakenly use the verb *do* in an affirmative answer when a question uses *do*. For instance, they may answer the question "What do you do?" with "I *do* work in a hospital" or "I *do* a nurse job." Be prepared to correct this. Explain that the questioner uses the word "do" when they don't know what verb the answer will use. It's a "dummy" verb, a kind of placeholder, and the answer usually uses a different verb.

## E Grammar Practice

- Instruct the students to use language as they've seen in the grammar table to complete the questions and answers.
- Quickly check the correct answers as a class.

Key

- do
- is
- works
- go
- do
- goes
- Q: Nice to meet you. What do you do?  
A: I am a police officer.
- Q: What does your sister do?  
A: She is a student at Cornell.
- Q: Which college does Bernard go to?  
A: He goes to UCLA.
- Q: Which medical school do they go to?  
A: They go to Harvard Medical School.

### ✓ Check the Workbook

For further practice using *go*, *do*, and the verb *to be* to express occupation, use Exercises 2 and 3 in Lesson 1 of the workbook.

## F Use the Language: What do they do?

- Read the instructions aloud to let the students know what they should do in this section.
- Ask students if they recognize the eight jobs shown within the pictures. Have students identify the jobs.
- For the jobs they can't say in English, encourage them to look up the words in the dictionary.
- After they have written down all the jobs, go over the answers with them.
- Finally, have them talk with a partner about the jobs. Help them focus on what they could do to get some of the jobs in the pictures.

Key

teacher, pilot, baker, surgeon (doctor)  
lawyer, boxer, police officer, mechanic

### Teacher's Note Writing a more detailed job description

Build on what the students have discussed by assigning them to write a paragraph about one of the jobs they talked about in class. The paragraph should include more details about what a person does as part of the job. Also include a description of some of the qualities a person needs to do the job well, and why these are important

## Lesson 2 Where I Go to School

### Aims

- Identify and discuss various college majors
- Ask *how many* and *how much* with countable and uncountable nouns

### Vocabulary

fine arts	business administration	criminal justice
physical education	nursing	cosmetology
mathematics	software engineering	elementary education

### Grammar

*how many* and *how much*

### Warm Up

Ask students whether they are required to study English. What are some other subjects they were required to study? Which requirements do they think are good requirements, and which are not? What have they elected to study even though they didn't have to?

### A Model Conversation

- Pair up students, and have them read through the dialog, each taking one of the roles.
- Play the audio and have students read along one more time.
- Ask students to close their books and restate what the topic of the conversation is. Then prompt them to supply a few details that they remember. Note a few of the sentences the students make, and provide correction if needed.

### B Vocabulary: Some majors

- Have students read the vocabulary in the box aloud, for correct pronunciation.
- Direct students' attention to the pictures, and instruct them to match each picture to one of the vocabulary words that name a university major.
- Check answers together as a class. If some students have any questions about a major that they still don't understand, first elicit an explanation from another classmate, and then provide your own explanation if required.

#### Teacher's Note Redirecting comprehension questions

Sometimes, when a student needs help understanding, it is good to encourage them to ask questions to a partner or classmate first. But ensure that the students are not "explaining" simply by translating into their first language. It's not easy to define a term using only the target language, but it's very useful practice, so give them a chance to try before you bail them out too quickly.

Key

(Left to right, top row, then bottom row)  
software engineering, physical education, mathematics,  
cosmetology, business administration, fine arts, nursing,  
elementary education

### ✓ Check the Workbook

The workbook includes a word search relating to university majors in Exercise 1 of Lesson 2.

## Lesson 2 Where I Go to School

### A Model Conversation

Read the conversation. Then listen. 

**Jenny:** Hey, Owen. I hear you're planning to go to Simmons College in the fall. I go there too.  
**Owen:** Oh, cool. Maybe you can show me around campus.  
**Jenny:** Sure. What's your major?  
**Owen:** I plan to major in geography.  
**Jenny:** Really? That's my major.  
**Owen:** Great! Then I have a lot of questions for you. Are you in your second year?  
**Jenny:** No, third year. I'm a junior.  
**Owen:** Are there many geography students?  
**Jenny:** No, it's a small department—about fifty students. We all know each other.  
**Owen:** Okay, good. How much homework do you have every night?  
**Jenny:** For each class, we usually have to do a little reading and write answers to a few questions.



#### Brief note

A "department" is a part of a university with students studying the same major: the geography department, the English department, etc.

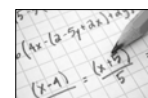
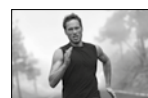
### B Vocabulary: Some majors

Write the name of the correct major under each picture.

#### Brief note

Math is a short form of the word mathematics.

fine arts	business administration	mathematics	elementary education
physical education	nursing	software engineering	cosmetology



### C Grammar

Countable and uncountable nouns

countable		uncountable	
determiners	example nouns	determiners	example nouns
a lot of many several few / a few	classes questions students	a lot of (not) much little / a little	space education advice

#### Brief note

The determiners *any* and *some* can be used with uncountable nouns or with plural countable nouns. See Lesson 4 of this unit to learn more.

### Extension Popular and Unusual Majors

- To get students talking more about majors, assign them to small discussion groups and instruct them to talk about which majors they think are very popular, and which are less popular or even unusual.
- Instruct each discussion group to keep a list of the majors they discuss.
- For the popular majors, instruct them to talk about some of the reasons why those majors are popular.
- For the unpopular or unusual majors, they should discuss the reasons they are not popular, and also the reasons why some people want to study them.
- For all majors discussed, students can be encouraged to talk about how they personally feel about them.

### Grammar

- As a class, read through the top of the table, dedicated to countable and uncountable nouns.
- Elicit more examples of countable and uncountable nouns that students may know.
- Prompt a few volunteers to answer a couple of questions based on the language in the table, such as *Where are there many books?* or *Do you drink much coffee?*
- Now, read through the bottom of the table, relating to questions with *how much* and *how many*.
- Ask the students to read the questions aloud.
- Ask students to try to answer some of the questions accurately.

## how many and how much

how many and how much	
Use <i>How many...</i> ? when asking about something countable. Use <i>How much...</i> ? when asking about something uncountable.	
How many...?	How much...?
How many books did you buy?	How much money do you have?
How many classes are you taking?	How much homework do you get?
How many bottles of milk do you need?	How much juice did you drink?

### Brief note

With uncountable nouns, *much* is usually only used in questions and negatives. *A lot of* is more common in affirmative statements.  
*Do you have much time?*  
*I don't have much money.*

## D Grammar Practice

### Circle the correct answers.

- I don't have ( some / many ) ( pencils / milk ).
- I didn't get ( much / many ) rest this weekend.
- Please give me ( a few / a little ) bottles of juice.
- How ( much / a few ) ( salt / onions ) did you put in the soup?
- There's ( a lot of / many ) space in the living room.
- My friend ( does / doesn't ) have much free time.
- ( Several / A little ) people came to the theater.
- I don't want my children to eat ( a lot of / many ) ice cream.

### Write brief answers to the following questions. Then discuss your answers with a partner.

9. How many people live in your hometown?

\_\_\_\_\_

10. How much homework do you have this week?

\_\_\_\_\_

11. How much free time do you have today?

\_\_\_\_\_

## E Use the Language

### Choosing a program

Which of these programs would you like to attend? Read and choose. Then discuss with a partner.

College	Degree Program	Description
Aveda Institute, New York	Two-year Cosmetology program	One of the biggest beauty schools in New York; 75% of graduates have jobs within six months.
Carnegie Mellon U., Pennsylvania	PhD in Software Engineering	Graduates work at Apple, Intel, Microsoft, Yahoo, and Adobe
Harvard University, Massachusetts	Master's in Business Administration	The number-one MBA program in the United States
University of California, Berkeley	Bachelor's Degree in Mathematics	One of the most famous math programs in the world

Sather Tower, University of California-Berkeley



## E Use the Language: Choosing a program

- Read the instructions aloud to the class, and assign students to pairs. Students are instructed to choose one university program of their preference out of four options.
- Tell students that they should each make their own individual choice and then discuss the reasons for their choice with a partner.
- Answer any student's questions relating to the information given in the table.
- After students discuss their chosen preference, also instruct them to follow on with discussion of the programs they did not choose.
- When the discussion is complete, do a quick survey to determine which programs were selected by the greatest number of students in the class and which programs were selected by the fewest or none.

### Extension Most Important Factors

In the last activity of this lesson, students selected one of several university programs. To expand on this, the teacher may assign them to discuss or write about the factors that guided their decision. Students should rank the following factors from 1 (most important) to 6 (least important) and give at least one sentence for each to explain why it is or is not a very important consideration.

Factors:

- Name of school
- Location
- Major
- Type of degree
- Successful alumni
- Reputation of the program

### Teacher's Note A few vs. few, a little vs. little

Students may have difficulty distinguishing the difference between *a few* and *few*. Explain that *few* stresses a small number. "I have few friends" means I don't have many friends. But *a few* is less emphatic. It can be similar in meaning to *some*. So, "I have a few friends" can simply mean that I have friends, not necessarily implying that I'm disappointed by the small number. There is a similar distinction between *a little* and *little*.

## D Grammar Practice

- Read the instructions and ensure comprehension. The task is to select one word or phrase from each pair to make complete, logical sentences. In questions 1 and 4, students must make two selections that work together to complete the sentence.
- When ready, check answers as a class.

Key	1. many, pencils	2. much
	3. a few	4. much, salt
	5. a lot of	6. doesn't
	7. Several	8. a lot of
	Answers will vary for questions 9-11.	

### ✓ Check the Workbook

For further practice with countable and uncountable nouns use Exercises 2 and 3 in Lesson 2 of the workbook.

## Lesson 3 Which school do you go to?

### Aims

- Talk about different kinds of schools and programs
- Make use of proper nouns and correct use of articles

### Vocabulary

vocational school	film school	medical school
junior college	law school	graduate school

### Grammar

#### Articles

### Warm Up

Ask students if they can name any universities that have good reputations. *Do you know what the schools are most famous for? Do you know if any famous people attended?* (You don't need to provide examples if students are able to answer without help, but if they get stuck you might mention that Harvard is the university that six different presidents of the United States graduated from, including John F. Kennedy.)

### A Model Conversation

- Pair up students, and have them read through the dialog, each taking one of the roles.
- Play the audio and have students read along one more time.
- Ask for students to report in their own words what Olivia and José are talking about.
- Also ask how the students think José feels about his university.

### B Vocabulary

- Instruct students to match terms to their definitions.
- Confirm correct answers with the entire class at the end of the activity.
- Proceed to the expressions *which* and *the one*. Read through the explanations on how these phrases are used.
- Ask students to find a sentence in the dialog that uses "which," and ask how José answered that question.
- Write on the board and ask students: "Which school is the one that Martin Scorsese attended?" Then ask, "Which school is New York University?" and prompt students to answer, "That's the one..."

**Key** 1. e 2. c 3. b 4. d 5. a 6. f

### ✓ Check the Workbook

For more practice with different types of university programs, use Exercise 1 in Lesson 3 of the workbook. For practice with *which* and *the one*, use Exercise 2.

### Teacher's Note Too much dependence on context

It's important to check routinely to see that students are not depending on context too much in their answers and that they are not speaking mainly in phrases and fragments. While it's true that even native speakers will respond to the question, "Which city do you like best?" by simply answering "San Diego," students need to be reminded that they get the most benefit from their practice by giving answers that are as complete as possible.

## Lesson 3 Which school do you go to?

### A Model Conversation

Read the conversation. Then listen. 

Olivia: What do you want to do after you graduate, José?  
 José: Make movies.  
 Olivia: You want to be a movie director?  
 José: Yes, that's my plan. I'm going to film school now. I'm studying for my bachelor's degree.  
 Olivia: Which film school do you go to?  
 José: Tisch School of the Arts. It's part of New York University.  
 Olivia: Oh, I know that school! That's Steven Spielberg's school, right?  
 José: No, I think he went to school in California. But Ang Lee is a graduate of my school. He's the director of *The Life of Pi*. Another famous grad is Martin Scorsese.  
 Olivia: That's cool. So, do you want to make films like theirs?  
 José: Not really. I want my movies to be less serious and funnier.



#### Brief note

A (movie) "director" is a person who makes movies.

### B Vocabulary

Match the words in the box to the correct definitions.

a. vocational school / trade school	b. film school	c. medical school
d. junior college	e. law school	f. graduate school

- \_\_\_\_\_ a school for future lawyers
- \_\_\_\_\_ a school for future doctors
- \_\_\_\_\_ a school for future moviemakers
- \_\_\_\_\_ a two-year college that helps students prepare for university
- \_\_\_\_\_ a school that teaches skills for a specific job (for example, mechanic)
- \_\_\_\_\_ a school offering master's or PhD degrees

#### Expressions:

- which...** Use *which* to ask about one of many.  
 For example: **Which** city do you live in? There are many cities, but you live in only one.
- the one...** Use *the one* to be specific about which thing you're talking about.  
 For example, when asking for a book, someone says: **Give me the one** on the left.  
 In this sentence, *on the left* tells us which book the speaker is talking about.

#### Brief note

Choosing to use a or an depends on the first sound of the following word, not the first letter.  
 So we say, for example, *I go to a university*.

### C Grammar

#### Articles

no article	a/an	the
Don't use an article before an uncountable or plural noun when talking generally.	Use a or an for one countable noun when there isn't any context to know which one.	Any noun can use <i>the</i> if there is enough information or context.
<i>Sugar is sweet.</i> (This is true for all sugar, and sugar is uncountable.)	<i>Please give me an umbrella.</i> (I don't care which one. I want any umbrella.)	<i>Please give me the brown coat.</i> (Brown tells you which one I want. It is a specific one.)

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### Extension Which one?

- For this activity, you will need to collect pictures to display to the class. If desired, you may want to assign students to select and bring in the necessary pictures.
- Pictures will represent several different people, places, or things within the same category, with some obvious differences. For example, several men's faces (but with different hair lengths, eye color, etc.), several locations outdoors, or several types of food.
- Have students use the pictures to ask one another *which*-questions, such as "Which man is very handsome?" "Which food item do you like very much?" or "Which place looks best for relaxing?" Students should use the one in their initial answer to each question, though they can continue to speak freely after that. Example answers to the questions above could be "The one who has short hair is handsome," "The one in the middle looks very good," or "The one with many trees is a good place to relax."

### Grammar

- Read the brief explanations in the top row that relate to when to use definite articles, indefinite articles, or no article.
- Give additional explanation if necessary. There are really two major points to consider: definite vs. indefinite, and when no article is needed at all.



## places

- Most proper nouns do not take an article, but some do—especially places that sound like plurals or unions (*the Philippines, the United States, the United Kingdom*), mountain ranges (*the Himalayas*), seas, and oceans (*the Pacific Ocean*).
- Many places within a city or town take *the* even when they are not specific (*the library, the movie theater*). We also use *the* with many natural areas (*the forest, the sea*).
- Some places—*church, school, home* (and *hospital* in British English)—do not take an article when we are talking about the function of the place. (*He is in school* means he is studying.)

## Brief note

Proper nouns are the names of specific people, places, and things. They start with capital letters. See Lesson 5 of this unit to learn more.

## D Grammar Practice

Fill in the blanks with *a*, *an*, or *the*. Put *x* if no article is needed. Discuss your answers with a partner.

1. I have \_\_\_\_\_ computer at my house in \_\_\_\_\_ United States of America, but not at my house in \_\_\_\_\_ France.
2. You have a lot of good books! Can I borrow \_\_\_\_\_ one about movie directors?
3. My cousin is going to \_\_\_\_\_ graduate school to be \_\_\_\_\_ architect.
4. Jim is having \_\_\_\_\_ spaghetti for \_\_\_\_\_ dinner tonight.
5. Is there \_\_\_\_\_ café near here? If so, do they have \_\_\_\_\_ good food?
6. How do you like \_\_\_\_\_ movie? I think it's awesome.
7. I'm going to \_\_\_\_\_ supermarket now.
8. Please close \_\_\_\_\_ door. \_\_\_\_\_ cold air is coming in.
9. Beth goes to \_\_\_\_\_ church every Sunday.
10. She wants to get \_\_\_\_\_ degree in physical education and become \_\_\_\_\_ teacher.

## E Use the Language

### Guessing game

List three things in each box below, but do not show your lists to anyone.

Countries	Cities	Sports	University Majors
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____

When you are ready, find a partner and play a guessing game. (Do not show your list to your partner!)

- Your partner chooses a list—for example, the sports list.
- You give clues (pieces of information) about one of the things on that list. Your partner tries to guess what it is.
- Keep giving clues until your partner guesses right. Put a check mark next to that answer and switch roles.
- Which pair can checkmark every answer first?

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- Choosing between definite and indefinite articles depends on context, and there are many ways to create context. Does the listener know which one is being discussed? Then use *the*.
- Choosing between using an article and no article depends on whether a noun is uncountable and used generally.
- There are many exceptional uses of the definite article, and places cause the most confusion, so go through the bottom of the table carefully with students.
- Ask students to provide a few examples of their own based on the examples in the table.

## Teacher's Note Articles are important

Students whose native language uses articles differently from English or use no articles at all may not understand the importance of articles. When they reach the point that they are able to communicate most of the information they need to, it's easy for them to imagine that incorrect article use is not important. Therefore, it's worth telling and reminding students occasionally that articles are, in fact, important. The two reasons are:

- a) Misuse of articles sometimes causes confusion if the listener does not know which thing is being referred to. This is not always so, but it sometimes is an issue.
- b) More significantly, misuse or omission of articles is a hallmark of *broken English*. No matter how well the student masters the other elements of English, if he or she cannot use articles correctly, the impression will be that the student speaks English poorly.

## D Grammar Practice

- Instruct students to fill in the blanks with articles where needed and to leave them blank where it is correct to use no article.
- Have students compare their answers with a partner and try to explain to one another why they made the choice they did.
- After students have had a chance to check answers with a partner, check them again with the whole class, and give necessary correction.

## Key

- |              |          |          |           |
|--------------|----------|----------|-----------|
| 1. a, the, x | 2. the   | 3. x, an | 4. x, x   |
| 5. a, x      | 6. the   | 7. the   | 8. the, x |
| 9. x         | 10. a, a |          |           |

## ✓ Check the Workbook

For further practice with articles, use Exercises 3 in Lesson 3 of the workbook.

## E Use the Language: Guessing game

- Tell students that they will play a guessing game. Tell them to prepare lists for the four topics. Have students work by themselves. They should write three things for each topic. They also shouldn't share their lists with anyone.
- When every student has completed their lists, they should find a partner and play the guessing game. The student's partner should pick a list and try to guess a word from the list based on the clues given by the student. Tell students to keep giving clues until their partner guess correctly. A check mark should be put next to the answer. Students should switch roles.
- Tell the students that the winners will be the pair that can mark everything on both students' lists the fastest.

## Extension Articles in Context

- The teacher may prepare a simple extension activity for students to work on independently, as homework or as a brief in-class exercise.
- Find a short, simple text sample at an appropriate reading level.
- Delete *all* articles from the text, print it, and distribute it to students.
- Instruct students to read carefully and find all nouns. They should then determine which articles need to be added to correct the text.
- Correct the answers together as a class, and spend a short time discussing the reasons for the corrections.
- In discussing the answers, give special attention to the definite article *the* and the ways that context is established.

## Lesson 4 What's it like?

### Aims

- Learn about various locations around a college campus
- Correctly use *there is*, *there are*, *some* and *any*

### Vocabulary

campus	stadium	swimming pool	fountain
quad	dormitory	theater	admissions building

### Grammar

*there is* and *there are*; *some* and *any*

### Warm Up

Ask students to name some of the things that students do on campus. Then ask where students usually do those things. Be sure to elicit a few ideas that are not directly related to study. If they are short of ideas, suggest eating as an example.

### A Authentic Text: A college flyer Track 24

- Tell students that they will read a description of a university campus.
- Have students take turns reading sentences aloud.
- When they are finished, ask students a few comprehension questions that relate to where things are located. *Where is the oldest fountain on campus?* (The oldest fountain is right in front of the admissions building.) *Where can students relax outside?* (They can relax outside on the quad.) *Where do the Trojans play?* (They play in the stadium.) Give corrections if students make use of the wrong prepositions in their answers.
- Also ask a few questions to get the students' reaction to what they read. *Would they like to attend USC based on the description?*

### B Vocabulary: Places on campus

- Instruct students to match the vocabulary terms to the pictures that illustrate them.
- Confirm answers as a class.

Key	1. quad	2. garden	3. theater
	4. fountain	5. stadium	6. admissions building
	7. dormitory	8. swimming pool	

### ✓ Check the Workbook


For listening and understanding the locations of campus facilities, use Exercise 1 in Lesson 4 of the workbook.

### C In Your World

- Read the directions aloud to the class, and put students in pairs.
- The directions are brief. Just be sure to emphasize that students should talk about some of the things that are found in the places they name, and they should aim for as much detail in their description as possible.
- Go around and monitor the conversations, giving help if needed.


## Lesson 4 What's it like?

### A Authentic Text: A college flyer

Read the flyer. Then listen.  Track 24

**USC**  
UNIVERSITY OF SOUTHERN CALIFORNIA

At the University of Southern California, there are over 40,000 students in undergraduate and graduate programs. Our students love their classes, but they also enjoy life outside the classroom. The campus is **huge**. There are several large, beautiful fountains. The oldest is right in front of the admissions building. Several dorms have large outdoor swimming pools. Students can relax outside on the quad or play games in the large Student Center. There are also gardens, theaters, and auditoriums. The campus is like a small city. How are sports at USC? Everybody loves the USC Trojans! They're one of the best American college football teams. The Trojans' stadium has seats for 93,000 fans!











Brief note

"Huge" means very big.

### B Vocabulary: Places on campus

Write the words from the box under the correct pictures.

garden quad	stadium dormitory (dorm)	swimming pool theater	fountain admissions building
			
1. _____	2. _____	3. _____	4. _____
			
5. _____	6. _____	7. _____	8. _____

### C In Your World

Talk to a partner about three different places that can be found on a college campus. What are those places like? What is there? Where are they on your campus? Describe them in detail and ask questions.

### Teacher's Note Helping Students with Vocabulary

Helping students find the right word for what they want to express can be difficult. It depends very much on the teacher's intuition. The goal is to avoid translation and to get students to use whatever words they already possess to describe or hint at what they want to find the word for. If the teacher has the right context and prompts effectively, it becomes relatively easy to guess at what word a student may be looking for. It becomes a cooperative effort between teacher and student to communicate effectively with limited shared vocabulary. So let dictionaries be a last resort, not the default solution to finding the right word.

### Extension Doing Without

Now that students have identified some of the things that good campuses and university departments have, you can assign them to write a short paragraph on a related topic: What happens when a department *does not* have something important? For example, a student may write about a science department without good laboratory equipment, or a physical education department without a gymnasium or swimming pool.

## D Grammar

**there is and there are; some and any**

there is	there are	some and any
Use <i>there is</i> for singular countable nouns and for uncountable nouns.	Use <i>there are</i> for plural countable nouns.	<i>Some</i> can be used with plural nouns or uncountable nouns, but <i>any</i> is usually used for negatives.
There is a tree in front of my house. Is there milk in the fridge?	Are there any cookies in the kitchen? There are many kinds of flowers.	There is <b>some</b> milk in the refrigerator. There aren't <b>any</b> apples in the kitchen.

### Brief note

The subject *there* does not mean "in that place." It just means something exists.

## E Grammar Practice

Put the words in order to make sentences.

- no / water / in / the / pool / is / there / swimming  
\_\_\_\_\_?
- engineering / in / there / women / your / any / class / are  
\_\_\_\_\_?
- fountain / there / your / on / is / campus / a  
\_\_\_\_\_?
- your / shirt / is / on / there / some / paint  
\_\_\_\_\_?
- much / the / in / is / kitchen / there / food  
\_\_\_\_\_?
- are / people / there / of / a lot / in / stadium / the  
\_\_\_\_\_?

## F Listen to Speak

Listen to a short conversation about a campus. What is there at the woman's school?  
Put a check mark next to the correct places. © Track 25

- ☐ a quad      ☐ a stadium      ☐ a theater  
☐ a swimming pool      ☐ dorms      ☐ a student lounge

With a partner, write a conversation about your school. Practice it and then perform it for the class.



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## D Grammar

- As a class, read through the rules for using *there is*, *there are*, *some*, and *any*.
- Remind students that the subject *there* does not mean "in that place." Explain that it means that something exists. Refer to the Brief note.
- Create a few of your own *yes/no* questions using *Are there...?* or *Is there...?*, and get students to answer them in full sentences.
- Request a few volunteers to create a couple of more questions, and confirm that they are using the right form. Have other students answer the questions.

## E Grammar Practice

- Read the instructions aloud to the class and confirm understanding.
- Make clear that some of the sentences will be questions, as suggested by the question mark at the end of number 2 for example. Remind students how questions are formed.
- Check the answers as a class.

### Key

- There is no water in the swimming pool.
- Are there any women in your engineering class?
- Is there a fountain on your campus?
- There is some paint on your shirt.
- Is there much food in the kitchen?
- There are a lot of people in the stadium.

## ✓ Check the Workbook

For further practice with *there is* and *there are*, use Exercises 2 and 3 in Lesson 4 of the workbook. Exercise 3 provides more practice with word order.

## F Listen to Speak Track 25

- This activity has two parts. The first part is a listening exercise. Students should listen to a short conversation about a campus. They should put check marks next to the places that are at the woman's school.
- For the second part, have the students work in pairs. With their partner, students should write a short conversation about their school. Tell them that they will perform it for the rest of the class.
- Now reread the second half of the instructions and tell the students to do the necessary preparation to present their conversation to their classmates. Give them plenty of time to practice and give help when needed.
- Depending on whether you have resources for students to do research in the classroom and depending on how you schedule your time, you may have students report on the same day, or you may schedule time in another lesson day for brief oral presentations.

### Key

(checked answers)  
a quad, a swimming pool, a student lounge, a theater

## Extension Where is there, where are there \_\_\_?

- For a quick, thinking-on-your-toes exercise, have students challenge each other with one-sentence questions followed by one-sentence answers.
- The questioner should start a question with *Where is there...?* or *What are there...?*
- The answering student should reply as quickly and accurately as possible.
- See how many questions students can ask and answer accurately within a limited time frame.
- The questions do not have to be limited to a university setting, as the focus of this exercise is on speed and grammar rather than a particular topic.

## Lesson 5 How much does it cost?

### Aims

- Use words and expressions related to expenses
- Make correct use of capitalization, including proper nouns

### Vocabulary

loan	scholarship	expenses	housing
tuition	meal plan	afford	fee
reasonable	expensive	cheap	not bad
It costs too much.		It doesn't cost much.	

### Grammar

Proper nouns and capitalization

### Warm Up

- Ask students to name some things that cost a lot of money and some that cost only a little money.
- For the expensive items, ask students, "Why do these cost a lot of money?" and "How much does \_\_\_ cost?" and "Is that a fair price?"
- For the cheap items, ask, "Why do these cost only a little money?" and "Are these good (products/services)?"

### A Model Conversation

- Tell students they will read a dialog about university expenses.
- Pair up students, and have them read through the dialog, each taking one of the roles.
- Play the audio and have students read along one more time.
- Ask for students to report a few details, such as "What are some of Warren's expenses?" and "How does he pay?"
- Ask students "What is Molly's reaction when she hears how expensive Warren's education is?"

### B Vocabulary

- Read the instructions for the activity to the class and confirm understanding.
- Be sure that students clearly understand that they are looking for words in the dialogue they've just read, to match the definitions given.
- Check answers together as a class when students are done.

Key	1. loan	2. scholarship	3. expenses
	4. housing	5. fee	6. meal plan

7. afford

### ✓ Check the Workbook

For more practice with vocabulary related to expenses, use Exercise 1 in Lesson 5 of the workbook.

### C In Your World

- Read the instructions aloud to the class.
- Instruct the students to each assign their own prices to the products and services before speaking to a partner.
- Then have students talk in pairs to find out the differences in their opinions about reasonable prices for various products and services.
- Encourage as much follow-on discussion as students can sustain, including discussion about various brands or businesses within a category.

## Lesson 5 How much does it cost?

### A Model Conversation

Read the conversation. Then listen. 

**Molly:** I hear your university is very expensive.

**Warren:** Yeah, it is.

**Molly:** How much does it cost, if you don't mind my asking?

**Warren:** Tuition is over \$50,000 a year. And there are a lot of other expenses—housing, books, a meal plan...

**Molly:** Wow. How do you afford it?

**Warren:** It's not easy, but I get some scholarships. I have some student loans, too.

**Molly:** Wow. I guess my school costs are reasonable, then.

**Warren:** How much do you pay?

**Molly:** The total for tuition and fees is \$12,000 per year. And I live in a dorm room on campus. It's quite cheap.



### B Vocabulary

Write the bold words from the conversation next to the correct definitions.

- \_\_\_\_\_ money that a person borrows that must be paid back
- \_\_\_\_\_ a gift of money for education costs
- \_\_\_\_\_ all the things a person has to spend money on
- \_\_\_\_\_ a home, or the cost paid to live in a home
- \_\_\_\_\_ the cost of a service
- \_\_\_\_\_ money paid for a certain number of meals per month
- \_\_\_\_\_ to have enough money for something

Expressions related to expense:

**expensive:** costing a lot of money

**not bad:** not costing very much money, but not cheap

**reasonable:** not costing too much money; fair

**cheap:** costing little money

**It costs too much.** It's expensive. I can't afford it.

**It doesn't cost much.** It's not expensive. It's cheap or reasonable. People can afford it.

#### Brief note

Sometimes, but not always, *cheap* means that something is low in quality.

### C In Your World

In your opinion, what is a reasonable price for each of the following? Write down your guess. Then compare with a partner.

a haircut: _____	a new car: _____	a seafood dinner: _____
one year of college: _____	a pair of jeans: _____	a diamond ring: _____

### Teacher's Note General to Specific and Specific to General

One useful method to help students get more out of a conversational exercise is to prompt them with questions they can ask their partners. Very often, a good strategy is to ask students who are speaking very generally to get more specific, and it can sometimes be effective to go the other way too: when students are speaking about something specific, see if they can generalize. For instance, if a student says, "Cars are too expensive," you can get more specific by prompting for brands that are particularly expensive or some brands that are not. If a student says, "My apartment is too expensive," you can get more general by prompting with "What are the biggest expenses for most people in your city (or country)?"

### Extension Extension: Is It Worth It?

Expand upon the topic by having students discuss or debate the central questions: "Are expensive products usually better than cheap ones?" and "Are expensive products worth the price?"



## D Grammar

### Proper nouns and capitalization

Proper nouns are the names of specific people, places, companies, streets, planets, etc.: *Alicia Rodriguez, Chicago, India, the United Kingdom, Friday, Microsoft.*

In English, do NOT capitalize:	DO capitalize:
<ul style="list-style-type: none"> <li>the names of the seasons: <i>spring, summer, fall/autumn, winter</i></li> <li>the names of school subjects or majors: <i>math, history, engineering, biology</i></li> <li><i>sun, moon</i></li> </ul>	<ul style="list-style-type: none"> <li>the names of months and days of the week: <i>Monday, Friday, March, September</i></li> <li>the names of specific classes: <i>Asian History 101; Introduction to Art</i></li> <li>the names of planets: <i>Venus, Mars</i></li> </ul>

#### Brief note

The names of languages are always capitalized:  
*I'm taking French this semester.*

Titles of books, plays, songs, articles, works of art, etc., are proper nouns. They sometimes include an article, and they follow special capitalization rules:

- Always capitalize the first word in a title: *It's My Life; A Tale of Two Cities*
- Capitalize all the other nouns, pronouns, verbs, adjectives, and adverbs: *Cool It; Fast Car*
- Do NOT capitalize articles (*a, an, the*) or common prepositions (*of, to, at*) except for the first word: *The Life of Pi; Of Mice and Men; She's the One*

## E Grammar Practice

### Correct the sentences by capitalizing the correct words.

- On thursday they're going to mexico city.
- She goes to georgetown university. Her major is physical education.
- Are you reading the lord of the rings?
- We want to see the musical the lion king.
- You can take computer engineering 305 in august.
- I love this song! it's called dancing in the street.

## F Use the Language

### Which do you like?

Think about some English-language songs, movies, and TV shows that you like. List at least three of each. Then find a partner and check each other's work for correct capitalization.

Movies	Songs	TV Shows
1.	1.	1.
2.	2.	2.
3.	3.	3.

Talk about your lists. Which things do you and your partner agree about? Discuss the things you like.

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## E Grammar Practice

- Read the directions aloud. Tell students to correct all capitalization errors in the sentences.
- When students are finished, assign them to compare their work with a classmate's. They should check to see if they made the same corrections.
- Finally, go over the sentences by asking students to identify which words needed capitalization. Write the sentences on the board and have students come up and add the capitals on the board.

### Key

- On Thursday they're going to Mexico City.
- She goes to Georgetown University. Her major is physical education.
- Are you reading *The Lord of the Rings*?
- We want to see the musical *The Lion King*.
- You can take Computer Engineering 305 in August.
- I love this song! It's called *Dancing in the Street*.

## F Use the Language: Which do you like?

- Read the instructions to the class, including all the steps required to complete the exercise.
- First confirm that students understand the assigned task. They are listing English-language movies, songs, and TV shows that they like. They should select three titles each and pay attention to using correct capitalization.
- When students have each completed their lists, assign them partners and have them correct one another's work.
- Look at each corrected assignment yourself, and make additional corrections as needed.
- Your own corrections need not be limited to capitalization, but ensure that at the very least you catch all errors of capitalization.
- Finally, talk about the lists. Find out what the pairs agree about. Discuss the things the students like.

## D Grammar

- Read the first line which defines proper nouns, aloud to the class.
- Ask students to give examples of their own for each category of proper noun. For example, *Please give me the name of a person, Name a place, and Name one of the days of the week.* Write a few of the students' answers on the board in the context of a sentence with correct capitalization.
- Read through the remainder of the table with rules for capitalization. Give additional examples if necessary.
- Resolve any questions students may have.

### Teacher's Note Capitalization of Titles

Titles are not always capitalized according to the same rules, but the basic guideline, as presented in the student book, is the first word and the major content words in the title should be capitalized. The "major content words" should include all nouns, verbs, and adjectives. When correcting students' work, first confirm that they have capitalized all these words at a minimum. Adverbs are also generally capitalized, and it's not necessary to get into the details of every exception. Articles, most conjunctions, and most prepositions generally are not capitalized, but there are exceptions, such as when a preposition is part of a phrasal verb. The words *to* and *as* are generally not capitalized regardless of their grammatical function.

It's definitely worth noting that capitalization is really a matter of *style* and *convention*, not rules nor grammar. We are helping students identify the most commonly accepted guidelines used in publishing and academia.

### Extension Titles

- For more practice with capitalization, with an opportunity to lead to discussion, have students produce lists of books they would recommend to be included in an English literature class.
- It is not necessary to tell students that they are working on a capitalization exercise. Let them make whatever mistakes they make at first, and they will be corrected later.
- Have them work in pairs or small groups and brainstorm lists of titles. They should include some titles that they like, some they dislike, and perhaps some they are indifferent to.
- Each member of the group should talk about some of the titles they like or dislike, and why they feel the way they do.
- When they are finished discussing the items, remind them to look back at the lists they've produced and check to see they are correctly capitalized! Double-check their corrections to be sure they haven't missed anything.

## Unit 3 : Active Review

### A Which school? Track 27

- Read the instructions aloud to the class. Students will listen to a conversation, and they will note some of the things that one of the speakers, Nancy, says.
- Make it clear that the book only contains a few of the sentences from a longer dialog, and the students are to listen to catch the missing information.
- Play the audio once, and have students fill in the blanks.
- Play the audio a second time, instructing students to make additional notes in the provided space. They may also use this chance to catch any information they missed the first time.
- Together as a class, go over the correct answers for the fill-in-the-blanks exercise.

Key

1. Nancy could go to Monet Institute. It's a good school, but the tuition is very expensive. And there isn't any housing on campus.
2. She could go to the Fine Art Academy of Memphis. There are a lot of great instructors there.
3. The last school is a small school in Vermont. It's called the New England Arts Institute. It's not expensive, there are not many students, and the dormitory is beautiful.

### B Comprehension

Discuss the comprehension questions as a class, and have volunteers give their answers. Resolve any differences if students gave alternative answers. Answers may be phrased differently, but should represent a clear understanding of the contents of the listening.

Key

1. She is trying to decide which school to attend.
2. The tuition is very expensive, and there isn't any housing on campus.
3. It's a big school. There are too many students. She thinks the teachers won't know her.
4. It's not as famous as the other schools.

### C Choosing a School


- Put students in pairs and assign them to discuss the three questions with their own follow-on questions. Monitor for accuracy and prompt students to encourage them to express their opinions and reactions.
- Bring the class together to have them share their reactions to the material and to restate some of the reasons they gave for their opinions.

### D Reminder: Some Module 1 Goals in Unit 3


Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

## Active Review

### A Which school?

Listen to a conversation about three different schools. Use the details to fill in the blanks in the sentences below. 

1. Nancy could go to the Monet Institute. It's a good school, but \_\_\_\_\_ is very \_\_\_\_\_. And there \_\_\_\_\_ housing on campus.
2. She could \_\_\_\_\_ the Fine Arts Academy of Memphis. \_\_\_\_\_ a lot of great instructors there.
3. \_\_\_\_\_ last school is \_\_\_\_\_ small school in Vermont. It's called the New England Arts Institute. It's not expensive, there are \_\_\_\_\_ students, and \_\_\_\_\_ is beautiful.

Listen again. Make notes on some of the questions Nancy's friend asks her and Nancy's responses. 

### B Comprehension

Answer the following questions.

1. What is Nancy trying to decide?
2. What doesn't she like about the Monet Institute?
3. What is the problem with the Fine Arts Academy of Memphis?
4. What is the problem with the New England Arts Institute?

### C Choosing a School

Discuss the conversation with a partner.

Which school do you think Nancy should go to? Why?

What other things should you think about when choosing a university?

### D Reminder






Some Module 2 Goals in Unit 3

Put a check mark (✓) next to the things you can do.

- ☐ \_\_\_\_\_ Very simply describe where you go to school
- ☐ \_\_\_\_\_ Describe your education
- ☐ \_\_\_\_\_ Understand people if they speak very slowly and clearly about simple everyday topics

**A Read to Write**

Read information about several university students, including the activities they often do and their comments about life on campus.

Name	Major	Activities	Comment
 Michelle Brito	World Literature	<ul style="list-style-type: none"> <li>Read and discuss books with friends</li> </ul>	"I like learning new things. I work hard to be the best in my class. I don't have much time for hobbies, but I have good conversations with other literature majors."
 Tyrone Swinton	Elementary Education	<ul style="list-style-type: none"> <li>Practice baseball</li> <li>Have fun with friends</li> <li>Exercise</li> </ul>	"I'm an education major, but I'm also a baseball player. I study a lot, but I practice a lot, too. I get a scholarship to play for the university team."
 Denise Cobb	Fine Arts	<ul style="list-style-type: none"> <li>Practice dance</li> <li>Dance for fun at the club</li> <li>Study French and play piano</li> </ul>	"I love what I do as a dance major. I also have other interests. I love practicing my French and my music."
 Jaylynn Garcia	Business Administration	<ul style="list-style-type: none"> <li>Attend business classes</li> <li>Work as a part-time cook</li> </ul>	"I already have a part-time job at a restaurant. I'm learning about business to prepare for my future career. And I love to cook!"
 Marcus Abbey	Engineering	<ul style="list-style-type: none"> <li>Study engineering and math</li> <li>Fix my three old cars</li> </ul>	"I want to be an engineer in a car company. On the weekends, I fix my old cars like a mechanic. I love to work with my hands."

**B Speak to Write**

Talk to a partner about the daily lives of university students you know. Discuss students with some of the majors above and with some other majors that you know about.

**C Now Write**

Choose one major. On a separate piece of paper, write everything you know about life for a student with that major. You have eight minutes.

When you finish, count the number of words in your writing. Report to your teacher. Then read it and correct any mistakes you find. How many mistakes are there? Report this to your teacher, too.

**Now Write**

- Read the directions aloud to the class, and instruct the students to work without a partner for a short time until they have completed their writing assignment.
- The assignment is to be completed in class within the allotted time limit.
- Instruct students to practice editing by correcting their own work now.
- When all is done, you may give them additional corrective feedback, or, if time allows, you may want students to do an extra round of editing to try to correct one another's work.

**Extension Is It Worth It?**

- Provide students with a fact sheet on various universities. The fact sheet should include details on tuition, student population numbers, campus housing, and other details. You can create one by compiling information from online sources or create a fact file for fictional universities.
- Explain that the students will play a guessing game. While one student thinks of one of the universities in the chart, others ask questions until they can identify which one he or she has in mind.
- Questions should be about the details provided, but students are not limited to *yes/no* questions. They may also ask "How much does it cost?" or "How many students are there at the school?"
- All questions and answers must be stated as complete sentences.
- Students can play this in pairs or in groups.

**A Read to Write**

- Direct students to work with a partner and read through the table together. They should read quickly to get an understanding of the material. Ensure that they read at least the comments listed in the far right column aloud.
- Let students help one another in understanding what they read, using only English. Discourage them from translating, and do not bring the class together for a general discussion of the content. The students must attempt to comprehend somewhat independently at this time.

**B Speak to Write**

- Allow students to talk with their partners more generally about the topic, including a discussion of the majors described in the table and also other majors they may have heard of.
- Monitor at this point to give a few on-the-spot corrections or some assistance, but do not dominate the conversation. It should mostly be independent.

# Unit 4 Overview:

## College Life

### Lesson 1: Where is it?

**Aims:** - Identify campus locations  
- Use prepositions of location

**Vocabulary:** Around university campus

**Grammar:** Prepositions of location

### Lesson 2: I love doing experiments.

**Aims:** - Describe how you feel about various activities  
- Use gerunds as subjects and objects

**Vocabulary:** Activities and feelings

**Grammar:** Gerunds

### Lesson 3: What are you up to?

**Aims:** - Describe current activities  
- Use present continuous and time expressions

**Vocabulary:** Vocabulary related to current activities

**Grammar:** Present continuous and related time expressions

### Lesson 4: Courses and Electives

**Aims:** - Identify various university courses  
- Ask and answer questions about actions in progress

**Vocabulary:** University courses and electives

**Grammar:** Present continuous in information questions

### Lesson 5: Extracurricular Activities

**Aims:** - Associate clubs with the activities they participate in  
- Distinguish between simple present and present continuous

**Vocabulary:** School activities and adverbs of frequency

**Grammar:** Simple present vs. present continuous

### Some Module 2 Goals in Unit 4

- Describe what you like doing and don't like doing
- Find basic information in posters or advertisements
- Describe your education

## Lesson 1 Where is it?

### Aims

- Identify campus locations
- Use prepositions of location

### Vocabulary

laboratory	concert hall	auditorium
housing office	student center	academic center
financial aid center	garage	food court
student center	athletic center	administration building
courtyard		

### Grammar

Prepositions of location

### Warm Up

- Ask students what is across the street from their current location. What is next door? Make note on the board of any sentences that use prepositions such as *across from* or *next to*, with corrections if necessary.
- Also ask students to briefly name some of the things they would expect to see on a university campus. This does not have to be limited to buildings and locations, but prompt for at least a few.

## ★ Unit 4 • College Life ★

### Lesson 1

### Where is it?

#### A Authentic Text: A letter to freshmen

Read the letter. Then listen. © Track 28

#### Welcome, freshmen!

We want to introduce you to the campus and help you learn where some things are.

One of the first things you see when you come into the front entrance is the large fountain in the middle of the south courtyard. Behind that is the admissions office. The science library is on the left, and on the right, next to the admissions office, is the administration building. The academic center, the housing office, and many other offices are inside.

There are two main paths out of the courtyard. The path between the science library and the admissions office takes you toward our athletic center and the food court. The wide path on the right, past the administration building, leads to the dormitories and the middle of campus. Around there are the academic buildings, where most classrooms are located.

Visit our information center to learn more about your new campus!



fountain



science library



administration building

#### Brief note

Something "academic" is related to school and studying.

#### B Vocabulary: Around campus

##### Common Campus Locations

laboratory (or lab) housing office concert hall	student center financial aid center garage	administration building athletic center auditorium	academic center food court courtyard
---	--	--	--

#### C Vocabulary Comprehension

Look back at part B. Where can you find the following things? Discuss with a partner.

- a place to exercise and play sports
- music performances
- help getting a place to live
- an open area with buildings around it
- information about clubs and social activities
- parked cars
- help with money to pay for college
- offices of the president and college employees
- places to eat
- shows and speeches
- science projects
- tutors and counselors to give advice on classes

#### D In Your World

Write one to three sentences about a place that you often go, such as your school. Where is it? What kind of transportation do you use to get there? Share your sentences with a partner.

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#### A Authentic Text © Track 28

- Tell students that they will read a letter that introduces new students to the features of a campus.
- Ask students to read the letter aloud in pairs, taking turns reading sentences. Tell them that they should make note of any questions they may have.
- When students have finished reading the text, have volunteers summarize what they've read as the teacher makes notes of the major details on the board.
- Address any questions students may have.

#### Teacher's Note Dealing with Student Questions

It is especially important to address any questions that are not covered in the vocabulary section that follows. Focus, if possible, on questions that assist in comprehension regarding the main idea, or any difficult phrases that students would not be able to resolve with a dictionary. If all of the students' questions are about basic vocabulary, answer no more than two at this time and defer the rest until after the next activity is completed.

#### B Vocabulary: Around campus

Read the words from the box for the students. Explain any of the campus locations that the students are not familiar with.



## E Grammar

### Prepositions of location

prepositions	examples
next to / beside	The library is <b>next to</b> the athletic center.
near	There is an information center <b>near</b> the dormitory.
in front of	Let's meet <b>in front of</b> the food court.
behind	Do you know what's <b>behind</b> the auditorium?
around	There are a lot of buildings <b>around</b> the courtyard.
inside	The academic center is <b>inside</b> the administration building.
outside	A beautiful garden is <b>outside</b> my dormitory.
between ____ and ____	The fountain is <b>between</b> the admissions office <b>and</b> the courtyard.
on the right / left of	<b>On the left of</b> the housing office, you can find the president's office.
across ____ from / opposite	<b>My office is across</b> the hall <b>from</b> the financial aid center.

#### Brief note

We can say *across from...* or put a noun between those words in phrases like *across the street from...*

## F Grammar Practice

### Circle the correct answers.

- My nose is ( next to / between ) my eyes.
- The dormitories are ( between / around ) the courtyard.
- The auditorium is ( opposite / across ) the street from the post office.
- Can you please move? I can't see what's ( behind / around ) you.
- You live ( on the right of / near ) the bus stop, so you really don't need a car.
- Why are these books ( inside / outside ) the library? They should be ( inside / outside ) on the shelves.

### Put the words in order to make sentences.

- sit / to / next / down / me / please \_\_\_\_\_
- the / I / school / my / from / across / live / street \_\_\_\_\_

## G Use the Language

### A campus and its surroundings

Ask your partner to describe the buildings and places on a college campus. Draw a simple map of the campus your partner describes. Then ask about some things that are around the outside of the campus and draw them.

Now show your map to your partner. Is it right?

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## Vocabulary Comprehension

- Ask students to work in pairs.
- In this activity, students will match vocabulary to the things that can be found in each location or the activities that can be done there.
- Instruct the students to match the terms in the box to the descriptions below, making their best guess for each.
- Students may be familiar with only a few terms at first, but give them a chance to work out their best guesses before offering too much assistance.
- When ready, check students' answers together as a class.
- Finally, address any questions that remain unanswered.

### Key

- |                         |                            |
|-------------------------|----------------------------|
| 1. athletic center      | 2. concert hall            |
| 3. housing office       | 4. courtyard               |
| 5. student center       | 6. garage                  |
| 7. financial aid center | 8. administration building |
| 9. food court           | 10. auditorium             |
| 11. laboratory          | 12. academic center        |

## D In Your World

- Have students write about a place that they often go to. Go over the questions in the book. Then have students share their sentences with a partner.
- Assist students with direct, on-the-spot corrections if they have difficulty expressing themselves.

## Extension A Better Place

- Ask students to discuss how they would like to change their campus, their town, or their neighborhood. What would they like to add, and what would they like to eliminate? What would they like to improve?
- If time allows, ask students to report back to the whole class about the ideas they discussed.

## E Grammar

- Read through the list of prepositional phrases with the whole class.
- Have students take turns reading the example sentences aloud.
- Confirm understanding of the example sentences, and make use of the board to illustrate the meaning of prepositions if necessary.

## Teacher's Note Original Sentences Based on a Model

If the material so far is not too challenging to students, you may ask them to make their own sentences based on the examples, substituting other locations or other nouns that fit the pattern.

## F Grammar Practice

- Instruct the students to choose the correct prepositions in the parentheses for each problem to make the best complete sentence.
- Quickly check the correct answers as a class.
- Note that in some cases, the best answer is determined by logic or context, not just grammar. For example, books are kept inside a library, not outside.

### Key

- |   |           |                    |
|---|-----------|--------------------|
| 1. between                                  | 2. around | 3. across          |
| 4. behind                                   | 5. near   | 6. outside, inside |
| 7. Please sit down next to me.              |           |                    |
| 8. I live across the street from my school. |           |                    |

## ✓ Check the Workbook

For further practice with prepositions and word order, use Exercises 3 and 4 in Lesson 1 of the workbook.

## G Use the Language: A campus and its surroundings

- Read the instructions aloud, and confirm understanding.
- As students are working, go around the class and check to be sure that their maps include both campus locations and nearby off-campus locations (at least a couple).
- When students work together in pairs, monitor to be sure they are speaking in complete sentences and making use of appropriate prepositional phrases.

## Extension Writing a Brief Description

- To give students more writing practice, you may assign them to write a paragraph describing a familiar place.
- It may not necessarily be a campus or neighborhood. Even describing their home or room and its contents would be appropriate, as long as they are making use of prepositions to describe the locations of things within that space.
- When students are finished, correct the sentences they have written and also prompt with a question or two about any details they may have omitted to write.

## Lesson 2 I love doing experiments.

### Aims

- Describe how you feel about various activities
- Use gerunds as subjects and objects

### Vocabulary

taking notes	solving problems	doing research
doing experiments	like	love
dislike	hate	

### Grammar

Gerunds

### Warm Up

- Ask the class, "What do you like doing?"
- Elicit responses from a couple of volunteers, and write up their sentences on the board.
- If a student answers with an infinitive (e.g. "I like to swim"), let them know that this is a good answer, but also show them how it could be expressed with a gerund ("I like swimming.")

### Teacher's Note Gerunds vs. Infinitives

- The focus of this lesson is on gerunds (the form of a verb ending *-ing*), not infinitives (the *to*-form of a verb). Hopefully you can keep it simple, but students may have questions or they may make mistakes that require some explanation.
- Only if it comes up naturally in the course of the lesson, you may need to explain that every verb has its own rules, and they must be learned by experience. For example, we can say "I like swimming," "I like to swim," and "I dislike swimming," but we *cannot* say "I dislike to swim."

### A Model Conversation Track 29

- Pair up students, and have them read through the dialog, each taking one of the roles.
- Play the audio and have students read along one more time.
- Ask students to close their books briefly so they can summarize what they heard, including what the two speakers are studying and what they like or dislike about their majors.

### B Vocabulary

- Have the students look at the pictures in the vocabulary section and read the vocabulary aloud as a class.
- Instruct the students to use the vocabulary to complete the sentences that follow.
- Check answers together as a class.

Key

- |                      |                   |
|----------------------|-------------------|
| 1. doing experiments | 2. dislike taking |
| 3. hates solving     | 4. research, like |

### ✓ Check the Workbook

To review the gerunds, do the crossword puzzle in Exercise 1 in Lesson 2 of the workbook.

## Lesson 2 I love doing experiments.



### A Model Conversation

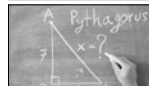
Read the conversation. Then listen. 

Yolanda: What's your major?  
 Pete: I'm studying Russian language and literature.  
 Yolanda: Wow. How's that?  
 Pete: Well, reading Russian is a lot of fun. I understand it pretty well when I go slowly. But listening is really difficult for me.  
 Yolanda: Oh yeah? When I study foreign languages, reading is more difficult.  
 Pete: Not for me. Understanding a fast talker is hard. Anyway, what's your major?  
 Yolanda: I'm studying physics.  
 Pete: Oh, cool. What do you like about it?  
 Yolanda: I love doing experiments in the lab and research in the library. But I hate the lectures. They're boring. My professor talks too much.

**Brief note**  
 A "lecture" is an academic talk. In a lecture, the teacher speaks and the students listen.

### B Vocabulary: Activities and feelings

solving problems



*I like solving math problems.*  
*like = have a good feeling about*

doing experiments



*I love doing science experiments.*  
*love = a stronger feeling than like*

taking notes



*I dislike taking notes in class.*  
*dislike = the opposite of like*

doing research



*I hate doing research in the library.*  
*hate = a stronger feeling than dislike*

**Brief note**  
 It's more common to say *don't like* than *dislike*.

Fill in the blanks with the correct forms of the verbs. (Answers may vary.)

1. My chemistry class is great. I love \_\_\_\_\_ in the laboratory.
2. I'm good at writing, but I \_\_\_\_\_ notes in class. It's just not very fun for me.
3. Cassandra really \_\_\_\_\_ mathematics problems. I asked her to help me with my math homework, and she got angry!
4. David is doing \_\_\_\_\_ for a history report. He doesn't \_\_\_\_\_ it, but he says it's not too bad.

### C In Your World

Talk to a partner about learning English. Talk about listening, speaking, reading, and writing. Which is easy for you, and which is hard? Which is most important? Why? What are some good ways to learn each of the language skills?

### C In Your World

- Have students pair up.
- Explain to the students that this exercise is all about the different ways they use and learn English.
- Tell students that they should discuss the topics listed in the instructions, but they may also ask related questions and speak freely about their ideas on the topic of learning English.
- Give corrective feedback on the spot, with a special emphasis on the correct use of gerunds, but do not neglect other comprehension related issues.
- Prompt students individually with questions to ask their partners, to help keep the conversation flowing.

### Teacher's Note Giving Corrective Feedback

- Giving corrective feedback can be challenging. The important things to keep in mind are:
  - *More corrective* feedback is usually better than *less*.
  - Allowing for some freedom and fluency can be good, but don't neglect to correct any obvious, chronic errors.
  - Even when focusing on specific language points, also pay attention to other issues of diction that may prevent students from understanding one another.

## D Grammar

### Gerunds

gerunds				
A gerund looks like a verb with an <i>-ing</i> ending, but it is used like a noun. It can be a subject, or it can be the object of verbs such as <i>like</i> or <i>avoid</i> .				
gerunds as subjects			gerunds as objects	
<b>Swimming</b> is fun. <b>Reading</b> bores me. <b>Watching</b> horror movies scares me.			<div><b>Brief note</b> The subject here is <i>watching</i>, and it is singular even though <i>horror movies</i> is plural.</div>	I like <b>swimming</b> . I don't enjoy <b>reading</b> . I avoid <b>watching</b> horror movies.
some verbs with gerunds as objects				
like love hate	dislike enjoy prefer	avoid stop quit	consider start keep	continue practice imagine

## E Grammar Practice

Put the words in order to make sentences.

- homework / she / doing / avoids / her  
\_\_\_\_\_
- practicing / the / piano / continue / you / should  
\_\_\_\_\_
- spelling / English / is / hard / words  
\_\_\_\_\_
- they / cooking / hate / about / learning  
\_\_\_\_\_
- classmates / likes / David / working / his / with  
\_\_\_\_\_
- prefer / at / I / food court / eating / the  
\_\_\_\_\_

## F Use the Language

### Likes and dislikes

Write a paragraph about things you like and don't like about school life. Include classroom activities, studying at home, social activities, clubs, and athletics. When you're finished, discuss your paragraph with a partner.

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## Teacher's Note "Stop"— More about gerunds vs. infinitives

For this part of the lesson, be sure students are using the given verbs with gerunds only. If the students use infinitives, in several cases they will be making a mistake, and in some cases they will miscommunicate. For example, *to stop doing something* has a very different meaning from *stopping to do something*! Yet this is a common student error. ("I want to stop to smoke" means I want to stop what I am currently doing *in order* to smoke a cigarette, while "stop smoking" means to quit.)

### Key

1. She avoids doing her homework.
2. You should continue practicing the piano.
3. Spelling English words is hard.
4. They hate learning about cooking.
5. David likes working with his classmates.
6. I prefer eating at the food court.

## ✓ Check the Workbook

For further practice with gerunds and to review the use of *there is* and *there are*, as seen in the Part A, use Exercises 2 and 3 in Lesson 2 of the workbook.

## E Grammar Practice

- Tell students to unscramble the statements.
- Be sure to highlight the part of the directions which explains that all answers should be statements, not questions.
- Check answers as a class.

## F Use the Language: Likes and dislikes

- Read the instructions aloud to the class, and instruct students to work individually to write their own paragraphs.
- Go around and give corrective feedback to each student as they are writing, and prompt with a few ideas about anything they should add if they have omitted important details. Especially try to ensure they say something about the reason for liking or not liking something.
- When students have finished their paragraphs, pair them up to discuss what they've written. They should not merely read it aloud but should answer any questions their partners may have and talk a little bit more about what they have written.
- If time allows, you may bring the whole class together at the end to discuss what answers they had in common with their partners and what differences of opinion they may have discovered.

## Extension Change the Context

- Students can engage in a similar conversation about activities in a different context. Ideas could include:
  - doing household chores
  - spending time with family or friends
  - working
- Select one of these topics, and ask students to discuss which activities are *difficult*, *easy*, *fun*, *boring*, or *important* within the chosen context.

## D Grammar

- Read through the example sentences as a class.
- Ensure that the students understand the Brief note: when a gerund is a subject, it is always singular. To confirm that students can apply this, ask a volunteer to make a short sentence about *reading books*. (For example, *Reading books is interesting*.)
- Read the list of verbs that can be used with gerunds.
- Provide a couple of example sentences of your own to clarify the meaning of some verbs the students may be unfamiliar with, such as *avoid*.
- Challenge students to use a few more of the verbs from the table in their own original sentences.

## Extension A Fun Curriculum

- Assign students to pairs.
- Ask them to discuss what they like learning about and what they like talking about.
- They do not have to talk about real school subjects. It can be anything they like. For example, they may like talking about sports and famous athletes.
- Based on their ideas, what should schools add to make learning more fun? For example, would they like a course on the history of sports?

## Lesson 3 What are you up to?

### Aims

- Describe current activities
- Use present continuous and time expressions

### Vocabulary

extracurricular activity	semester	club
get along	currently	at the moment
current event	these days	

### Grammar

Present continuous and related time expressions

### Warm Up

Write the title of the lesson on the board: *What are you up to?* Ask the students what they think this expression means. Explain when they can use this phrase.

### A Model Conversation

- Pair up students, and have them read through the dialog, each taking one of the roles.
- Play the audio and have students read along one more time.
- After they are finished, ask students "What are Nancy and Will doing when they are not in class?" One or two short answers will be enough to confirm students have understood and retained a little of what they've heard.

### B Vocabulary

- Instruct students to match terms to their definitions.
- Point out that the tenth question requires three answers that all mean *at this time*.
- You may prefer to have students work with partners on this exercise so they can compare and discuss their answers and help one another.
- Confirm correct answers with the entire class at the end of the activity.

Key

- |  |              |                  |
|--|--------------|------------------|
| 1. extracurricular activity              | 2. skill     | 3. current event |
| 4. club                                  | 5. roommate  | 6. improve       |
| 7. join                                  | 8. get along | 9. chat          |
| 10. currently, at the moment, these days |              |                  |

### ✓ Check the Workbook

For practice with verbs related to activities, use Exercise 1 in Lesson 3 of the workbook.

### C In Your World

- Tell students that they will be writing about recent activities, with the emphasis on what they are doing.
- Ask students to write responses to the questions in complete sentences.
- After students have begun writing, go around and check a few sentences. Check to be sure that students are using the present continuous in their answers.
- If students are defaulting to simple present verbs, then you can explain more explicitly to the class that their answers should use *-ing* verbs, and you can provide an example answer as a model, such as "I am learning how to cook."
- Have students correct the grammar of the sentences that did not use the present continuous.

## Lesson 3 What are you up to?

### A Model Conversation

Read the conversation. Then listen. 

**Nancy:** Are you enjoying your semester?

**Will:** Yeah. I'm learning a lot and making friends. My roommate and I get along, too.

**Nancy:** Are you doing any extracurricular activities these days?

**Will:** Sure. I'm on a bowling team. We practice a lot on the weekends, so I'm improving my game. What about you?

**Nancy:** I'm in an English conversation club. We talk a lot about current events, news stories, movies—things like that.

**Will:** Are you doing it as part of a class?

**Nancy:** No. I'm taking English classes too, but the club is just for fun. We don't study—it's just chatting. My listening and speaking skills are really improving.

**Will:** That sounds great. Can I join?



### B Vocabulary

Write the words and phrases next to the correct definitions.

improve	roommate	currently	club	skill	join
extracurricular activity	current event	at the moment	get along	chat	these days

1. something you choose to do at school but not for a class \_\_\_\_\_
2. the ability to do something \_\_\_\_\_
3. something happening recently or not long ago \_\_\_\_\_
4. a social group for people with the same interest \_\_\_\_\_
5. a person you live with \_\_\_\_\_
6. to get better or make (something) better \_\_\_\_\_
7. to become a member of (a club, team, etc.) \_\_\_\_\_
8. to like each other; to enjoy being with each other \_\_\_\_\_
9. to make conversation \_\_\_\_\_
10. three phrases meaning *at this time* \_\_\_\_\_

### C In Your World

Answer the questions in one or two sentences.

1. Are you currently learning anything new? \_\_\_\_\_
2. Who do you not get along with? \_\_\_\_\_

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### Extension Progressive with *How much* and *How many*

- For this activity, you can assign students to pairs or to small groups of up to four.
- Explain to students they will be asking simple questions about one another's recent, ongoing activities.
- Tell students to learn more about their partners by asking questions such as *How much are you sleeping lately?* or *Are you sleeping a lot every night?*
- Tell the students that some similar topics could include how many books they are reading or how much they are eating, but do not write up these questions for them. Let them try to retain the instructions and form their own questions on these topics.
- Tell them to answer as simply as possible in one sentence before getting into further details.
- Students should then follow on with a little more detail, such as how many hours they are sleeping or why they are not sleeping much.



## D Grammar

### Present continuous and related time expressions

statements: S + be + verb-ing...	
They are <b>talking</b> to their professor right now.	I'm <b>not studying</b> mathematics this semester.
yes/no questions: Be + S + verb-ing...?	
Are you <b>going</b> to class this morning?	Is she <b>doing</b> any extracurricular activities?
when and how to use present continuous	
<ul style="list-style-type: none"> <li>Use the present continuous to talk about what is happening right now.</li> <li>Use it to talk about something that is current and temporary. For example: <i>I'm learning to play the violin—not at this moment, but these days. I'm living in the dormitory this semester.</i> Both of these sentences bring attention to something current.</li> <li>Present continuous sentences often use expressions about a recent or current time.</li> </ul>	
common time expressions	
now, at the moment, right now, today, tonight, nowadays, this ____ (minute, morning, week, semester, year)	

## E Grammar Practice

Fill in the blanks to make questions. Match the questions and answers. Then fill in the blanks to complete the answers.

- |  |   |                                      |
|--|---|--------------------------------------|
| 1. _____ he reading a book?                  | • | a. No, _____ not.                    |
| 2. _____ they studying Arabic this semester? | • | b. Yes, _____ getting much better!   |
| 3. _____ my singing improving?               | • | c. Yes, _____ a history book.        |
| 4. _____ I asking too many questions?        | • | d. No, _____ not _____ any language. |

Now look back at the conversation in part A and circle all the words that end in *-ing*. Which are gerunds, and which are verbs? List three examples of each in the box below.

gerunds (used as nouns)	-ing verbs (used with be)

## F Use the Language

### These days

- Write a short list of things you're doing these days. What are you studying? How are you spending your free time? Keep your list a secret—don't show it to anyone!
- Find a partner. Give hints to help your partner guess some things on your list.
- Try to guess what your partner is doing these days. Then ask for some details.



## E Grammar Practice

- This activity is somewhat complex, so ensure students understand what to do before they begin.
- The first step is to fill in blanks *only on the left side* to make good questions.
- The second step will be to guess which of the incomplete answers on the right should match each question. The order of the answers has been scrambled.
- Once the students have made a guess at the probable answer to each question, they can fill in the remaining blanks so the answers are grammatically correct and appropriate to the questions.
- Finally, have the students go back to the model conversation. Tell them to circle all the words that end in *-ing*. Then have them differentiate between gerunds and verbs. They should list three examples each.

Key

- Is he reading a book?  
c. Yes, he's reading a history book.
- Are they studying Arabic this semester?  
d. No, they're not studying any language.
- Is my singing improving?  
b. Yes, it is getting much better!
- Am I asking too many questions?  
d. No, you're not.

gerunds	-ing verbs
bowling, chatting, listening, speaking	enjoying, learning, making, improving, doing, taking

### ✓ Check the Workbook

For further practice with present continuous, use the exercises in Lesson 3 of the workbook.

## F Use the Language: These days

- This activity takes the form of a guessing game.
- To prepare, the first step is to have students write individual lists of their recent activities.
- When students are ready, assign them to work in pairs, confirm understanding of the directions, and have them take guesses at one another's recent activities.
- Help the students by prompting them with possible follow-on questions to extend the conversation a little.
- Ensure that questions and answers use appropriate grammar and complete sentences.

### Extension

A somewhat more challenging writing exercise would be to ask students to write a short paragraph about things they should be doing but are not doing. They can write a little about why. An example topic would be *Why I am not exercising enough*.

## D Grammar

- Read through the example sentences in the top part of the table, and have students repeat.
- Explain that they have seen an example of an affirmative sentence, a negative, and a question. Highlight the use of *not* and the word order for questions.
- Ask volunteers to produce their own example affirmative, negative, and question sentences based on the model.
- Briefly read through the time expressions that relate to recent time, and explain that they can sometimes be used with the grammar they have seen in the examples.
- Have student volunteers read the grammar rules aloud so they understand not just how to use present continuous, but when it is appropriate.

### Teacher's Note Ambiguity in Recent and Temporary Facts

Keep in mind that there are times when there may be more than one way to express the same thing. Simple present and present continuous are not always mutually exclusive. This sometimes confuses students and may prompt questions. For example, there are times when "I live in San Antonio" and "I am living in San Antonio" are both acceptable sentences. The point is one of emphasis. The second sentence emphasizes the temporary condition of living in San Antonio. Perhaps the speaker is talking to someone who wants to know his/her *recent* residence, or perhaps the speaker is emphasizing a recent arrival or intention to move soon. Context helps a lot in determining which form is more natural.

## Lesson 4 Courses and Electives

### Aims

- Identify various university courses
- Ask and answer questions about actions in progress

### Vocabulary

keep up industry	historical agriculture	topic elective	presentation assignment
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### Grammar

Present continuous in information questions

### Warm Up

Ask students to volunteer to tell about a subject they once had to study that they didn't like. Also ask them to name subjects they would like to study if they had the time and opportunity.

### A Model Conversation

- Pair students up and have them read through the dialog, each taking one of the roles.
- Play the audio and have students read along one more time.
- Ask a few basic comprehension questions about the dialog without giving too much emphasis to the vocabulary which will be covered in the next activity. (*Why is Brad studying economics? Who's teaching Brad's elective class? How is Brad doing in his class? etc.*)

### B Vocabulary

- Instruct students to match the vocabulary terms to their definitions.
- Confirm answers as a class.

Key

- |                |                 |
|----------------|-----------------|
| 1. assignment  | 2. industry     |
| 3. historical  | 4. topic        |
| 5. elective    | 6. keep up      |
| 7. agriculture | 8. presentation |

### C In Your World

- In this activity, students will write and talk about one of their academic goals. Read the instructions aloud to the class.
- If necessary, give them further examples of academic goals. Have them fill in the table in the book. After they have finished writing, assign them to pairs. They should discuss their goals with their partners.
- Call on some of the students to share their goals with the rest of the class.
- When discussion is complete, bring the whole class together to report back what they said. Call on some of the students to share their goals with the rest of the class.
- Finally, you can answer any remaining questions and provide help if needed.

#### Teacher's Note Facilitating without making it facile

As expressed above, in exercises such as this, the teacher should be forthcoming with answers if students request help, but you may want to allow students to struggle a little. You can sometimes hint that there are alternative ways for students to express themselves when they can't grasp the exact word they are looking for. Discourage students from becoming overly dependent on electronic dictionaries to translate from one language to another.

## Lesson 4 Courses and Electives

### A Model Conversation

Read the conversation. Then listen. 

**Stacy:** Why are you taking an economics class this semester? Aren't you a history major?

**Brad:** I am. Studying economics helps me understand a lot of historical events. Money is important, you know.

**Stacy:** Haha. I do know. What other classes are you taking?

**Brad:** For my major, I'm taking a class called South America in the 1800s.

**Stacy:** Huh. That sounds like a good elective for me. Who's the teacher?

**Brad:** Professor Williams. This week we're doing group presentations about industry and agriculture.

**Stacy:** How are you doing in that class?

**Brad:** I'm doing all right. I like the topic, but Professor Williams gives us a lot of extra reading assignments. Sometimes it's hard to keep up.



### B Vocabulary

Write the words next to the correct definitions.

keep up	topic	industry	agriculture
historical	presentation	elective	assignment

- work that a teacher or boss tells you to do \_\_\_\_\_
- the making or building of things in a factory \_\_\_\_\_
- related to history \_\_\_\_\_
- what a class, lecture, book, etc. is about; a subject \_\_\_\_\_
- a course not related to your major that you can choose to study \_\_\_\_\_
- to move or work at the same speed as others; to go fast enough \_\_\_\_\_
- farming; the raising of crops \_\_\_\_\_
- a short talk about a topic, sometimes by a student or group of students \_\_\_\_\_

### C In Your World

Think about one of your academic goals—for example, to learn another language or to improve your grades in a subject. Fill in the table below. Then discuss your goal with a partner.

My Goal: _____	
Good things about this goal:	Difficult things about this goal:
_____	_____
_____	_____
_____	_____

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### Extension Action in Pictures

The simplest way to extend this lesson would be to describe the actions shown in more pictures. The selection of pictures could be very broad if you want to emphasize continuous action as a grammar point, or you may prefer to keep a narrower focus on only activities related to school and university experience.

You may prepare an assortment of pictures that show action, or students may be assigned to bring in pictures they have selected to discuss with classmates.

Alternatively, if students need more writing practice, a picture can be the basis of a written homework assignment.

### D Grammar

- This lesson extends what students already know about present continuous by adding information questions.
- Use the table to reinforce the students' understanding of the grammar of present continuous, including word order in questions.
- Explain that information questions simply put a question word before the verb at the beginning of the sentence.
- After students repeat the example sentences aloud, ask volunteers to make a few of their own questions with the words *who*, *what*, *when*, *where*, *how* and *why*.

## D Grammar

### Present continuous in information questions

information questions: Wh- word + be + S + verb-ing...?		
questions	short answers	long answers
Where are we going?	To the food court.	We're going to the food court.
What classes is she taking?	History and economics.	She's taking history and economics.
How are you doing in that class?	All right.	I'm doing all right.
Why are you leaving?	Because I have class now.	I'm leaving because I have class now.
subject questions: Who + be + verb-ing...?		
Who's teaching that class?	Professor Williams (is).	Professor Williams is teaching it.

#### Brief note

Present continuous questions can often be answered with just the subject, the matching form of *be*, and, if necessary, the word *not*.

## E Grammar Practice

Write the beginning of each question below, including the correct form of *be*. One question is a yes/no question. Others use a word from the box below.

	who	what	when	where	how	why
1. Q: _____	_____	_____	_____	_____	_____	_____
2. Q: _____	_____	_____	_____	_____	_____	_____
3. Q: _____	_____	_____	_____	_____	_____	_____
4. Q: _____	_____	_____	_____	_____	_____	_____
5. Q: _____	_____	_____	_____	_____	_____	_____
6. Q: _____	_____	_____	_____	_____	_____	_____
7. Q: _____	_____	_____	_____	_____	_____	_____

## F Read to Speak

Prepare to discuss some current events with your classmates. Research a few news stories about things that are happening in the world, and think of events at your school or in your city, too. Copy the headlines of some news stories about these events below.

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## G Use the Language

### What's going on?

Now talk with other students in groups of two to five. Talk about what is happening in your school, your community, and your country. Ask and answer follow-up questions to get more details. You can follow this with a further discussion of what is going on internationally.

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## E Grammar Practice

- Read the instructions aloud to the class.
- Be sure to make clear that one of the questions will not use a question word at the beginning because it is a *yes/no* question.
- Also clarify that the answers on the right provide clues to the questions they respond to. The key is to see what new information has been provided: is it a time, a place, a reason?

Key	1. When are	2. How is	3. Are
	4. What are	5. Why am	6. Where are
	7. Who is		

### ✓ Check the Workbook

For further practice making questions, use Exercise 4 and 5 in Lesson 4 of the workbook. Exercise 3 reviews matching pictures to progressive action.

## F Read to Speak

This exercise requires some preparation and research. It would be best to assign this as a homework assignment, but if time permits and there is access to computers, allow the students to research online in class. Each student should present a current event that they would like to discuss with the class.

## G Use the Language: What's going on?

- After doing their research, students can have a free and open conversation relating to current events.
- Read the instructions and ask students to tell you what they will do, to confirm understanding.
- Although the emphasis is on current events, you should expect a mix of different verb forms and grammar in the discussion. Check to ensure students are speaking as naturally as possible, and give them a chance to work on fluency without being constrained to one verb aspect.

### Teacher's Note Misapplying the Present Continuous

When students have practiced using present continuous, they sometimes fall into the bad habit of applying it where it is incorrect. They are attempting to force their speech into using *-ing* verbs. Therefore, in this final exercise, it's important to stop students from using the progressive tense where simple present or simple past are more appropriate. It is difficult for them to switch back and forth between different verb forms, but they need feedback to help them catch the frequent errors that creep in at this point in their language development.

Ideally, you won't have to re-explain too much but only give some on-the-spot correction. If questions arise again, bring attention to the points raised in Lesson 3, Part D: the present continuous is for something that is ongoing *right now* or for something *temporary* and *recent*.

### Extension Who am I?

- For more practice with the present continuous, students can play a guessing game.
- Instruct students that they will take turns pretending to be a famous person, and their partners will have to guess who they are.
- If a student picks a famous person from the past, he or she must pretend the person is alive today.
- The student gives clues to partners *only* by describing actions. Sentences should take the form "I am playing a guitar?" or "I am bouncing a basketball."
- Partners can ask for additional details but only by asking information questions with the present continuous, such as "What team are you playing for?"
- When partners guess successfully, they can talk briefly about anything else they know about this famous person.

## Lesson 5 Extracurricular Activities

### Aims

- Associate clubs with the activities they participate in
- Distinguish between simple present and present continuous

### Vocabulary

special      take part      involving      event  
participate      per

### Adverbs of frequency:

never      hardly ever      occasionally      sometimes  
often      usually      always

### Grammar

Simple present vs. present continuous

### Warm Up

- Ask students to talk briefly about things they like doing when they are not in class. This is a review of *like + ~ing*.
- Follow up by asking them whether they like doing these activities with other people.
- For activities that students like doing with others, ask what kind of clubs they could join. If necessary, you can give them common vocabulary to suggest some clubs.

### A Authentic Text: A club poster Track 32

- Explain that students will read a recruitment poster for a university club.
- Have students work in pairs and alternate reading sentences aloud from the reading.
- When students are finished, bring them together as a class and have them summarize what they read. Make note of some details on the board.

### B Vocabulary

- Read the instructions for the activity to the class and confirm understanding.
- Briefly go over the adverbs of frequency. Read the words aloud and explain when and how they are used.
- Clarify that students will fill in the blanks with a word from the box for each sentence and that they should circle the correct adverb of frequency.
- Check answers together as a class when students are done.

Key	1. <u>special</u> , hardly ever	2. <u>take part</u> , always
	3. <u>event</u> , usually	4. <u>involving</u> , often
	5. <u>never</u> , per	

### C In Your World

- Assign students to pairs so they can discuss their opinions about the different extracurricular activities.
- Students should also share their opinions about which clubs they would like to join and which they would not like to join. They should be prepared to explain their choices.

### D Quick Review

- Have students take a look at the Brief notes in the module. Then get them to answer the two questions.
- If students have a difficult time answering, make sure to give them hints to guide them to the correct answers.

## Lesson 5 Extracurricular Activities

### A Authentic Text: A club poster

Read the poster. Then listen. © Track 32

**THE WYOMING STATE UNIVERSITY HORSE RIDING CLUB** is looking for new members—and we want **YOU!**

We love horses. Do you? Then join us! We always have something exciting happening—every day of the week. Senior members of our club teach horse care, riding, and sports involving horses. We often have group rides, and you can always find a riding partner. This semester, our university is building a larger riding area, and it is opening in April. Do you want to take part in something really special? We usually have two riding events per semester, and more than twenty horses and riders participate. We hope to see you and your beautiful horse at a Horse Riding Club meeting soon!

#### Brief note

"Take part in" and participate in have the same meaning.

For more information, call 555-722-6262 or email at [joinclub@wyomingacademic.com](mailto:joinclub@wyomingacademic.com).

### B Vocabulary

Fill in the blanks with the correct words from the box. Circle the correct adverbs of frequency.

special      take part      involving      event      participate      per

#### Adverbs of Frequency

never      hardly ever      occasionally      sometimes      often      usually      always

1. Today is a(n) \_\_\_\_\_ day—we're watching a movie in class. We ( often / hardly ever ) watch movies!
2. I don't have time to \_\_\_\_\_ in club activities. I ( occasionally / always ) study after classes and on weekends.
3. There's a social \_\_\_\_\_ at the dorm every Friday night. It's ( usually / never ) a lot of fun!
4. Samantha loves doing experiments \_\_\_\_\_ chemistry. She's ( hardly ever / often ) at the laboratory.
5. The classes at my college are ( never / sometimes ) very big. There are only about twenty students \_\_\_\_\_ class, and the biggest classes have around thirty.

### C In Your World

Talk with a partner about the extracurricular activities below. What do you think the members do? Which one would you like to join, and which would you not like to join? Explain your choices.

Skiing Team	School Newspaper	Hip-Hop Club
Yoga Club	Creative Writing Club	Future Business Leaders

### D Quick Review

Look back at the brief notes in this module.

1. Which word has a different meaning than the others? job occupation lecture career
2. To ask about someone's ( occupation / department ), say ( What do you do? / What are you doing? )

### E Grammar

- This lesson makes an explicit contrast between the two forms that have already been seen in earlier lessons: simple present and present continuous.
- Read through the usage guidelines for simple present and present continuous as a whole class, and have students repeat the examples given for each.
- Proceed to the description of stative verbs, read it aloud with the class, and bring attention to the Brief note that indicates that experience is the best teacher when it comes to learning which verbs are not normally used in the progressive.
- Have students read through the sentences that demonstrate the use of stative verbs, and then ask for a few volunteers to make their own sentences using some of the same verbs.

#### Teacher's Note Stative verbs in the Present vs. Timeless Present

Simple present is often used to make statements that are essentially timeless. There is nothing particularly "present" about the sentence "The sun is hot." It's a fact.

Verbs that are often used this way are also sometimes used to talk about something specifically present, as in "This soup is cold." This stative use is distinct from a sentence like "You are being too loud." The soup being cold is treated as a *fact*, whereas a person being loud is presumed to be a temporary condition and in some sense active.



## E Grammar

### Simple present vs. present continuous

#### Brief note

A routine is the things you usually do and the order you do them in.

simple present	present continuous
Use for routines: <i>I take the bus to school every day.</i> Use for facts that are generally true at all times: <i>Students study.</i>	Use for something happening now: <i>Harry is talking with his sociology professor.</i> Use for something current and temporary: <i>I'm learning a lot this semester.</i>
stative verbs	
<ul style="list-style-type: none"> <li>Many verbs do not describe an action. Examples include <i>be</i> and <i>have</i>. These verbs are called stative verbs. We usually use stative verbs in the simple present tense, NOT in the present continuous.</li> <li>Stative verbs include most verbs that discuss what you know, think, or feel (<i>I like this soup.</i>), what you believe (<i>I don't believe you.</i>), what you see or hear (<i>I see a snake!</i>), what you own (<i>I have a car.</i>), or just ways of being. They don't discuss actions.</li> </ul>	

#### Brief note

A good way to learn which verbs do not use present continuous is by listening to how native English speakers use them.

#### Brief note

Some stative verbs can be used in the present continuous tense when they imply an action.  
*I'm having lunch with my friend.*  
*I'm thinking of my mom now.*

## F Grammar Practice

### Fill in the blanks with the correct forms of the verbs.

- (like) Carlos \_\_\_\_\_ playing soccer.
- (watch) At the moment, I \_\_\_\_\_ a video lecture.
- (study) They \_\_\_\_\_ for next week's test.
- (sit) That's her. She \_\_\_\_\_ near the back of the class.
- (know) \_\_\_\_\_ you \_\_\_\_\_ a lot about geography?
- (fit) This jacket \_\_\_\_\_ not \_\_\_\_\_ me well.
- (believe) We \_\_\_\_\_ exercising every day is good for you.
- (have) He \_\_\_\_\_ many cousins.
- (rain) Look out the window. \_\_\_\_\_ it \_\_\_\_\_?
- (work) I \_\_\_\_\_, so I can't meet you for lunch today.

## G Use the Language

### How often?

Ask a partner these questions and mark his or her responses in the table. Follow up by asking a few questions of your own.

Questionnaire: How often do you do the following? (Put a check mark in the correct box.)				
	Always	Often	Sometimes	Never
1. go home right after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. copy class notes from a classmate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. study outside with classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. eat lunch in a school cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. participate in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. attend a club/team meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When both you and your partner have completed your questionnaires, survey your other classmates and compare the results. Survey the entire class. What answers did most students give? Is there anything that everyone always does? Is there something that nobody ever does?

## G Use the Language: How often?

- For this activity, have students work in pairs. Students should ask their partner the questions from the questionnaire and mark their responses in the table. They can follow up by asking additional questions of their own.
- When all pairs have finished completing their questionnaires, have the class take a survey to compare results.
- Recreate the questionnaire on the board and tally the results according to the students' answers.
- Be attentive to the correct use of simple present when students talk about routine activities. Encourage students to answer in complete sentences using the adverbs of frequency.

### Extension Different Types of People

The activity above can be developed and extended by asking students to brainstorm different categories of people, and then having students discuss what these people do. Categories could include occupations, family relationships, age groups, and nationalities. Related questions could take such forms as "What do nurses do?" "What do parents do for their kids?" "Where do children play?" and "What language do Argentines speak?"

## F Grammar Practice

- This exercise puts emphasis on the students' ability to distinguish when simple present is more correct than present continuous.
- Read the instructions, and ensure that students understand they are selecting between simple and continuous.
- When students are finished, check answers together as a class, and try to help students resolve the reasons for their choices: do the sentences refer to temporary, recent actions, something actively ongoing in the present, or on the other hand do they describe basic facts or states of being?

Key	1. likes	2. am watching	3. are studying
	4. is sitting	5. Do ... know	6. does ... fit
	7. believe	8. has	9. is ... raining
	10. am working		

### Teacher's Note Disagreement over Answers

Question 4 may appear ambiguous, but the word "That's" is included as a clue to suggest we can see her sitting *right now*, whatever her routine may be. As a teacher, you can explain why one choice seems best while allowing that students may have reasonable arguments for approaching the answer differently.

### ✓ Check the Workbook

For more practice with the use of stative verbs, see Exercise 2 in Lesson 5 of the workbook.

## Unit 4 : Active Review

### A An Educational Questionnaire

Have students read through the completed questionnaire, which will serve as a model for their own responses.

#### Comprehension

- Have students complete the True or False questions to ensure comprehension.
- Check the correct answers as a class.

#### Conducting the Questionnaire

- Assign partners to take turns conducting the questionnaire, and be careful to ensure students use complete sentences in giving their own information.
- Encourage continuing follow-on discussion that goes a bit beyond the specific details required for the questionnaire.

#### Feedback

When students are done, you may elect to have students each report one or two sentences about what their partners are doing lately, and give corrective feedback if necessary for errors in the use of present continuous.

#### Additional Questions

Ask students to come up with their own questions to add to the survey. Tell them to come up with three more.

Key

1. false    2. false    3. true

### B An Oral Survey

Have students interview a partner using their survey questions from Part A. Make sure that the students use complete sentences when asking and answering. Tell students to record the answers that their partners give.

### C Reminder: Some Module 2 Goals in Unit 4

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

## Active Review

### A An Educational Questionnaire

Read the completed questionnaire. Then put a check mark next to true or false.

1. What is your name? Gary Jackson
2. Are you currently a student? (Y/N) No  
*If yes, then what is your current grade or year in university?* \_\_\_\_\_ *Class of* \_\_\_\_\_  
*What are you studying?* \_\_\_\_\_  
*Which school are you attending?* \_\_\_\_\_  
*If no, then what is the name of the last school you attended?* New York University  
*Did you graduate?* Yes *Class of* 2012  
*What was your major?* Film Studies
3. What is the highest level of education you completed?  
Graduated university with a bachelor's degree

- |  |                               |                                |
|--|-------------------------------|--------------------------------|
| 1. Gary is currently attending university. | <input type="checkbox"/> true | <input type="checkbox"/> false |
| 2. Gary finished graduate school in 2012.  | <input type="checkbox"/> true | <input type="checkbox"/> false |
| 3. Gary studied movies.                    | <input type="checkbox"/> true | <input type="checkbox"/> false |

Write more questions about what someone is currently doing at school, studying, etc., to add to the survey. Leave the answers blank for now.

4. \_\_\_\_\_?
5. \_\_\_\_\_?
6. \_\_\_\_\_?

### B An Oral Survey

Interview a partner to get his or her answers to your survey questions above. Ask and answer using complete sentences. Then write short, simple answers based on your partner's responses.

### C Reminder

#### Some Module 2 Goals in Unit 4

Put a check mark (✓) next to the things you can do.

- |  |
|--|
| _____ Find basic information in posters or advertisements                              |
| _____ Describe what you like doing and don't like (for example, with regard to school) |
| _____ Complete a questionnaire with information about your educational background      |

## Communication

### A Listen to Write

For a class assignment, Wendy is writing a paragraph about what she is doing these days. Read, listen, and fill in the blanks. © Track 33

I \_\_\_\_\_ high school last spring, and now I'm a freshman at Penn State. I \_\_\_\_\_ in world history. \_\_\_\_\_ in a dormitory \_\_\_\_\_ the Weaver Building. Many of my history classes are in that building. I \_\_\_\_\_ walk along the path between the library and the theater to get to class. But \_\_\_\_\_ off campus to visit a café before classes. \_\_\_\_\_, I don't have much time to spend in the café. That's because \_\_\_\_\_ for a big midterm test this week, so I'm spending a lot of time in the library between classes. And I \_\_\_\_\_ stay in my dorm room in the evenings to study. Last semester, I was in the Spanish \_\_\_\_\_ and on the basketball team. But now I'm very busy, so I'm not \_\_\_\_\_ in extracurricular activities much \_\_\_\_\_. I \_\_\_\_\_ need a break from studying, so I meet my friends to have coffee or lunch and to \_\_\_\_\_.

### B Prewrite

Use the space below to list five or six of your recent activities. Then select the three most interesting ones and think about how to describe them.

### C Now Write

Write a short paragraph about your recent activities. Look back at part A for help if necessary.

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## Communication

### A Listen to Write Track 33

- Instruct students that they will hear an audio clip of a student telling about campus life, and they will have to catch the details to fill in the missing information in the script
- Check the correct answers together as a class before continuing to the next stage.

Key

graduated, am majoring, I'm living, near, usually, occasionally I go, Currently, I'm studying, often, club, participating, these days, sometimes, chat.

### B Prewrite

- Tell students to write about their recent activities.
- They should list five or six activities and then select the three most interesting ones and think about how to describe them.

### C Now Write

- Read the instructions to the activity and confirm understanding.
- Tell students they will write a short paragraph about their recent activities. They can look back at part A for help if necessary. As students are writing, spot check and give corrective feedback on the sentences they are producing. Have some volunteers share their paragraphs with the rest of the class.

## Module 2 : Review

### A Vocabulary

Assign students to pairs, or do these as a whole class, making sure that all the students fill in the blanks.

Key	1. a	2. a
	3. d	4. a
	5. c	6. c
	7. d	8. b

### B Grammar

Students should be flipping through the module as they complete these, but the answers do not need to match the exact details from the dialogues. However, they should show understanding of the language covered in the module.

Key	1. Money is important.
	2. He avoids riding his bike around campus.
	3. How many classes are you taking this semester?
	4. Are you doing any extracurricular activities this month?
	5. Kevin knows a lot about philosophy.
	6. Watching movies with friends is fun.
	7. Where do you work?
	8. I asked him several questions.
	9. My dormitory is across the street from the campus bookstore.
	10. I want to study English in the United States or the UK.
	11. My friend goes to the University of Southern California.

### C Which Major?

- In this activity, partners role-play the parts of guidance counselor and student. In their discussion, they will most likely have to use verbs with gerunds to talk about what they like doing and learning, and they should also be demonstrating knowledge of vocabulary related to various courses of study.
- Assign students to pairs.
- Read the instructions to the class, with emphasis on asking what the student likes and dislikes doing or learning.
- As students role-play, pay attention to be sure students really are giving multiple options before settling on one major. Otherwise, some students will tend to recommend a single major and the first suggestion will be accepted without further discussion.

## Module 2 Review

### A Vocabulary

Choose the correct answers.

- A second-year university student is a(n) \_\_\_\_\_.  
a. sophomore      b. senior      c. academic      d. professor
- A \_\_\_\_\_ is a place where most of a college's buildings are located.  
a. campus      b. courtyard      c. quad      d. scholarship
- Borrowed money is a(n) \_\_\_\_\_.  
a. program      b. tuition      c. expense      d. loan
- \_\_\_\_\_ is the study of beauty, makeup, and hair styling.  
a. Cosmetology      b. Yoga      c. Physics      d. Psychology
- Class schedules can be found in the \_\_\_\_\_.  
a. courtyard      b. dormitories      c. admissions office      d. financial aid center
- A class you can choose to take, but don't have to take, is a(n) \_\_\_\_\_.  
a. major      b. minor      c. elective      d. lecture
- A club or social activity that you do outside of classes is a(n) \_\_\_\_\_ activity.  
a. expense      b. expensive      c. elective      d. extracurricular
- \_\_\_\_\_ is the study of farming and crops.  
a. Academic      b. Agriculture      c. Admissions      d. Administration

### B Grammar

Underline the errors and write the correct word(s) on the lines.

- A money is important. I really need some money these days. \_\_\_\_\_
- He avoids ride his bike around campus. \_\_\_\_\_
- How much classes are you taking this semester? \_\_\_\_\_
- You doing any extracurricular activities this month? \_\_\_\_\_
- Kevin is knowing a lot about philosophy. \_\_\_\_\_
- Watch movies with friends is fun. \_\_\_\_\_
- What do you work? \_\_\_\_\_
- I asked him several question. He answered all of them. \_\_\_\_\_
- My dormitory is across the street the campus bookstore. \_\_\_\_\_
- I want to study English in United States or UK. \_\_\_\_\_
- My friend goes to the university of southern California. \_\_\_\_\_



### C Which major?

With a partner, take turns role-playing the part of an academic counselor.

1. Ask your partner what he or she likes and dislikes doing.
2. What does he or she enjoy learning about?
3. Suggest three different majors for your partner to think about.
4. Help your partner choose which of the three would be best to study.



### D Beyond the Classroom

Talk in a group of two to five students. Discuss things that university students often do outside the classroom.

Where do they go? What do they do there?

What off-campus places and activities are popular?

Why do students do these things?

What do you think of these out-of-class activities?

### E Perfect University

Working with partners, talk about ideas for a perfect university. What majors should it offer? What clubs and extracurricular activities? Discuss the buildings and other places on campus.

Based on your discussion, write a list of this perfect university's features. Then write a detailed description of the campus, including the locations of important buildings and other things on campus.

Name your university, and present your ideas to the class.

University Name: \_\_\_\_\_

<u>Majors</u>	<u>Describe the campus</u>
<u>Activities</u>	
<u>Places</u>	



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## E Perfect University

- This activity gives students a chance to make creative use of what they have discussed so far to imagine and develop ideas for a perfect university.
- Assign students to pairs or perhaps groups of no more than four.
- Instruct them to each share their own ideas for an ideal university and then to negotiate with their partners for one shared vision.
- The spaces for mapping and noting majors, activities, and places are to be used to make sketches and notes, but the emphasis is on cooperative discussion and decision-making, not writing.
- One of the purposes of note-taking and sketching is to help the students remember the best ideas they agreed on together so they can present their plan to the larger class.

## D Beyond the Classroom

- In this exercise, students will talk generally about the things that university students do. Discussion will include places that students go, reasons, and opinions.
- Assign students to pairs and ensure understanding of directions.
- It's okay to share personal experiences, but the discussion does not need to focus primarily on the participants own personal experience.
- Even if they have not attended university, they can speculate based on what they've covered in the book so far.
- Even if they *have* attended university, they should not limit the discussion to their own activities.
- Students can give opinions on the activities they discuss, including negative opinions on things they dislike doing.

# From School to Home

## Module 3 Goals

Ask and answer questions about where people live

Build on a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations

Understand simple directions for getting from X to Y on foot or by public transport

Ask people how they feel in different situations and say how you feel

Write simple sentences about yourself (for example, where you live)

Indicate time by such phrases as *last Friday*

Find the most important information in timetables, etc.

Describe your home and where you live

# Module 3 Overview:

## From School to Home

### Module 3 Goals

- Ask and answer questions about where people live
- Build on a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations
- Understand simple directions for getting from X to Y on foot or by public transport
- Ask people how they feel in different situations and say how you feel
- Write simple sentences about yourself (for example, where you live)
- Indicate time by such phrases as *last Friday*
- Find the most important information in timetables, etc.
- Describe your home and where you live

### Warm Up

- Draw students' attention to the title of Module 3: From School to Home. Tell them that this module will help them talk about their homes and commutes.
- Briefly tell students where you live and what kind of housing you live in. Also talk about your commute to work. Tell them how you feel about where you live.
- Ask students to think of the places they live in. Have a couple volunteers share some details about where they live and how they get to school. Tell students that in this module they will learn how to converse about where they live and to express how they feel about moving to a new place.

### Extension I Picture Talk

- Ask students questions or have them make statements about the picture if they can. (*What is the woman doing? What do you think she is waiting for? Where do you think she is going? etc.*)

### Extension II How do you get to school?

- Tell students to find out how their classmates get to school.
- Have students mingle, and tell them that the person who has short conversations with the most people wins.

### Preview

- Read the first item on the list (a *crossword puzzle*). As a class, find the page that has a picture of a crossword puzzle (page 88).
- Put students in pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

Key

1. p. 88    2. p. 80    3. p. 70    4. p. 68

### Write and Discuss

- Demonstrate this activity by asking a student to read question 1, or read it yourself and act out a pair. *Where do you live? I live in Lakeview. etc.*
- Assign students to pairs and ask them to ask and answer questions 1 through 5.
- Monitor to make sure students have understood. Help students who are struggling. Recap as a class by having exchanges with about three different students, one at a time.

### Module 3 Preview

#### Preview

Look at pages 64 to 89. What pages are these things on?

- a crossword puzzle \_\_\_\_\_
- a movie schedule \_\_\_\_\_
- advertisements for apartments \_\_\_\_\_
- a man talking on a cell phone \_\_\_\_\_

#### Write and Discuss

Write your answers to the questions. Then talk about them with a partner.

1. Where do you live?
2. How do you get around town?
3. What do you like best about your neighborhood?  
*I really like the ...*
4. What do you like least?
5. What type of place do you want to live in?  
*I want to live in a place with ...*

### (Sample answers)

1. I live in Lakeview.
2. I get around town by bus.
3. I really like the park near my house.
4. I don't like the heavy traffic.
5. I want to live in a place with a large kitchen and a nice view.

Key

### Teacher's Note Encouraging Interaction

- Encourage students to interact with each other. Pair up students who don't sit close to each other to work together. More interactions with other students than the ones around them will help classmates to feel more comfortable with each other.
- Always set a positive and encouraging tone. It will affect students' attitude and participation for the remainder of the course.

# Unit 5 Overview:

## A New Place

### Lesson 1: From Home to School

**Aims:**

- Describe and compare different forms of transportation
- Ask and answer questions about travel and transportation

**Vocabulary:** Different types of transportation

**Grammar:** Comparison with adjectives

### Lesson 2: It's tiring.

**Aims:**

- Describe situations and events
- Describe reactions to situations and events

**Vocabulary:** *-ing* adjectives

**Grammar:** Review of *-ing* forms and introduction to *-ing* adjectives

### Lesson 3: How far?

**Aims:**

- Give directions
- Ask for information

**Vocabulary:** Directions and locations

**Grammar:** *How* + adjective questions and answers

### Lesson 4: The Best Apartment

**Aims:**

- Understand simple apartment rental ads
- Make choices by comparing objects

**Vocabulary:** Rental ads and utilities

**Grammar:** Superlative adjectives

### Lesson 5: I feel happy.

**Aims:**

- Talk about feelings
- Describe people

**Vocabulary:** Feelings

**Grammar:** Linking verbs

### Some Module 3 Goals in Unit 5

- Talk about where you live
- Understand simple directions
- Ask people how they feel in different situations

## Lesson 1 From Home to School

### Aims

- Describe and compare different forms of transportation
- Ask and answer questions about travel and transportation

### Vocabulary

(by) plane	(by) train	(by) car	(by) bicycle/bike
(by) subway	on foot (walk)	(by) boat	(by) taxi

### Grammar

Comparison with adjectives

### Warm Up

Start the class with some small talk about the day's commute to school. Was there a lot of traffic? Was the subway crowded? etc.

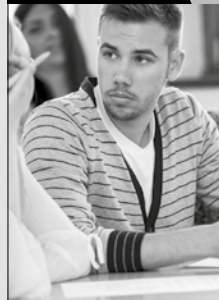
### Teacher's Note Transportation and Being on Time

In many English-speaking cultures, being on time is very important. Transportation problems may or may not be considered acceptable excuses for lateness, especially if they occur frequently.

## ★ Unit 5 • A New Place ★

### Lesson 1

### From Home to School



#### A Model Conversation

Read the conversation. Then listen. © Track 34

**Sarah:** Hey, Enzo. You're late again. In fact, you're later than yesterday.  
**Enzo:** I know. I come to school by train, and it takes a long time.  
**Sarah:** I come on the subway. It's faster than the train.  
**Enzo:** Yeah, but there's no subway stop near my place.  
**Sarah:** Too bad. You need to find an apartment closer to school.  
**Enzo:** I think you're right. I need to find one that's less expensive, too.  
**Sarah:** I think there are some empty apartments in my building. It's cheaper than your place. I can ask the landlord.  
**Enzo:** Thanks. That sounds great.

#### Brief note

A "landlord" is a person who owns a place that other people rent.

#### B Vocabulary

Listen to the conversation again. Circle the types of transportation you hear. © Track 34



(by) plane



(by) train



(by) car



(by) bicycle/bike



(by) subway



on foot (walk)



(by) boat



(by) taxi

Fill in the blanks with the correct type of transportation.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1. This travels on the water: _____ | 4. This flies: _____            |
| 2. This goes underground: _____     | 5. This is a kind of car: _____ |
| 3. This has two wheels: _____       |                                 |

#### C In Your World

Choose a partner. Ask and answer the question below. Then write your partner's answer.

What is your favorite way to travel? Why?

\_\_\_\_\_

\_\_\_\_\_

#### A Model Conversation © Track 34

This conversation takes place on the school campus between two students.

- Transition by telling students they will hear a conversation between two people.
- Tell students to keep their books closed. Play the audio one time. Ask students to listen for any words they hear that are related to transportation. Give students a minute to check with a partner and then check as a class.
- Play the audio again while students read along in the textbook.
- Assign partners, and have students practice the dialogue, taking turns speaking each role.
- If there is time, have one or two pairs perform their dialogues for the class.

#### B Vocabulary © Track 34

- Have students look at the pictures and identify which types of transportation they heard in the conversation. Play the audio for the vocabulary words for the students and have them repeat. Remember to pay attention to word stress.
- After practicing each word, play the audio again.
- Ask students which forms of transportation they use.
- With a partner or on their own, have students complete the fill-in-the-blanks activity. Give students a chance to check their answers with a partner before correcting with the class.

#### Key

- |          |           |                 |
|----------|-----------|-----------------|
| 1. boat  | 2. subway | 3. bicycle/bike |
| 4. plane | 5. taxi   |                 |



## D Grammar

### Comparison with adjectives

comparison to a higher degree (comparative forms)			
one syllable adjective + -er	adjectives ending in -y -y to -ier	two or more syllables more + adjective	irregular
high – higher small – smaller	pretty – prettier happy – happier	more interesting more expensive	good – better bad – worse
comparison to a lower degree			
option 1: less + adjective		option 2: not as _____ as	
less interesting less smart	less healthy less capable	not as big as not as pretty as	not as expensive as not as rich as

#### Brief note

When the people or things are the same, say as + adj. + as: *I'm as tall as him.*

#### Brief note

To compare two people or things, you usually need than: *She's taller than him. He's less healthy than she is.* But don't use than with not as: *He's not as tall as her.*

## E Grammar Practice

Fill in the blanks with the correct form of the adjective, in the degree indicated.

- silly (higher) \_\_\_\_\_
- boring (higher) \_\_\_\_\_
- hard (higher) \_\_\_\_\_
- large (lower) \_\_\_\_\_
- difficult (lower) \_\_\_\_\_
- easy (higher) \_\_\_\_\_

Of the phrases you wrote, which two have the same meaning? \_\_\_\_\_

Read the sentences. Fill in the blanks with the comparative forms of the adjectives. Use each word only once, and use the Internet if necessary.

long	tall	expensive	fast	small
------	------	-----------	------	-------

- The Nile River is \_\_\_\_\_ than the Amazon.
- Ferraris are \_\_\_\_\_ than Hyundais.
- A mouse is \_\_\_\_\_ than a dog.
- Mount Everest is \_\_\_\_\_ than Mount Kilimanjaro.
- A horse is \_\_\_\_\_ than a person.

## F Use the Language

### Talk about traveling

How do you travel? Write your answers in the chart. Then ask a partner and write your partner's answers.

How do you...	You	Your partner
...get to school?		
...get home?		
...go somewhere on vacation?		
...go downtown?		

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## G In Your World

- Have students pick a partner. Tell them to have a short conversation about their favorite way to travel.
- Then, have students share their answers with the rest of the class. They should tell the class about their partner's favorite way to travel.

### Extension Race

- Make a series of statements about travel locations. For example, *I'm going to France*. Students will work in small groups. They must choose which method of transportation they would choose.
- The first group to answer must then provide some kind of reason. For example, *By plane. It's fast*.

## D Grammar

- The grammar chart explains how comparatives are formed and provides a way of expressing negative comparisons.
- Give students a few minutes to read the chart. Ask comprehension questions to ensure their understanding. For example, point out two objects in class and ask which one is bigger. You can use gestures to emphasize the difference.

## Teacher's Note Spelling one-syllable comparative adjectives

- When an adjective ends in a consonant – vowel – consonant, the final consonant is doubled when the suffix is added. (*Big-bigger*.)
- When a one-syllable adjective ends in a silent e, only r is added. (*Nice-nicer*.)

## E Grammar Practice

- In this activity, students will write the comparative form of the given adjectives.
- Do number 1 together as a class.
- Then ask students to complete the activity individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

Key	1. sillier	2. more boring	3. harder
	4. larger	5. more difficult	6. easier
	The two that have the same meaning are 3 and 5.		
	7. longer	8. faster	9. smaller
	10. taller	11. faster	

### ✓ Check the Workbook

For further practice with comparative adjectives, use Exercises 1 and 2 in Unit 5, Lesson 1 of the workbook.

## F Use the Language: Talk about traveling

- Ask students how they travel to get to different places. You will need to model the sentence structure *I get to school on foot*.
- Put students in pairs. They will ask each other about the ways they get to certain places. The activity becomes more open-ended as students share stories about where they have traveled.

## Extension Brainstorm

Put students in small groups. Each group must choose the best way to travel and create as many reasons as they can to support this. Each group will present their reasons to the class.

## Lesson 2 It's tiring.

### Aims

- Describe situations and events
- Describe reactions to situations and events

### Vocabulary

boring	interesting	exciting	relaxing
confusing	annoying	tiring	amazing

### Grammar

Review of *-ing* forms and introduction to *-ing* adjectives

### Warm Up

Ask students what classes they like at school. Why? What classes do they not enjoy? Try and elicit the reasons why they like or don't like the classes. Give an example as a model if they are not able to explain why.

### A Model Conversation Track 35

- Transition by telling students they will practice talking about different activities and how they feel about them. First, they will listen to a conversation between two students.
- Ask students to listen to the audio one time with their books closed and try to determine what Michelle is feeling and why.
- Give students a minute to share their answer with a partner, then go over it as a class.

### B Vocabulary Track 35

- This activity highlights the key vocabulary words for the lesson.
- Have students listen to the audio again and circle all the vocabulary words that they hear.
- Go over the answers as a class. Ask a couple students which activities they do can be described using the vocabulary words.

Key

- |                |              |            |
|----------------|--------------|------------|
| 1. interesting | 2. confusing | 3. amazing |
| 4. tiring      | 5. relaxing  |            |

### Teacher's Note Intonation

Encourage students to vary their intonation patterns as they practice. You can even allow them to exaggerate the intonation as it will help them to internalize the patterns. A varied intonation pattern sounds less abrupt and friendlier. The key vocabulary items receive emphasis.

### C About You

- For this exercise, students may have different responses for each activity. As much as possible, encourage students to elaborate on their answers and stretch their language by trying to provide reasons for their responses.
- Do the first example together as a class. You can make this humorous, as students will be giving their opinions about studying English. Try to elicit some different responses.
- Have students complete the rest of the activity on their own. Then put them in pairs to compare their answers.
- Go over the questions together, and encourage students to point out differences they found with their partner. Also discuss their answers to the three additional questions at the bottom of the page.

## Lesson 2 It's tiring.

### A Model Conversation


Read the conversation. Then listen.  Track 35

Michelle: That was an interesting lecture.  
 Aiden: Yeah, but confusing. I'm going to go ask the professor a few questions.  
 Michelle: You should do that. She's amazing. She's always ready to help.  
 Aiden: That's good to know. Are you heading home?  
 Michelle: Yeah, finally. Wednesday is always tiring for me—five classes, and the first one is at 8:30.  
 Aiden: Wow, that's a long day.  
 Michelle: And now I have to ride the bus for an hour. But it's relaxing. I just listen to music. Tomorrow is shorter, too, and my classes start late. I can sleep a lot and still get to class on time.

Brief note

"On time" means not late.

### B Vocabulary

Listen to the conversation again. Circle the words that Aiden says. Put a check mark by the words that Michelle says.  Track 35



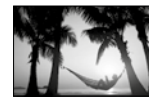
boring



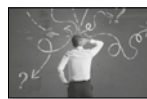
interesting



exciting



relaxing



confusing



annoying



tiring



amazing

### C About You

Choose the word that best describes each activity.

- |                      |          |             |             |           |             |
|----------------------|----------|-------------|-------------|-----------|-------------|
| 1. studying English: | boring   | tiring      | exciting    | confusing | interesting |
| 2. playing soccer:   | exciting | relaxing    | tiring      | boring    | amazing     |
| 3. going skiing:     | relaxing | interesting | amazing     | tiring    | exciting    |
| 4. going shopping:   | boring   | amazing     | interesting | exciting  | tiring      |

Find a partner. Compare your answers. Do you agree or disagree?

Now discuss these questions with your partner.

- |                                |                                       |
|--------------------------------|---------------------------------------|
| How do you feel right now?     | What activities are relaxing for you? |
| What is annoying about school? |                                       |

### ✓ Check the Workbook

For further practice with *-ing* adjectives, use Exercise 3 and 4 in Unit 5, Lesson 2 of the workbook.

### Extension Mingle

- Ask students to choose one of the adjectives.
- Have students stand up and circulate through the classroom to ask at least three students about what they find \_\_\_\_\_ (fill in the adjective).
- Each student can report back to the class with one thing they learned about their classmates.

### D Grammar

- This grammar table points out the difference between some common participial adjectives.
- Go over the table with the students. If necessary, review briefly what that parts of speech are. Tell students that an adjective tells us more about a noun. It answers the question "what kind?"
- Have students read the sentences aloud. For pronunciation practice, you can remind them that content words (nouns, verbs, adjective and adverbs) are usually the stressed words in sentences.
- For extra practice, have the students substitute different adjectives in the sentences.

## D Grammar

### Review of -ing forms and introduction to -ing adjectives

uses of -ing forms		
They can be used as <b>nouns</b> . For example: <i>Walking is good for your health.</i> When an -ing form is used as a noun, it is called a <b>gerund</b> .	They can be used as <b>main verbs</b> . For example: <i>I am studying English.</i>	Some of them can be used as <b>adjectives</b> to describe a person, thing, or situation that causes a feeling. For example: <i>Science is interesting.</i> Not all -ing forms can be used as adjectives.
More on -ing adjectives		
Like most adjectives, -ing adjectives can be used before nouns or after linking verbs.		
Play some <b>relaxing</b> music.		That new student seems <b>interesting</b> .

#### Brief note

See p. 73 for more on linking verbs.

## E Grammar Practice

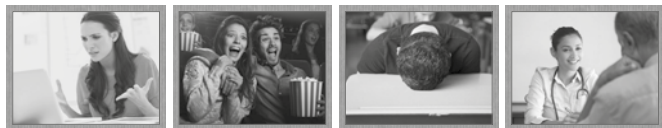
Look at the underlined word. Write **G** for gerund, **V** for verb, or **A** for adjective.

- \_\_\_\_\_ Eating healthy food is important.
- \_\_\_\_\_ I am watching a good series on TV.
- \_\_\_\_\_ Is the subway arriving at the platform?
- \_\_\_\_\_ The family that moved in next door is very annoying.
- \_\_\_\_\_ Tommy really likes running, but not in marathons.
- \_\_\_\_\_ I love this course because the professor is always interesting.

## F Use the Language

### What's happening?

Look at the pictures. What do you think is happening? Why does the person feel this way? Write a sentence about each picture.



Choose one picture. Then find a partner. Do not tell your partner which picture you are talking about, but describe what you think is happening in the picture. Your partner will try to guess which picture you are describing.

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## F Use the Language: What's happening?

- Have students look at the pictures in the activity and try to determine what is happening. Choose the first picture and encourage students as a whole class to suggest ideas and give reasons to support their suggestions.
- Give students a few minutes to work on their own. Each student will choose a picture that they will describe to a partner. They can take notes if they need to.
- Put students in pairs. Tell students not to let their partner know which picture they have chosen.
- Students will then describe their picture. Their partner must try to guess which picture was described.
- For follow-up or consolidation (if there is time), students can write their descriptions. This could be assigned for homework if there is no time in class. If there is time in class, a few students could read their descriptions and see if the class can guess which picture is being described.

### Teacher's Note Adjective Use Differentiation

Students often make errors with these uses of participial adjectives. Use the following concept questions to help. For -ing adjectives: *Am I describing a person's feelings? (No.) Am I describing a situation, thing or event? (Yes.)* For -ed adjectives: *Am I describing a person's feelings? (Yes.) Am I describing something outside the person? (No.)*

## E Grammar Practice

- In this activity, students must identify if the -ing words are gerunds, verbs, or adjectives.
- Students should look at the underlined word for each question and write G, V, or A. Do number 1 together as a class.
- When ready, check answers as a class.

#### Key

- |           |              |
|-----------|--------------|
| 1. gerund | 2. verb      |
| 3. verb   | 4. adjective |
| 5. gerund | 6. adjective |

### Extension What's Better?

Have students combine comparative adjectives and -ing adjectives by returning to Exercise C. Have students choose two -ing adjectives for each activity and create comparative sentences. For example: *Studying English is more exciting than playing soccer. Studying English is less tiring than going skiing.*

## Lesson 3 How far?

### Aims

- Give directions
- Ask for information

### Vocabulary

turn left    turn right    go straight    on the corner  
one block    across the street from    beside / next to    between

### Grammar

How + adjective questions and answers

### Warm Up

Ask students if they like where they live. Encourage them, as much as possible, to try to give reasons to support why or why not. Some students will likely try to bring up location. This will form a good lead-in to the lesson.

### A Model Conversation

The target vocabulary in this lesson focuses on direction words and phrases to describe locations of buildings.

- Transition by telling students they will listen to a conversation between a person looking for a new apartment and the apartment owner.
- Ask students to listen and answer if the apartment is close to the college. Play the audio once and have students answer the question. If necessary, students can have a moment to check with their partner. Play the audio again so that students can hear whether they were correct or not.
- Put students in pairs. Play the audio again and have them tell their partner as much as they can remember from the conversation.
- To wrap up this section, ask some more comprehension questions to the whole class. (*How far is the apartment from Richfield College? What directions does Steve get from the landlord? Where is the apartment located? How far away is the apartment from a subway stop? Etc.*)

### B Vocabulary

- Go over the words and phrases with the students. Say them for the students and have them repeat as a class.
- Tell students they are going to hear the conversation again. This time, they must listen for the vocabulary items they hear, and number the pictures from 1 to 4 as they hear them.
- Play the audio. Put students in pairs to check their answers.
- Play the audio a second time. This time students can check to see if they are correct. Play a third time if necessary.
- Go over the answers with the whole class.

Key

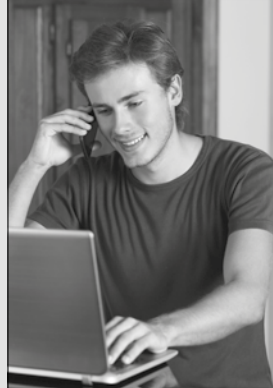
- |                  |                       |
|------------------|-----------------------|
| 1. go straight   | 2. turn left          |
| 3. on the corner | 4. seven/three blocks |

### C About You

#### ► Activity

- This activity gives students a chance to practice describing real locations in the community in English.
- Give each student time to write about the location of their home using the expressions they learned in part B. Tell students they can also use their own phrases in addition to the ones in the box.
- Put students in pairs. Each student should tell his or her partner about the location of their home.

## Lesson 3 How far?



### A Model Conversation

Read the conversation. Then listen. 

Landlord: Hello?

Steve: Hello, I'm calling about the apartment in the advertisement online. Is it still available?

Landlord: Yes, it is.

Steve: Great. How far is it from Richfield College?

Landlord: It's ten kilometers or so. Go straight on College Road until you reach North Street. Turn left on North and keep going for seven blocks until you reach Capital Road. The apartment is on the corner of Capital and North.

Steve: Oh. It's quite far from the college. How close is it to the subway?


Landlord: There's a subway stop three blocks away.

Steve: Okay. Thank you for the information.

#### Brief note

"Or so" means around, but not exactly.

### B Vocabulary

Listen to the conversation again. Four of the phrases below appear in the conversation. Number the pictures 1, 2, 3, and 4 in the order that you hear the phrases. 



turn left



go straight



turn right



on the corner



one block



across the street from



beside / next to



between

### C About You

Write three sentences describing the location of your home. Use the expressions in the box or your own ideas. Share your sentences with a partner.

one block from / two blocks from    across the street from    beside / next to    between

My apartment / house / dorm is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Teacher's Note Respecting Privacy

Students may not feel comfortable disclosing the location of their home for privacy reasons. It is important to respect this and let students know that they can give directions to another location in town, for example, rather than their home.

### Extension In the Neighborhood

- Download a map of the neighborhood from Google maps.
- Each student can write directions to places in the area that he or she thinks is a good place to shop, eat, or enjoy leisure activities.
- The teacher can create a larger version of the map for the classroom wall. Students can then exchange their written directions and mark the location on the map using the directions.



## D Grammar

### How + adjective questions and answers

How	adjective...?	Answer directly or with a comparative, a superlative, or an intensifier.
How	expensive is the rent?	It's about \$400 a month. (directly)
	close is it to the subway?	It's closer than my old apartment. (comparative)
	big is the apartment?	It's the biggest one in the neighborhood. (superlative)
	far is it from the school?	It's quite close—one hundred meters or so away. (intensifier)

## E Grammar Practice

Read the sentence. Write a question using *How* to find out more information.

- There are two bedrooms. (big)

- This hotel seems nice. (close to downtown)

- I'm reading a book in English. (difficult)

- I want to buy these shoes. (expensive)

## F Use the Language

### Where do you live?

Draw a map from your classroom to where you live or work. Then find a partner. Ask your partner to close his or her book and explain how he or she gets from class to home or work. Draw a map of what your partner says.

My map:	My partner's map:
---------	-------------------

When you finish drawing your partner's map, close your book. Describe to your partner how you get from class to home or work as your partner draws a map of what you say in his or her book.

When your partner finishes drawing, open your books. Do your maps and your partner's maps look similar?

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## F Use the Language: Where do you live?

- In this activity, students should draw a map from school to where they live or work. Then they should work with a partner and draw another map based on their partner's explanation. Make sure to go over the directions for this activity as a class before students start working.
- Give students some time to draw their maps. Then assign partners and have them complete the second part of the activity with them.
- Go around the class to give help where needed.
- When all pairs have completed both maps, the students should compare each other's maps. The winners of this activity will be the students with the most similar maps. Check the answers with the class, and ask what questions were used to find the information.

### Extension Looking for a Holiday Spot

For homework or in class, students must imagine that they are looking for a holiday rental cottage or hotel. They must write a list of 5 questions to ask to make sure they find a place that they will enjoy.

## D Grammar

- Go over the grammar chart with the class.
- Have students read the sentences in the chart aloud.
- Emphasize the adjective in the sentences.
- Give some additional oral practice by asking some additional questions. *How far is the subway from campus? How expensive is tuition?* Encourage students to answer. *It's 3 blocks away (for example). It's about \$3000 a year.*

## E Grammar Practice

- Give students time to read the instructions. Ask them what they need to do in the activity after they have read the instructions.
- Do number 1 together as a class. Remind students that they need to capitalize the first letter in their new sentence.
- Have students work individually, and then have them check their answers with a partner.
- Correct with the whole class by having students read answers aloud or write on the board.

Key

- How big are the bedrooms?
- How close is the hotel to downtown?
- How difficult is the book?
- How expensive are the shoes?

### ✓ Check the Workbook

For further practice with *How* + adjective questions, use Exercises 2 and 4 in Unit 5, Lesson 3 of the workbook.

## Lesson 4 The Best Apartment

### Aims

- Understand simple apartment rental ads
- Make choices by comparing objects

### Vocabulary

heat	lights	furnished	unfurnished
included (incl)	available (avail)	month (mth)	bedroom (bdrm)
utilities (util)	apartment (apt)	immediately (immed)	

### Grammar

Superlative adjectives

### Warm Up

Ask students how they found their apartment or home. Find out if anyone has used a classified advertisement to find an apartment.

### A Authentic Text: A newspaper advertisement

Track 37

- Transition by telling students they are going to look at some rental ads and then listen to a student talk about his search for a new apartment.
- Go over the advertisement with the class. Explain the abbreviations that show up in the ads.
- Then ask students to listen to the audio one time with their books closed and try to identify two pieces of information about the new apartment that Christopher would like to rent.
- Give students a minute to share their answer with a partner, and then go over information as a class and list the responses on the board.
- Play the audio again to check, and have students listen for the responses on the board. Tell students to speak when they hear one of the responses mentioned.

### Teacher's Note Tips for part A

Some students may have trouble with the idea of abbreviations. Try to generate a common list of abbreviations that students might know. Often government or media services in a country have recognizable abbreviations that could help make the concept clear.

### B Vocabulary

Track 37

- Say the vocabulary words for the students and have them repeat. Play the audio again and have students circle the words that they hear Christopher mention.
- Go over the answers with the whole class.

Key

heat, lights

### C Vocabulary: Apartment ads

- Have students read the list of words in the top row of the table. Say the words for the students and have them repeat, paying attention to the stress patterns on the words. Clarify the meaning of any words if needed.
- In pairs, students should match the words to the correct abbreviations. Check answers as a whole class.

Key

bdrm – d. bedroom	util – e. utilities	incl – a. included
apt – f. apartment	avail – b. available	
immed – g. immediately	mth – c. month	

## Lesson 4 The Best Apartment

### A Authentic Text: A newspaper advertisement

Read the advertisement. Then listen to the monologue. © Track 37

#### North End (college area)

For rent: 3 bdrm apt. Furnished. Util incl. \$1200/mth. No pets. Call 562-1313 after 6 p.m. Avail immed.

For rent: Studio apt. Small pets welcome \$500/mth. Email renttime@apt.com. Avail June 1<sup>st</sup>.

For rent: Small 1 bdrm apt. Next to subway. Shopping nearby. \$600/mth. Internet, util incl. No pets.

Christopher: I have three apartments on my list, but one of them is clearly the best of the three. It's smaller than my apartment now—in fact, it's the smallest apartment on the list. But it's closest to school. It's next to the back gate, so it's in an exciting area. The apartment I like isn't the cheapest, but heat and lights are included in the rent, and I don't have to pay extra for the Internet. It's close to the subway and is nearest to the station where I work, so getting to work will be no problem.

### B Vocabulary

Listen to the conversation again. What words do you hear? © Track 37



heat



lights



furnished



unfurnished

#### Brief note

The prefix *un-* means *not*. So *unfurnished* means *not furnished*.

### C Vocabulary: Apartment ads

Match the words to the correct abbreviations.

a. included	b. available	c. month	d. bedroom	e. utilities	f. apartment	g. immediately
___ bdrm	___ util	___ incl	___ apt	___ avail	___ immed	___ mth

### D Pronunciation

Word stress

Listen to the words. Circle the stressed syllable. © Track 38

1. in-clu-ded
2. a-vai-la-ble
3. u-ti-li-ties
4. a-part-ment
5. im-me-di-ate-ly

Listen again and repeat each word with the correct stress. © Track 38

### Extension

Have students locate real ads in an international or local English newspaper or online classified ad site. They can write out a description of the apartment based on the ad using full words and sentences.

### E Pronunciation: Word stress

Track 38

- Tell the students to listen to the audio track. They should listen to the words carefully to pay attention to the stresses in each word.
- Have them circle the stressed syllables. Go over the answers as a class. Listen again and have the students repeat each word with the correct stress.

Key

(The stresses are underlined)

1. in-clu-ded
2. a-vai-la-ble
3. u-ti-li-ties
4. a-part-ment
5. im-me-di-ate-ly

### F Grammar

- Introduce the concept of superlatives by going back to the sample ad again. Ask the students to tell you which apartment is bigger, 1 or 3? 1 or 2? Number 1 is bigger than 2, and it's bigger than 3. So we can say it's the biggest.
- Have students look at the grammar chart for examples of the form. Give them a few minutes to look at the chart. Bring the attention of the whole class to the front, and ask if they notice any patterns.

## E Grammar

### Superlative adjectives

#### Brief note

Generally, we use *the* before a superlative. Sometimes, especially when there's no noun after the superlative, we don't.

superlatives for the highest degree			
one syllable adjective + -est	adjectives ending in -y -y to -iest	two or more syllables most + adjective	irregular
big – biggest small – smallest	pretty – prettiest happy – happiest	most interesting most expensive	good – best bad – worst
superlatives for the lowest degree			
least + adjective	least interesting, least healthy, least capable, least smart		

## F Grammar Practice

Read the chart. Complete the sentences using the correct forms of the adjectives.

Apartments: pros (✓) and cons (✗)					
	Apartment 1		Apartment 2		Apartment 3
Rent	\$500 per month	✓	\$1200 per month	✗	\$600 per month
Location	20 km from school	✗	next to school	✓	5 km from school
Size	studio—no bedroom	✗	3 bedrooms	✗	1 bedroom
Transportation to school	by train	✗	on foot	✓	by subway
Neighborhood	no shops nearby	✗	some expensive shops	✗	shops, restaurants, and entertainment
My choice	✗		✗		✓

- Apartment 1 is the \_\_\_\_\_ (expensive).
- Apartment 2 is the \_\_\_\_\_ (close) to school.
- Apartment 2 is the \_\_\_\_\_ (large) apartment.
- Apartment 3 is \_\_\_\_\_ (big) than Apartment 1.
- Apartment 3 is \_\_\_\_\_ (cheap) than Apartment 2.

## G Use the Language

### Ranking

It can be hard to choose a new house or apartment. There are many different factors (things to consider). Look at the list of factors on the right. Try to add at least one more item to the list. Put the factors in order from most important to least important. Then compare your list with a partner's.

- \_\_\_\_\_ price
- \_\_\_\_\_ size
- \_\_\_\_\_ near subway or bus
- \_\_\_\_\_ neighborhood
- \_\_\_\_\_ near shops and restaurants
- \_\_\_\_\_ patio or green space
- \_\_\_\_\_ safety
- \_\_\_\_\_
- \_\_\_\_\_

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## G Use the Language: Ranking

- Tell students they will be ranking the different factors to consider when they choose a new house or apartment. Go over the list of factors as a class.
- Then tell students to work on their own to come up with some more items for the list.
- Have students work in pairs to compare their ranked lists. As a class, discuss the top three factors to consider when choosing a new place.

### Extension Quiz Time

- In small groups, have students create a list of questions with factual answers (i.e., answers that can be easily determined to be right or wrong). Each group must submit a list of 10 questions.
- Choose 10 questions from all the questions you have been given by students, and read these out to the students. With their groups, students must try to write the correct answer to the questions.
- Check the answers at the end. The group with the most correct answers wins.

- Practice saying the words together.
- Ask students questions using the adjectives in the chart. For example: *What is the most expensive restaurant in town? What is the biggest country in the world? etc.*

### Teacher's Note Spelling Patterns

For one syllable words ending in consonant-vowel-consonant, the final consonant is doubled when adding a suffix like *-est*.

## F Grammar Practice

- Give students a few minutes to look at the chart. With a partner, have students take a few minutes and try to make some comparisons using superlative adjectives. Check these together as a class.
- Do number 1 together as a class.
- Then ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class. If students are working individually, give them a minute or two to check their answers with a partner before checking with the whole class.

### Key

- least expensive
- closest
- largest
- bigger
- cheaper

### ✓ Check the Workbook

For further practice with superlatives, use Exercise 1 in Unit 5, Lesson 4 of the workbook.

## Lesson 5 I feel happy.

### Aims

- Talk about feelings
- Describe people

### Vocabulary

happy	afraid	angry	tired
sad	surprised	upset	nervous

### Grammar

Linking verbs

### Warm Up

Start the class with some small talk. Tell them how you feel today. *I am tired. I'm tired because I didn't sleep well last night.* Ask students how they are feeling today. Ask them why they are feeling that way.

### Teacher's Note I'd rather not say.

When speaking a new language, it can be hard to deal with awkward questions. Some students may not want to answer certain personal questions for a variety of reasons, so it can be helpful to teach students some ways of avoiding questions that they are not comfortable with. *I'd rather not say* is a useful phrase for students to learn for these situations.

### A Model Conversation Track 39

This conversation takes place between two school friends.

- Transition by telling students they will hear a conversation between two people.
- Tell students to keep their book closed. Play the audio once. Ask students to listen for any words they hear that are related to feelings. Give students a minute to check with a partner, and then check as a class.
- Play the audio again while students read along in the text book.
- Assign partners, and have students practice the dialogue, taking turns speaking each role.
- Ask comprehension questions to end this section. (*Why is Emily happy for Nicholas? How is Nicholas feeling? When is he moving? Etc.*)

### B Vocabulary: Feelings Track 39

- Have students listen to the conversation again and tell them to identify the words in bold and who said them. Have them write E for Emily or N for Nicholas.
- Play the audio for the vocabulary words for the students and have them repeat. Remember to pay attention to word stress.

Key

Nicholas: 1, 8.  
Emily: 1.

### ✓ Check the Workbook

For further practice with feeling words, use the exercises in Unit 5, Lesson 5 of the workbook.

## Lesson 5 I feel happy.

### A Model Conversation

Read the conversation. Then listen. © Track 39

- Emily:** Hi, Nicholas. I hear you have a new apartment. I'm happy for you.
- Nicholas:** Thanks, Emily. I'm happy, too, but I'm also feeling a bit stressed. Moving is lots of work.
- Emily:** Yeah, you look stressed. When are you moving?
- Nicholas:** Next weekend.
- Emily:** Oh, no—right before exams. How do you feel about that?
- Nicholas:** I'm nervous about it. But I don't have a choice.
- Emily:** Yeah, it seems you don't. Well, do you need any help moving? Let me know.

Brief note

"Lots of" is an informal way of saying a lot of.

### B Vocabulary: Feelings

Listen to the conversation again. Write an **E** by the words Emily says. Write an **N** by the words Nicholas says. © Track 39

1. When things are going well, you feel **happy**. \_\_\_\_
2. When you are alone and you hear a strange noise, you feel **afraid**. \_\_\_\_
3. When your sister loses your phone, you feel **angry**. \_\_\_\_
4. When you don't get enough sleep, you feel **tired**. \_\_\_\_
5. When someone you love dies, you feel **sad**. \_\_\_\_
6. When something unexpected happens, you feel **surprised**. \_\_\_\_
7. When you get a bad grade on a test, you feel **upset**. \_\_\_\_
8. Before a test, you feel **nervous**. \_\_\_\_

### C In Your World

Complete the sentences. Then compare your answers with a partner.

	You	Your partner
I feel nervous when...		
I feel happy when...		
I'm angry when...		
I'm afraid when...		
I'm upset when...		
I feel sad when...		
I get tired when...		
I'm surprised when...		

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### C In Your World

- Have students complete the second column in the chart.
- Then have students work with a partner. They will interview their partner to complete the third column in the chart.
- Close the activity by asking each student to share one thing they learned from their partner with the class.

### Extension Charades

- Have students play the game of Charades. First explain how they should play before they start. Also prepare a cap or container with slips of paper that have feeling words written on them.
- Divide the class into two groups. Tell students that a team member from one group will pick a word and act it out. That student's team members will have to guess the word in the allotted time. After that, a student from the other group picks a word and acts out the word. Decide which group will go first by flipping a coin.
- Give points for each correctly answered word. Make sure to provide plenty of words for the students to act out.



## D Grammar

### Linking verbs

linking verbs	
Linking verbs connect a subject with information about that subject. They are not action verbs. An adjective can follow a linking verb, and a noun can follow some linking verbs ( <i>be, become, remain</i> ). Some verbs are always linking verbs. Others can be both action verbs and linking verbs.	
"true" linking verbs (verbs that can only be linking verbs)	
be, become, seem:	<i>He is tired. She seems angry. We are becoming friends.</i>
common verbs that can be action verbs or linking verbs	
look, remain, smell, sound, taste, turn, stay, get, appear, feel, grow: <i>The students look bored. This room smells bad. Her forehead feels hot.</i>	
Is it an action verb or a linking verb?	
Look at what follows the verb. Is it an object or an adjective?	
Action verb:	<i>The chef tastes the soup.</i> (The noun <i>soup</i> is the object of the verb <i>tastes</i> .)
Linking verb:	<i>The soup tastes bad.</i> ( <i>Bad</i> is an adjective.)

## E Grammar Practice

Read the sentences. Underline the linking verbs and circle the action verbs.

- Giovanni reads the newspaper every morning. When he does, he feels sad.
- My sister gets angry when people are rude to me.
- The children on the playground are noisy as they play.
- Caroline looks tired this morning. She goes to bed late these days.
- The prices here seem very high. Let's go to another store.
- My father gets a new book from the library every week. He likes to read.
- I smelled the flowers. They smelled good.

## F Use the Language

### What's the story?

Work with a partner. Look at the pictures.



With your partner, choose two or three of the pictures. Write a story to connect the people in them. Ask yourselves: How do the people feel? Why do they feel that way? What is happening? Write a story, and then share it with your class.

## Key

- reads = action verb, feels = linking verb
- gets = linking verb, are = linking verb
- are = linking verb
- looks = linking verb, goes = action verb
- seem = linking verb, go = action verb
- gets = action verb, likes = linking verb
- smelled = action verb, smelled (good) = linking verb

### ✓ Check the Workbook

For further practice, use Exercises 2-3 in Unit 5, Lesson 4 in the workbook.

## F Use the Language: What's the story?

- Have students look at the pictures of the people. Tell them that they will write a story with a partner. Tell students to choose two or three of the pictures. Using these pictures, they should write a story to connect the people in the pictures.
- Put students in pairs. They should work together to write a story to share with the class. Go around the class and help students with their writing.
- After students are finished writing their stories, go around the room and hear their stories. Take a vote and give a small prize for the best story.

## D Grammar

- The grammar chart shows how linking verbs connect subjects with more information about the subject (an adjective or sometimes nouns).
- Give students a few minutes to read the chart. Ask comprehension questions to ensure their understanding.

### Teacher's Note Linking Verbs

To help students determine whether a verb is a linking verb, tell them that a linking verb can be followed directly by an adjective. Some verbs can work as linking verbs and action verbs: *The chef tasted the soup.* (Taste=action verb) *The soup tasted awful.* (Taste=linking verb)

## E Grammar Practice

- In this activity, students must distinguish between action verbs and linking verbs.
- Do number 1 together as a class.
- Then ask students to complete the activity individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

## Unit 5 : Active Review

### A Calling a Landlord

#### Warm Up

- Ask students what questions they might ask if they are looking for an apartment. Write the questions on the board.
- Tell students they are going to listen to two conversations between a person looking for an apartment and a landlord.
- They must fill in the blanks with the missing information.
- Let students listen several times if needed in order to fill in all the missing information. After each listening, give them a moment to check their answers with a partner.
- Check the answers with the whole class. Play the audio again and stop after each answer so that students can hear the answers if they were unsure.

#### Conversation 1:

\$500 / 1544 / 17 / 3 o' clock / 555-0202

#### Conversation 2:

\$1200 / 1544 / 17 / 3 p.m. / 555-0202

#### (Answers to questions)

1. I'm calling about the apartment in today's paper. / I'm calling about the apartment for rent.
2. Where's it located? / What's the address?
3. Could I come by tomorrow...? / Can I come to see it tomorrow at...?

### B Discussing Apartments


- Tell students that they will now practice conversations asking about apartments. They will take turns being the person looking for an apartment and the landlord.
- Students can use the conversations from the listening activity as a model for their dialogues.
- Have students sit back to back, imagining they are on the phone, and perform their dialogues for the class.

### C Reminder: Some Module 3 Goals in Unit 5

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

## Active Review

### A Calling a Landlord

Listen to Christopher ask questions about apartments. Fill in the blanks with the missing information. 

#### Conversation 1

**Christopher:** Hello. I'm calling about the apartment in today's paper. Is it still available?

**Landlord:** Yes, it is. The rent is \_\_\_\_\_ a month.

**Christopher:** Where's it located?

**Landlord:** \_\_\_\_\_ South Road.  
The apartment is number \_\_\_\_\_

**Christopher:** Could I come by tomorrow at \_\_\_\_\_ to have a look?

**Landlord:** Yes. Call me when you get near. The number is \_\_\_\_\_

#### Conversation 2

**Christopher:** Hello. I'm calling about the apartment for rent. Is it still available?

**Landlord:** Yes, it is. It's \_\_\_\_\_ a month.

**Christopher:** What's the address?

**Landlord:** It's \_\_\_\_\_ East Avenue, apartment \_\_\_\_\_

**Christopher:** Can I come to see it tomorrow at \_\_\_\_\_?

**Landlord:** Yes. Text me when you get here. The number is \_\_\_\_\_

Find and underline two answers for each question.

What does Christopher say to start the conversation with the landlord?

How does he ask about the location?

How does he make an appointment to see the apartment?

#### Brief note

Notice the different ways of including an apartment number in an address.

### B Discussing Apartments

Work with a partner. One person is calling about apartments, and the other person is the landlord. Use the information from the chart to have a conversation.

Price	Address	Time	Phone number
\$600	4332 Queen Street #7	3 p.m.	413-665-2158
\$450	18996 45th Avenue, apt. 9	9:30 a.m.	516-433-9234
\$675	#14, 4591 Park Lane	7 p.m.	902-544-7610

### C Reminder

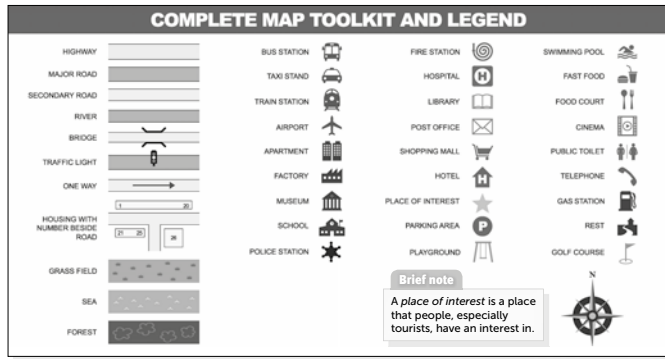
#### Some Module 3 Goals in Unit 5

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Ask and answer questions about where people live
- \_\_\_\_\_ Understand simple directions for getting from X to Y on foot or by public transport
- \_\_\_\_\_ Build on a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations

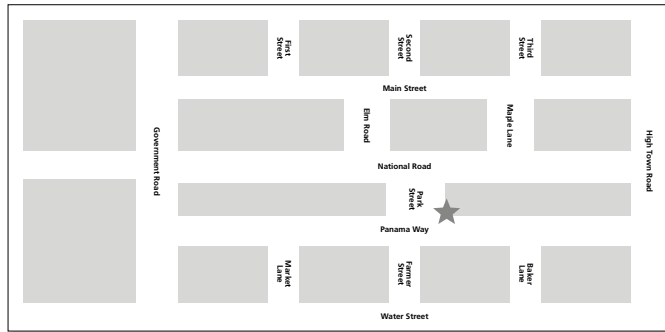
**A Read to Speak**

Read the Map Toolkit and Legend. Are there any words you don't know? Discuss what they mean with your teacher or look them up in a dictionary.



**B Write to Speak**

Choose five items from the Map Toolkit and Legend. Draw the items on the town map below.



**C Now Speak**

Find a partner. Do not let your partner see your map, and don't look at your partner's map. Your partner starts at the red star. Give him or her directions to the location of your items. When you are finished, check whether your partner found the correct location.

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Fluency

**A Read to Speak**

**Warm Up**

Tell students that they will create a map using the legend and the city map. First, go over the words and symbols as a class.

- Have students look at the map toolkit and legend. What types of locations do they see? Can they recognize at least 10 of the items on the list?
- Ask students to describe where some of the items on the legend are in their town (in relation to the school campus).

**B Write to Speak**

- Tell students to choose five items from the legend and locate them on the blank map on the page by drawing the items.
- They can then prepare to explain where those locations are (in relation to the star that is the starting point on the map).
- Students can take notes if needed.

**C Now Speak**

- Assign pairs. Students will take turns describing how to get to the locations they have included on their maps. They must not let their partners see their maps.
- When both sides have finished, they can show their maps and see if the partners got the correct locations.

# Unit 6 Overview:

## Overview: At Home

### Lesson 1: A New Apartment

**Aims:** - Talk about activities in the past  
- Describe an apartment

**Vocabulary:** Rooms and furniture in an apartment

**Grammar:** Simple past of *be*

### Lesson 2: A Visit from a Friend

**Aims:** - Describe an event in the past  
- Describe locations and activities in a neighborhood

**Vocabulary:** Locations in a neighborhood

**Grammar:** *There was/were*; conjunctions *or* and *but*

### Lesson 3: What's on the schedule?

**Aims:** - Talk about the time of scheduled events  
- Use a range of time expressions to describe past events

**Vocabulary:** Time expressions

**Grammar:** Prepositions with time expressions: (*in / on / at*)

### Lesson 4: Talking About the Weekend

**Aims:** - Talk about everyday activities in the past tense  
- Use time expressions to describe past tense activities

**Vocabulary:** Everyday activities

**Grammar:** Simple past (regular verbs) and past time expressions

### Lesson 5: Everyday Routines

**Aims:** - Talk about everyday routines in the past tense  
- Ask and answer questions about activities in the past

**Vocabulary:** Routine activities (in the past)

**Grammar:** Simple past (irregular verbs)

### Some Module 3 Goals in Unit 6

- Write simple sentences about yourself
- Indicate time by such phrases as last Friday
- Find the most important information in timetables, etc.
- Describe your home and where you live

## Lesson 1 A New Apartment

### Aims

- Talk about activities in the past
- Describe an apartment

### Vocabulary

balcony	sink	bathtub
rug	burner	stove
home office	view	ceiling fan

### Grammar

Simple past of *be*

### Warm Up

Ask students about their house or apartment. What do they like about it? What do they not like?

### A Model Conversation Track 41

- Transition by telling students they will listen to a conversation happening on the school campus.
- With books closed, play the audio and ask the students to listen to the conversation once and answer who is speaking and what they are describing.

## ★ Unit 6 • At Home ★

### Lesson 1 A New Apartment

#### A Model Conversation

Read the conversation. Then listen. © Track 41



**David:** Hi, Paolo. How was your weekend?

**Paolo:** Hey, David. Not bad, but I was really busy. I moved into a new apartment.

**David:** Oh, yeah? Why?

**Paolo:** My old one was too far from school. The new one is next to a subway station, and it's closer to stores and restaurants, too.

**David:** How big is it?

**Paolo:** Well, it's smaller than my old apartment. The old one was really big. Anyway, there's a nice kitchen in the new one. It has a great view of the city, and there's a home office, too.

**David:** That sounds great.

**Paolo:** It is. Here's a picture of the view. Hey, meet me after class and I can take you there.

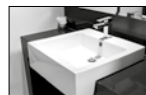
**David:** Sure. See you after class, then.

#### B Vocabulary

Listen to the conversation again. Circle the words you hear. © Track 41



balcony



sink



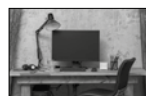
bathtub



rug



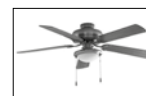
burner



home office



view



ceiling fan

#### C Vocabulary Comprehension

Read the description and write the correct word from part B.

1. You cook on this. \_\_\_\_\_
2. You clean your body in this. \_\_\_\_\_
3. This keeps a room cool. \_\_\_\_\_
4. You work here. \_\_\_\_\_
5. You wash your hands here. \_\_\_\_\_
6. This is on the floor. \_\_\_\_\_
7. You can sit outside here and relax. \_\_\_\_\_
8. You see this from your window. \_\_\_\_\_

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- After students have listened, give them a minute to compare their answers with a partner before getting the attention of the whole class and getting the answers.
- Have students listen one more time for any additional information, or to clarify any questions they have about the two previous questions.
- Elicit any additional information from the students, and then give students time to read the conversation individually.
- Ask students to read the conversation in pairs.

#### B Vocabulary Track 41

- Before students look at the vocabulary exercise, ask them what rooms or things in houses they know in English. Write any words that students know on the board.
- Look at each picture and say the word below it. Ask students to repeat. Ask comprehension questions to ensure students understand meaning:
- Have students listen for the stress in the new vocabulary items and underline the stressed syllable: BAL-co-ny, / SI-nk / BATH-tub / RUG / STOVE / BUR-ner / home-OF-fice / VIEW/ CEIL-ing fan. After practicing each word, play the audio again.
- Give students time to circle the words that they hear. When they have completed the exercise, they can check their answers with a partner. Then go over the answers as a class.

**Key** Home office, view.



## D Grammar

### Simple past of be

#### Brief note

In the past tense, the be verb for first and third person singular subjects (I, he, she, it) is was. For all other subjects, use were.

simple present: <i>is/are</i>		simple past: <i>was/were</i>	
questions	answers	questions	answers
Is your new apartment big?	Yes, it is. No, it isn't.	Was your old apartment big?	Yes, it was. No, it wasn't.
Are the neighbors friendly?	Yes, they are. No, they aren't.	Were you guys busy over the weekend?	Yeah, we were. No, we weren't.

## E Grammar Practice

### Circle the correct form of be to complete the questions and answers.

- Q: ( Is / Was ) the old apartment nice? A: Yes, it ( is / was ).
- Q: ( Are / Were ) your old neighbors friendly? A: No, they ( aren't / weren't ).
- Q: ( Is / Was ) the kitchen in the old apartment small? A: Yes, it ( is / was ).
- Q: ( Is / Was ) the old apartment more expensive? A: No, it ( isn't / wasn't ).
- Q: ( Is / Was ) there a balcony at your new apartment? A: Yes, there ( is / was ).

### Read the description of Paolo's old apartment. Fill in the blanks with *was* or *were*.

My old apartment was my home for four years. It ⑥ \_\_\_\_\_ very big. The bedroom ⑦ \_\_\_\_\_ nice—I have a lot of clothes, so I ⑧ \_\_\_\_\_ happy that there ⑨ \_\_\_\_\_ two closets. There ⑩ \_\_\_\_\_ a home office next to the bedroom for studying, and the kitchen ⑪ \_\_\_\_\_ great. There ⑫ \_\_\_\_\_ four burners on the stove, so I could cook big meals for my friends. But my old apartment ⑬ \_\_\_\_\_ far from school, and there ⑭ \_\_\_\_\_ no subway stops nearby. Oh, and the view ⑮ \_\_\_\_\_ not good. The one from my new apartment is awesome.

#### Brief note

A closet is a very small room where you put clothes and other things.

## F Use the Language

### Talking about where you lived in the past

- Write five questions to ask your partner about his or her old home.

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- Close your book and interview your partner. Then answer your partner's questions.

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## ✓ Check the Workbook

For further practice with simple past of *be*, use Exercise 1 in Unit 6, Lesson 1 of the workbook.

## F Use the Language: Talking about where you lived in the past

- Give students time to work on their own to write five questions to ask a partner about his/her old home.
- Students are likely to have fairly similar questions for the interview. Bring the class back together and elicit questions from the students.
- When they are done, pair up students so that they can interview each other. They can ask different people in the class for additional practice.

### Teacher's Note Intonation

For *yes/no* questions starting with *is/are* and *was/were*, final intonation should rise for questions. For *wh-* information questions, intonation falls at the end of the question.

## G Vocabulary Comprehension

Ask the students to read the directions for this exercise. Have the students work on it individually. Then go over the answers as a class.

<b>Key</b>	1. stove	2. bathtub	3. ceiling fan	4. home office
	5. sink	6. rug	7. balcony	8. view

## D Grammar

- Review *is/are* for singular and plural subjects.
- Give students a few minutes to read the chart. Then go over it as a class.
- Ask questions about students' apartments using past and present tense. Have them tell you about their old apartment as well as their current one. You could also ask them questions about events from the past.

## E Grammar Practice

- Do number 1 as a class.
- Then ask students to fill in the blanks individually. When they are done, ask them to check their answers with a partner.
- When ready, go over the answers as a class.

<b>Key</b>	1. Was / was	2. Were / weren't	3. Was / was
	4. Was / wasn't	5. Is / is	6. was
	7. was	8. was	9. were
	10. was	11. was	12. were
	13. was	14. were	15. was

## Lesson 2 A Visit from a Friend

### Aims

- Describe an event in the past
- Describe locations and activities in a neighborhood

### Vocabulary

clothing store	bakery	supermarket	bank	gallery
gym	park	market	museum	pharmacy

### Grammar

*there was / there were; conjunctions or and but*

### Warm Up

Ask students what they like to do in their neighborhood. *What types of shops or businesses are nearby your place?*

### A Model Conversation

- Transition by telling students they will listen to a conversation between two friends.
- Ask students to listen to the audio once with their books closed and try to identify what the friends are talking about.
- Give students a minute to share their answer with a partner, and then go over the information as a class.
- Play the audio again to check.
- Ask some additional comprehension questions to check for understanding.

### B Vocabulary

- This activity provides some alternative ways of expressing information.
- Have students listen to the phrases and repeat them.
- Encourage them to vary their intonation. *Please* sounds more polite if it has a rising intonation, for example.
- After practicing each phrase, play the audio again.
- Have students work with their partner again. This time, substitute alternative phrases in the model conversation.
- Have one or two pairs perform their conversations for the class.

**Key** bank

### Teacher's Note Intonation

Encourage students to vary their intonation patterns as they practice. You can even allow them to exaggerate the intonation, as it will help.

### ✓ Check the Workbook

For further practice with places in a neighborhood, use Exercise 2 in Unit 1, Lesson 2 of the workbook.

### C Vocabulary Comprehension

- Students need to refer to the map in order to fill in the blanks.
- Draw students' attention to the map and give them time to look over it briefly.
- Have students work individually to complete the sentences. Then give them a moment to check their answers with a partner.
- Check the answers as a class.

## Lesson 2 A Visit from a Friend

### A Model Conversation

Read the conversation. Then listen. 

**Karina:** How was your visit with Paolo?

**Natalia:** It was great. There was so much to do, and his apartment was beautiful.

**Karina:** It sounds like you had fun.

**Natalia:** We did. There were lots of shops and restaurants nearby, and there were a subway stop and a bank right next door. There was also a movie theater nearby with great movies. We were busy every night.


**Karina:** What about the mornings?

**Natalia:** Paolo was at school, so I was free to relax and explore the neighborhood.

**Karina:** It sounds like you were active all week. Are there any pictures of your trip on your phone?

**Brief note**  
"Right next door" means next to a building or place.

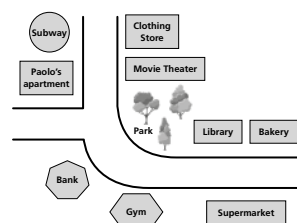
### B Vocabulary

Listen to the conversation again. Put a check mark next to the words that you hear. 



### C Vocabulary Comprehension

Natalia is describing Paolo's neighborhood. Look at the map and complete the sentences.



1. The movie theater was next to a \_\_\_\_\_.
2. There was a \_\_\_\_\_ next to Paolo's apartment.
3. There was a supermarket next to the \_\_\_\_\_.
4. There was a park between the \_\_\_\_\_ and the \_\_\_\_\_.
5. There was a gym across from the \_\_\_\_\_.

**Key**

1. clothing store
2. subway
3. gym
4. library, movie theater
5. park

### Extension Mystery Locations

Divide the class into teams. Give the location of a business on the map. Students must figure out what business you are describing. The first team to give the answer correctly wins a point. This extension could also be carried out with the help of local tourist maps or other tourist city maps that are available.

### D Grammar

- This grammar table focuses on *there was/were* and the use of the conjunctions *or* and *but*.
- Go over the table with the students. If necessary, review briefly what the parts of speech are. Tell students that *but* and *or* are conjunctions (or joining words).
- Have students read the sentences aloud. For pronunciation practice, you can remind them that content words (nouns, verbs, adjective and adverbs) are usually the stressed words in sentences.
- For extra practice, have the students substitute different nouns in the sentences.

## D Grammar

there was/were; conjunctions or and but

there was / there were		
There was a subway stop next door to Paolo's apartment.	There wasn't much noise in the apartment building.	Was there a library nearby?
There were many things to do in Paolo's neighborhood.	There weren't any bookstores nearby.	Were there stores in the area?
using or		using but
There wasn't a bookstore or a school in Paolo's neighborhood.		There was a restaurant, but there wasn't a coffee shop.
There weren't any churches or museums.		There weren't any hospitals, but there was a dentist's office.

## E Grammar Practice

Natalia is writing a postcard to her friend about her visit to Paolo's. Circle the correct word to complete each sentence.



Dear Ella,

There (1 is / are) so much to tell you! My visit with Paolo was wonderful. There (2 was / were) so much to do while I was there.

His neighborhood (3 was / were) very nice. There (4 was / were) a park across the street, and there (5 are / were) shops nearby. There (6 is / were) always fun things to do.

There (7 was / were) a gym down the street, (8 but / or) you know me—I (9 was / were) at the park, not the gym!

There (10 is / are) so many photos to show you when I see you. Talk to you soon!

Natalia XO

## F Use the Language

Describing a place

Think about a place you visited when you were younger. What do you remember? What things were there?

Find a partner. Describe the place.

Ask your partner questions about his or her memories. Then answer your partner's questions.



## E Grammar Practice

- In this activity, students must make grammatically correct sentences by filling in the blanks with the correct form of the verb *be*.
- Do number 1 together as a class.
- Then ask students to complete the activity individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

Key	1. is	2. was	3. was	4. was
	5. were	6. were	7. was	8. but
	9. was	10. are		

## F Use the Language: Describing a place

- Tell students that they are now going to think about a place that they enjoyed when they were younger.
- Give students time to think about their location and what language they will need to describe it. Let them take notes if necessary.
- When students are ready, they can describe their place to a partner. The partner will ask questions about the place.
- Ask volunteers to describe their location to the class.

## Extension Where did I visit?

Have students write a description of an international or local city they enjoyed visiting. This may require some research. Give students the time to find out more information or a picture online. They can include a picture of the place or draw one. They should write 3-5 sentences about the place without naming it. The other students will have to guess the place.

## Lesson 3 What's on the schedule?

### Aims

- Talk about the time of scheduled events
- Use a range of time expressions to describe past events

### Vocabulary

in the morning	in the afternoon	in the evening
at night	on the weekend	on Monday
in January	at 2 o'clock	at 10:35

### Grammar

Prepositions with time expressions (*in / on / at*)

### Warm Up

Ask students questions about going to the movies. *What kind of movies do you like to watch? Who do you go to the movie theater with? When do you like to go to the movies?*

### A Vocabulary: A movie schedule Track 43

- Give students a couple of minutes to look at the movie schedule. Ask them comprehension questions: *What is playing in Theater 1? What times can you see "Dance, Dance, Dance"?* etc.
- Tell students they will listen to a conversation between two friends as they talk about their plans to see a movie.
- Tell students to listen for what type of movie they don't want to see, and when they will go.
- Play the audio. Give students a moment to check their answers with a partner. Play the audio again if necessary.
- Have students read the dialogue and take turns playing the two speakers.
- Encourage students to vary their intonation as they practice.

### B Vocabulary Track 43

- Give students a minute or two to read the phrases in this section.
- Say the vocabulary items for students and have them repeat.
- Then tell them to listen to the conversation again and put a check mark next to the phrases that they hear.

**Key** on Tuesday / in the afternoon / at night

### C Comprehension

Have students work individually or in pairs to answer the questions. If they are working individually, give them a moment to check their answers with a partner before going over the answers as a class.

- Key**
1. *Scary Monster II* plays at 11:30 p.m.
  2. *Dance, Dance, Dance* plays the earliest.
  3. *Dance, Dance, Dance* is good for young children.
  4. *Never on a Tuesday* is playing in Theater 2.
  5. There are three evening shows.

### Extension Create a comprehension activity

- Ask students to review the description given in Exercise B.
- Have students work individually or with a partner to draw a floor plan of the lounge based on the description.
- Put students in groups of 3 or 4 and have them compare their drawings.

## Lesson 3 What's on the schedule?

### A Authentic Text: A movie schedule Track 43

Listen to the conversation. Then read the movie schedule. Track 43



### Now playing at Rialto Cinema

Monday–Sunday this week

Theater 1	<b>I'll See You Someday</b> 1 p.m. 5 p.m. 7:30 p.m. 10 p.m. (Saturday only)
Theater 2	<b>Never on a Tuesday</b> 2 p.m. 7 p.m. 9:30 p.m.
Theater 3	<b>Scary Monster II</b> 4 p.m. 9 p.m. 11:30 p.m. (Friday and Saturday only) Horror—no children under 18.
Theater 4	<b>Dance Dance Dance</b> 11:30 a.m. 2 p.m. 5:30 p.m. 7 p.m. Comedy for the whole family.

Ticket prices: Adults—\$10 / Children 12 and under—\$7 Tuesday: All tickets—\$5

Which movies are good choices for Paolo and Natalia?

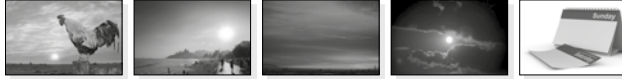
Which movies are most interesting to you?

#### Brief note

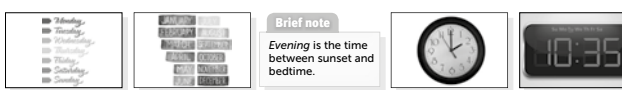
When giving ages in English, we often just say the number without saying "years old." What ages do you see in the movie schedule?

### B Vocabulary Track 43

Listen to the conversation again. Put a check mark next to the words that you hear. Track 43



in the morning in the afternoon in the evening at night on the weekend



on Monday, Tuesday, etc. in January, February, etc. at 2 o'clock at 10:35

### C Comprehension

Look at the schedule in part A and answer the questions.

1. Which movie plays at 11:30 p.m.?
2. Which movie plays the earliest?
3. Which movie is good for young children?
4. Which movie is playing in Theater 2?
5. How many evening shows are there?

### D In Your World

- Give students a minute to complete the first column in the chart with a time expression.
- Put students in pairs and have them interview each other so that they can fill out the second column with their partner's information.
- Ask a few pairs to share their conversation with the class. (Answers will vary.)

### E Grammar

- Give students 1-2 minutes to read over the grammar chart. Ask them what pattern they notice in the top part of the chart. Explain that different time expressions require certain prepositions.
- Have students read the example sentences in the chart aloud.
- Give some additional oral practice by asking questions and having students answer with responses that are true for them. For example, *What do you do on Tuesday?*, *Where do you go in the winter?* etc.

### Teacher's Note

We say **in** the morning, afternoon, evening, but this changes to **on** when we add a specific day: *Monday morning*.

We say **in** January, February, etc, but this changes to **on** when we add a specific date: **on** January 1<sup>st</sup>.



## D In Your World

Answer the questions with a time expression. Find a partner and ask him or her the questions.

When do you...	You	Your partner
...watch TV?		
...study?		
...go on vacation?		
...celebrate your birthday?		

## E Grammar

Prepositions with time expressions (*in / on / at*)

<i>in</i>	<i>on</i>	<i>at</i>
the morning / the afternoon / the evening January, February, March, etc. spring, summer, fall, winter	the weekend Sunday, Monday, Tuesday, etc. a specific date (May 4 <sup>th</sup> , July 7 <sup>th</sup> )	noon midnight night 6:00, 7:30, etc.
examples		
I drink coffee <b>in</b> the morning. My best friend is coming to visit <b>on</b> the weekend. The store closes <b>at</b> 6:30 p.m.		My birthday is <b>in</b> January. He was here <b>on</b> Sunday. She was born <b>at</b> 7:34 a.m.

## F Grammar Practice

Fill in the blanks with *in*, *on*, or *at*.

- a. \_\_\_\_ Friday   b. \_\_\_\_ January 1<sup>st</sup>   c. \_\_\_\_ April   d. \_\_\_\_ spring   e. \_\_\_\_ noon  
f. \_\_\_\_ 9:30 a.m.   g. \_\_\_\_ summer   h. \_\_\_\_ December   i. \_\_\_\_ August 4<sup>th</sup>   j. \_\_\_\_ Tuesday morning

## G Use the Language

Daily routines

1. What is your daily routine—what do you do? When? Where? Make notes about your routine in the box.



2. Find a partner. Close your book. Ask your partner questions about his or her daily routine. Then answer your partner's questions.

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## Extension I A famous person's daily routine

For homework or in class, students can write the imaginary agenda or routine of a famous or well-known person. They can submit a picture of the person separately. Then as a class activity, students could try to match the agenda or routine with the correct picture.

## Extension II My future daily routine

For homework or in class, students can write the imaginary routine they think they will have once they are out of school and working. Similar to Extension I, They can submit a picture of the kind of work they think they will be doing in the future. Then as a class activity, students could try to match the routine with the correct picture.

## F Grammar Practice

- Give students time to read the instructions. Ask them what they need to do in the activity after they have read the instructions.
- Do the first two or three together as a class.
- Have students work individually, and then have them check their answers with a partner.
- Remind students to refer to the chart as needed.

Key	a. <u>on</u> Friday	b. <u>on</u> January 1 <sup>st</sup>	c. <u>in</u> April
	d. <u>in</u> spring	e. <u>at</u> noon	f. <u>at</u> 9:30 a.m.
	g. <u>in</u> summer	h. <u>in</u> December	i. <u>on</u> August 4 <sup>th</sup>
	j. <u>on</u> Tuesday morning		

## ✓ Check the Workbook

For further practice with prepositions, use Exercise 1 in Unit 3, Lesson 3 of the workbook.

## G Use the Language: Daily routines

- Ask students what they usually do in the morning, in the evening, etc. Elicit a few answers. Then tell students they are going to talk about their daily routines.
- Have students work individually to take notes about their daily routines.
- Then put students in pairs and have them close their books. They will interview their partners about their daily routines.
- For follow-up, students could write the information they learned from their partners as homework.

## Lesson 4 Talking About the Weekend

### Aims

- Talk about everyday activities in the past tense
- Use time expressions to describe past tense activities

### Vocabulary

look after	act up	look up
drop (someone off)	kick (someone) out	look in on

### Grammar

Simple past (regular verbs) and past time expressions

### Warm Up

Ask students what they like to do on the weekend. Then ask them what they did last weekend. To help them know what tense they should be using to talk about past events, give a model answer by telling them what you did on the weekend.

### A Model Conversation

- Transition by telling students they will listen to two friends talking about their past weekend activities. Ask students to listen to the audio one time with their books closed and try to identify one activity that each speaker did.
- Give students a minute to share their answer with a partner. Then go over the information as a class.
- Play the audio again to check, and have students listen for the activities stated in the dialogue. Check the activities as a class by asking students comprehension questions.
- Put students in pairs and have them practice the dialogue from the book, taking turns playing the two students.

### B Vocabulary

- Have students look at the pictures. Say each word and have students repeat.
- Have students listen to the dialogue from Exercise A again, and write *A* next to the activities that Anna did and *P* next to the activities that Paolo did. Put an *X* next to activities Anna and Paolo did not do.
- Go over the answers with the whole class.

Key	1. A, c.	2. X, d.	3. A, b.
	4. P, f.	5. X, a.	6. X, e.

### Teacher's Note Pronunciation of -ed ending

The *-ed* suffix has three different pronunciations:  
 When a verb ends in the sound /t/ or /d/, the *-ed* ending is an additional syllable: need – needed, want – wanted etc.  
 When the verb ends in an unvoiced consonant (/p/ /f/ /k/ /s/ sh, and ch), the *-ed* is pronounced /t/: drop – dropped, approach – approached etc.  
 When the verb ends in any other sound (for example, /n/ /g/), the *-ed* is pronounced /d/: hang – hanged, pin – pinned etc.

### C Vocabulary Comprehension

- Have students work individually to complete the exercise. Have them read the instructions, and have them explain to you what they need to do.
- When they have finished, give them a moment to check their answers with a partner. Then go over the answers as a class.

Key	1. kicks out	2. looks in	3. acts up
	4. drops / off	5. look up	6. looks after

## Lesson 4 Talking About the Weekend



### A Model Conversation

Read the conversation. Then listen. 

- Anna:** Hey, Paolo. How was your weekend?  
**Paolo:** It was great. How about yours?  
**Anna:** Not bad. I looked after my friend's son on Saturday. He's a good kid, but he acted up a lot. I looked up lots of activities on the Internet to try and keep him busy.  
**Paolo:** That sounds stressful. I dropped Natalia off at the airport on Saturday. Then I just listened to music on the balcony and went to bed early. I relaxed all day Sunday, too.  
**Anna:** That sounds nice. On Sunday I wanted to do something relaxing, too, so I called up some friends to go dancing.  
**Paolo:** That sounds like fun!

### B Vocabulary

Read the conversation again. Write *A* next to the activities that Anna did and *P* next to the ones that Paolo did. Put an *X* next to activities Anna and Paolo did not do. Then match the expressions to the correct definitions.

- |                            |   |   |
|----------------------------|---|---|
| 1. ____ look after         | • | a. to remove (someone) from a place because of bad behavior |
| 2. ____ act up             | • | b. to find information                                      |
| 3. ____ look up            | • | c. to take care of  |
| 4. ____ drop (someone) off | • | d. to behave badly  |
| 5. ____ kick (someone) out | • | e. to check whether someone is okay                         |
| 6. ____ look in on         | • | f. to drive (someone) to a place and leave him or her there |

### C Vocabulary Comprehension

Fill in the blanks with the correct forms of the phrases from part B.

- The teacher \_\_\_\_\_ students who don't listen in class.
- My mother always \_\_\_\_\_ on my brother when he is doing homework.
- My dog never \_\_\_\_\_ when we go to the park.
- My mother \_\_\_\_\_ me \_\_\_\_\_ at school on her way to work.
- I use the dictionary to \_\_\_\_\_ words I don't know.
- My best friend \_\_\_\_\_ her litter sister on the weekends.

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### Extension Find someone who...

For this activity, provide students with photocopies of a list of activities that people do on the weekend. Make sure to include some unusual ones. Have the students go around the class and ask their classmates what they did on the weekend. As they find students who have done the activities over the weekend, they should write down the names of the students next to the activities on the list. After the allotted time is up, ask some volunteers to tell the class what some of their classmates did over the weekend.

### D Grammar

- Tell students they are going to look at the grammar for past tense verbs. Give them a few minutes to read over the chart.
- Ask students which past tense statements and questions they practiced with already in the previous activities. Allow them to look back in their books to check if necessary. Clarify any issues if needed.
- Compare simple past statements with negatives and questions. You can tell students that when a verb is simple (i.e., has only one part), then they need *did* to help form the negatives and questions.
- Ask students relevant questions from the chart with the time expressions and get answers that reflect their real lives.

## D Grammar

### Simple past (regular verbs) and past time expressions

simple past (regular verbs): verb + -ed		
statements	negatives	yes/no questions
I He / She / It We / You / They	I He / She / It We / You / They	I He / She / It We / You / They
watched TV.	did not watch TV. (didn't)	Did he / she / it watch TV?
past time expressions		
yesterday	last week(end) / month / year	last Friday
		two days / weeks / months / years ago

#### Brief note

Except for the verb be (see Lesson 1 of this unit), in the simple past, verb forms are the same for all subjects.

## E Grammar Practice

Make sentences using an item from each column. Change the verbs to the simple past.

subject	verb	past time expression
Rinaldo	cook dinner in the kitchen	yesterday
Jacques and Helen	watch a movie in the living room	last Monday
My sister	clean the bathroom	three days ago
	listen to the radio in the bedroom	last night
	call his/her mother	two weeks ago

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## F Use the Language

### When did you do...?

Find a partner.

Ask your partner questions using past time expressions. Make notes about his or her answers in the box.

Find out what your partner did...

yesterday  
three days ago  
last night  
last weekend  
last year

Share your partner's answers with the class.

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## Extension In the Neighborhood

For this activity, students should write five words describing their weekend on a piece of paper. They should find a partner and give their piece of paper to their partner. Then each partner tells the class what their partner did over the weekend using the five words that they were given. The student who wrote the five words should then confirm if the partner's account of his or her weekend is true or not.

## E Grammar Practice

- Do 1 together as a class.
- Then ask students to assemble sentences using the language chunks in the chart. Students can work individually, and then share their sentences with a partner. Remind students that they will need to change the verb to past tense to have a grammatically correct sentence.
- When ready, check answers as a class.

Key

### (Answers will vary.)

- Rinaldo cooked dinner in the kitchen last Monday.
- Jacques and Helen cleaned the bathroom yesterday.
- My sister watched a movie in the living room last night.
- Rinaldo called his mother two weeks ago.
- My sister listened to the radio in the bedroom three days ago.

### ✓ Check the Workbook

For further practice with simple past, use Exercises 1 and 2 in Unit 4, Lesson 4 of the workbook.

## F Use the Language: When did you do...?

Have students work in pairs for this activity. Tell students that they must think of questions to find out what their partner did in the specified time periods. They should take notes of their partner's answers. When all pairs have finished working, they should share their partner's answers with the class.

## Lesson 5 Everyday Routines

### Aims

- Talk about everyday routines in the past tense
- Ask and answer questions about activities in the past

### Vocabulary

got home	ran	ate breakfast
drank coffee	woke up	went to gym
had lunch	took the subway	left for school
made dinner	read newspaper	

### Grammar

Simple past (irregular verbs)

### Warm Up

Start the class with some small talk about what the students did yesterday.

### A Authentic Text: A planner entry Track 45

- In this part, a student describes his everyday routine, and introduces a range of past tense irregular verbs.
- Have students look at the planner entry. Ask students if this is something the student does only on one day or every day. Clarify any unfamiliar vocabulary. Ask students how they would say what the student did yesterday (in the past).
- Tell students to keep their book closed. Play the audio once. Ask students to listen for any words that are daily activities. Give students a minute to check with a partner, and then check as a whole class.
- Play the audio again and pause after each past tense verb. Ask students to repeat the word or phrase.
- Play the audio again while students read along in the textbook.
- Ask comprehension questions to check for understanding.

### B Vocabulary Track 45

- Go over the phrases in this section. Then have the students read Paolo's daily routine again.
- Have students see if they can remember which activities he did at different times of the day. They should write *a.m.* beside the morning activities and *p.m.* beside the afternoon and evening ones.
- Have students read the description of Paolo's routine to see if they were correct.

### Key

a.m.: woke up, ate breakfast, drank coffee, left for school, took the subway.  
p.m.: had lunch, went to the gym, got home, made dinner, ran.

### C In Your World

Tell students to write about what they did yesterday. Students work individually to complete the first column, and then they pair up with a partner and interview the partner to fill in the second column.

## Lesson 5 Everyday Routines

### A Authentic Text: A planner entry

Read the schedule. Then listen to the monologue.  Track 45

Daily Routine	
• 6:00	— wake up
• 6:15	— take a shower
• 6:30	— eat breakfast
• 6:45	— drink coffee & read news
• 7:30	— leave for school
• 7:45	— get on the subway
• 8:15	— get to school
• 12:00	— have lunch
• 12:30	— go to the gym
• 5:00	— get home
• 7:00	— run in the park
• 8:30	— read a book
• 10:00	— go to bed

**Paolo:** Yesterday was a typical day for me. I woke up, took a shower, and ate breakfast. I drank my coffee while reading news on the Internet, and then I left for school.


As usual, I took the subway, and I got to school around 8:15 a.m. I had lunch at noon, and then I went to the gym.

I got home around 5:00 p.m. and made dinner. After dinner I ran in the park. Then I went home and read a book. At 10:00, I went to bed.

### Brief note

"Typical" means usual.

### B Vocabulary

Read Paolo's daily routine. Write *a.m.* next to the things he did in the morning and *p.m.* next to the things he did in the afternoon and evening. Then listen and repeat.  Track 46



got home \_\_\_\_



ran \_\_\_\_



ate breakfast \_\_\_\_



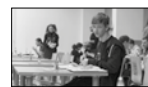
drank coffee \_\_\_\_



woke up \_\_\_\_



went to the gym \_\_\_\_



had lunch \_\_\_\_



took the subway \_\_\_\_



left for school \_\_\_\_



made dinner \_\_\_\_



read news \_\_\_\_

### C In Your World

Write what you did yesterday. Then ask a partner what he or she did and write the answers.

What did you do...	You	Your partner
...yesterday morning?		
...yesterday afternoon?		
...last night?		

### Extension Class Survey

- Create a survey by first having students brainstorm a list of daily and routine activities.
- Have students as a class choose five activities from the list, and create a chart with three columns for each activity: yesterday morning, yesterday afternoon, yesterday night (or evening).
- Students must speak with at least five people and ask them when they did the activities. (If the people did not do the activities, they can put a small x beside it.)
- Students can then add up the result for each activity. Put students in small groups to compare their results.

### D Grammar

- The grammar chart presents some common irregular past tense verbs.
- Give students a few minutes to read the chart. Ask comprehension questions to ensure their understanding.
- Say the verbs and have students repeat.
- Point out that simple verbs need a helping verb to form questions and negatives, and that the helping verb "steals" the past from the main verb.



## D Grammar

### Simple past (irregular verbs)

simple past: some irregular verbs		examples	
wake – woke	think – thought	statement	I <b>ate</b> breakfast.
leave – left	teach – taught	negative	They <b>did not (didn't)</b> eat breakfast.
drink – drank	have – had	question	<b>Did</b> she eat breakfast?
read – read	eat – ate		
go – went	get – got		
make – made	take – took		

#### Brief note

The spelling of *read* is the same for the present and past tenses, but the past tense form is pronounced like *red*.

## E Grammar Practice

Fill in the blanks with the simple past forms of the verbs.

David: Paolo, ① \_\_\_\_\_ you \_\_\_\_\_ (do) anything interesting yesterday?

Paolo: Not really. I ② \_\_\_\_\_ (wake up) at the usual time and

③ \_\_\_\_\_ (go) to school.

David: ④ \_\_\_\_\_ you \_\_\_\_\_ (go) to the gym?

Paolo: No, I ⑤ \_\_\_\_\_ (go). I ⑥ \_\_\_\_\_ (be) too tired. What

⑦ \_\_\_\_\_ you \_\_\_\_\_ (do)?

David: I ⑧ \_\_\_\_\_ (have) lunch with my brother and ⑨ \_\_\_\_\_ (go) home early.

Paolo: Sounds like a relaxing day.

## F Quick Review

Look back at the brief notes in this module.

- What word or phrase means... *usual*? \_\_\_\_\_ *not late*? \_\_\_\_\_
- An informal way of saying *a lot of* is \_\_\_\_\_.

## G Use the Language

What did you do last week?

Fill in the chart with things that you did last week. Then find a partner. Use the chart to tell your partner about the things you did.

Your activities last week							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning							
afternoon							
evening							

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## ✓ Check the Workbook

For further practice with simple past for irregular verbs, use Exercises 1 and 2 in Unit 5, Lesson 5 of the workbook.

## F Quick Review

Tell students to look over the Brief notes from this module to answer the questions. Give them some time to work on their own. Then go over the answers as a class.

### Key

- usual: typical not late: on time
- An informal way of saying *a lot of* is *lots of*.

## G Use the Language: What did you do last week?

- Students must choose five activities from the box and write them in the correct section of the chart so that the chart reflects what they did last week.
- When they have filled in their chart, they will work with a partner and find out what activities their partner did and when he/she did them.
- Before students work with their partners, encourage them as a class to think about what questions they can ask to elicit the information they want.
- Students can ask, "Did you \_\_\_\_\_?" (Yes, I did. / No, I didn't.) If yes, they can ask, "When did you....?" (on Monday afternoon etc.)
- When students are done, have each pair share one or two sentences about their partner with the whole class.

### Teacher's Note Past tense

- In English verbs, tense is marked only on the first verb in a compound verb.
- Simple verbs require *do* or *did* to form negatives and questions, and when this helping verb is used, it will take the tense, and the main verb will be the root form.

## E Grammar Practice

- In this activity, students will fill in the blanks with a past tense statement, negative, or question.
- Do number 1 together as a class.
- Then ask students to complete the activity individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

### Key

- did / do
- woke up
- went
- Did / go
- didn't go
- was
- did / do
- had
- went

## Unit 6 : Active Review

### Warm Up

- Ask students what they covered in this unit. Give students 2 minutes to work with a partner or small group to try to remember as much as possible without looking in the book.
- Elicit the information and write it on the board.

### A Janet's Old Apartment Track 47

- Ask students to listen to the audio. They will hear Janet talk about her old apartment. Tell students to fill in the blanks as they listen.
- Students will work in pairs to compare their answers for the blanks.
- Go over the answers as a class. Call on volunteers to read the conversation as you check the answers together.
- Finally, have the students practice the conversation with their partners. They should also switch roles and practice again.

Key

**Nathan:** Hey, Janet. What's up?  
**Janet:** I'm thinking about my old **apartment**. It was the best.  
**Nathan:** Tell me about it.  
**Janet:** Well, it was across from the subway station, so it was easy to get to school. It **had** two **bedrooms**, with a home **office** and a very big **kitchen**.  
**Nathan:** **Wasn't** it expensive?  
**Janet:** A little. But it was across from shops and stores, and my **gym** was nearby. It only took five minutes to walk to the supermarket, so I **went** there every day.  
**Nathan:** Wow. So what happened? Why **did** you move?  
**Janet:** I **wanted** a dog, and the building **wasn't** dog-friendly.  
**Nathan:** That's too bad.

### B Your Old Apartment

Tell students to search the Internet for an apartment that they would like to live in. Tell them to imagine that they lived there in the past. They should think of things about the apartment and the neighborhood that were great, as well as things they did when they lived there. Have students work in pairs to tell their partners about their life at their old imaginary apartment.

### C Reminder: Some Module 3 Goals in Unit 6


Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

## Active Review

### A Janet's Old Apartment

Listen to Janet talk about her old apartment. Fill in the blanks with the missing words. 

**Nathan:** Hey, Janet. What's up?  
**Janet:** I'm thinking about my old \_\_\_\_\_. It \_\_\_\_\_ the \_\_\_\_\_.  
**Nathan:** Tell me about it.  
**Janet:** Well, it was across from the \_\_\_\_\_, so it was easy to get to \_\_\_\_\_. It \_\_\_\_\_ two \_\_\_\_\_, with a home \_\_\_\_\_ and a very big \_\_\_\_\_.  
**Nathan:** \_\_\_\_\_ it expensive?  
**Janet:** A little. But it was across from shops and \_\_\_\_\_, and my \_\_\_\_\_ was nearby. It only took five minutes to walk to the \_\_\_\_\_, so I \_\_\_\_\_ there every day.  
**Nathan:** Wow. So what happened? Why \_\_\_\_\_ you move?  
**Janet:** I \_\_\_\_\_ a dog, and the building \_\_\_\_\_ dog-friendly.  
**Nathan:** That's too bad.



Practice the conversation with a partner. Then switch roles and practice again.

#### Brief note

A dog-friendly building is a building you can take dogs inside.

### B Your Old Apartment

Search the Internet for an apartment that you would like to live in. Imagine that you lived there in the past. Think of some things about the apartment and the neighborhood that were great, as well as things you did when you lived there. Take notes.

My Old Apartment

Show your picture to a partner and describe your life at your old apartment. Then ask your partner about his or hers.

### C Reminder

Some Module 3 Goals in Unit 6

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Write simple sentences about yourself (for example, where you live)
- \_\_\_\_\_ Indicate time by such phrases as *last Friday*
- \_\_\_\_\_ Describe your home and where you live


## Communication

### A Warm Up

Write the simple past forms of the verbs.

1. have \_\_\_\_\_ 3. walk \_\_\_\_\_ 5. be \_\_\_\_\_ / \_\_\_\_\_ 7. do \_\_\_\_\_  
2. like \_\_\_\_\_ 4. live \_\_\_\_\_ 6. help \_\_\_\_\_

### B Listen for Information

Listen to a man describe two apartments: the one he lived in before and the one he lives in now. Take notes about each apartment. Which apartment does the man seem to like better? How do you know? 



### C Write

Think about one of your old houses or apartments. What was it like? What did you do there? How is it different from where you live now?

On a separate piece of paper, describe your old house or apartment and the one you live in now. Don't talk about which one you like better.

### D Present

Read your description to your class. Can they guess which place you like better?

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## D Present

- Students will take turns describing their places to the class.
- Have the other students guess which place the presenting student likes better. Tell them to mention specific details to support their opinions.

## Communication

### A Warm-Up

Tell students to write the simple past form of the verbs.

Key	1. had	2. liked
	3. walked	4. lived
	5. was / were	6. helped
	7. did	

### B Listen for Information

Tell students that they will listen to a man describe two apartments. The first one is the place he lived in before. The second one is the one he lives in now. Have students take notes about each apartment as they listen. Ask them to figure out which apartment the man seems to like better. They should be able to give the reasons why he prefers the one apartment over the other.

### C Write

- Tell students to think about an old apartment or house from their past. *What was it like? What did you do there? How is it different from where you live now?*
- Have students write about their old and current places on a separate piece of paper. But they should not make a clear statement about which one they like better.

## Module 3 : Review

### A Vocabulary

- Assign students to pairs to complete the crossword. Try one or two examples together to make sure students understand how crossword puzzles work.
- You can consolidate vocabulary by asking the class to generate a sentence with each word as you check the answers.

Key

#### Across:

1. drank
4. available
6. worst
8. pharmacy
11. furnished
13. neighbors
14. better

#### Down:

1. view
2. balcony
5. interesting
7. surprised
9. neighborhood
10. annoying
12. utilities
15. taught

### B Grammar

Students can flip through the module as they complete this activity. They can work individually or in pairs.

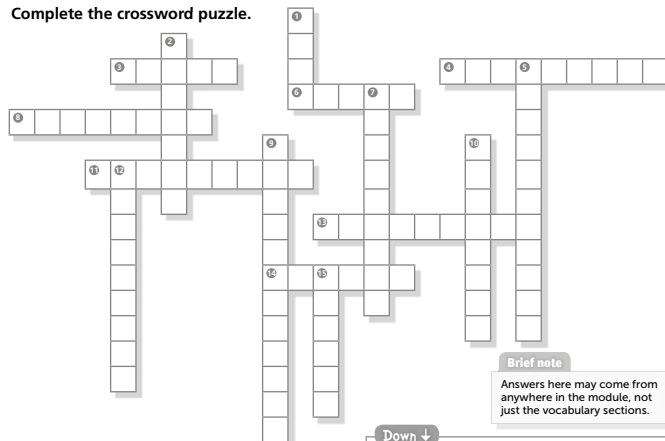
Key

I **moved** here three years ago to study music at the university. A year ago, I **rented** a new apartment closer to the school. The new apartment is much **better** than my old one. It **was** not very expensive, so I **was** able to save more money now. The neighbors **are** friendlier than my old neighbors, and there **was** a lot to do in the neighborhood. I **took** the bus to school last year, but after moving here, I **started** to ride my bike. I **needed** the exercise. I **was** fat, but I'm in the **best** shape of my life now. I **feel** good here. I **have** one more year at school, and I **don't want** to move.

## Module 3 Review

### A Vocabulary

Complete the crossword puzzle.



#### Brief note

Answers here may come from anywhere in the module, not just the vocabulary sections.

#### Across →

3. the past form of *drink*
4. not rented yet
6. the superlative form of *bad*
8. where you go to get medicine
11. an adjective describing a place that has furniture
13. the people who live near you
14. the comparative form of *good*

#### Down ↓

1. what you see from a window
2. an outdoor part of an apartment
5. the opposite of *boring*
7. how you feel when something unexpected happens
9. the area a person lives in
10. When something bothers you, say it's \_\_\_\_
12. heat and lights
15. the past form of *teach*

### B Grammar

Fill in the blanks with the correct forms of the given words.

I \_\_\_\_\_ (move) here three years ago to study music at the university. A year ago, I \_\_\_\_\_ (rent) a new apartment closer to the school. The new apartment is much \_\_\_\_\_ (good) than my old one. It \_\_\_\_\_ (be) not very expensive, so I \_\_\_\_\_ (be) able to save more money now. The neighbors are \_\_\_\_\_ (friendly) than my old neighbors, and there \_\_\_\_\_ (be) a lot to do in the neighborhood. I \_\_\_\_\_ (take) the bus to school last year, but after moving here, I \_\_\_\_\_ (start) to ride my bike. I \_\_\_\_\_ (need) the exercise. I \_\_\_\_\_ (be) fat, but I'm in the \_\_\_\_\_ (good) shape of my life now. I \_\_\_\_\_ (feel) good here. I \_\_\_\_\_ (have) one more year at school, and I \_\_\_\_\_ (not want) to move.

### C Constructing a Conversation

Put the conversation in the correct order. The first and last sentences are already in the right place. Then listen and check. © Track 49



1. Hi, Lisa. How are you?
- \_\_\_ Really? That was my least favorite subject in college.
- \_\_\_ Sarah, hi. I'm surprised to see you here. I'm good. And you?
- \_\_\_ You don't look happy about that. How was it?
- \_\_\_ Oh, you're in school now. I forgot. What are you studying?
- \_\_\_ I'm studying history. It's really interesting.
- \_\_\_ Oh? What did you study?
- \_\_\_ That sounds easy, then. Actually, I had French class earlier today.
- \_\_\_ I'm not. For me, French is really confusing.
- \_\_\_ French. My mother is French, so I already spoke it pretty well.
- \_\_\_ Not bad. A little tired. I'm working really hard at school.
12. Then maybe I can help you.

### D Dream Homes

Imagine your dream home (the place you would most like to live; the perfect home for you). Make notes about it in the box. Include the following:

- Where it is (city, country)
- House or apartment?
- Number and type of rooms
- What is nearby
- Your typical day at home

Notes:

Now find a partner. Interview your partner about his or her dream home. Ask questions about the information listed above. Then use your notes to answer your partner's questions about your dream home.

### E Benjamin's Saturday



This is Benjamin. He had an interesting day last Saturday. On a separate piece of paper, write a short story (at least five sentences) about his day, using the photos below. You can choose the order and add any details you want, but use all the photos in your story.



In pairs or small groups, read your story. The listener(s) should try to put the photos in the right order.

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### D Dream Homes

- Tell students to imagine their dream house. They should make notes about it in the box.
- Assign students to pairs. Have them interview each other about their dream homes.
- When students have completed the activity, call on some students to share information about their partners' dream homes.

### E Benjamin's Saturday

- Tell students to write a short story using the photos in the book. Tell them to write at least five sentences about Benjamin's Saturday. They can choose to use the images in any order and also add on any details.
- After writing, students should form pairs or groups and read their stories. The listeners should try to put the photos in the right order according to the stories that they hear.
- In closing, have the students take a vote to pick the best story.

### G Constructing a Conversation

© Track 49

Tell the students that they will be constructing a conversation. The first and last lines of the conversation are marked already. Ask them to read through the rest of the sentences and put the conversation in the correct order. Have the students work in pairs. Then play the audio of the conversation and have them check the answers. After the answers have been checked, have the students practice the conversation in pairs.

Key

1. Hi, Lisa. How are you?
6. Really? That was my least favorite subject in college.
2. Sarah, hi. I'm surprised to see you here. I'm good. And you?
10. You don't look happy about that. How was it?
4. Oh, you're in school now. I forgot. What are you studying?
5. I'm studying history. It's really interesting.
7. Oh? What did you study?
9. That sounds easy, then. Actually, I had French class earlier today.
11. I'm not. For me, French is really confusing.
8. French. My mother is French, so I already spoke it pretty well.
3. Not bad. A little tired. I'm working really hard at school.
12. Then maybe I can help you.



**Module 4 Goals**

Understand short, simple messages (for example, SMS phone messages)

Find basic information in advertisements

Follow short, simple written directions

Talk about plans for one's next vacation

Ask for basic information about travel and buy tickets

Discuss plans with other people (for example, what to do and where to go)

Correctly use simple phrases you have learned for specific situations

Understand short, clear, simple messages at the airport

# Module 4 Overview:

## Travel

### Module 4 Goals

- Understand short, simple messages (for example, SMS phone messages)
- Find basic information in advertisements
- Follow short, simple written directions
- Talk about plans for one's next vacation
- Ask for basic information about travel and buy tickets
- Discuss plans with other people (for example, what to do and where to go)
- Correctly use simple phrases you have learned for specific situations
- Understand short, clear, simple messages at the airport

### Warm Up

- Draw students' attention to the title of Module 4: Travel. Tell them that this module will help them learn about the planning that is involved before going on a trip. They will also learn about procedures at the airport.
- Briefly tell the students about your experiences with planning for trips.
- Ask students about the places that they have visited. Ask them about their research and planning for their trips. Also have a short discussion about any experiences they have had at the airport.

### Extension I Picture Talk

- Ask students questions or have them make statements about the picture if they can. Use a method to set a goal, such as writing ten blanks on the board and asking students to fill them up with words that come to mind when they look at the picture.

### Extension II World Locations

- For this activity, you will need to have a world map and two different sets of sticky memos with names of cities or countries around the world. Pick locations that are popular tourist sites.
- Divide the class into two groups and have each group stick the memos in the correct places on the world map. The group that identifies the most places correctly wins.

### Preview

- For this section, students need to look at pages 92 to 117. Do the first one together as a class. Tell students to turn to page 93 and ask them if they can identify the flags on the suitcase.
- Put students in pairs and ask them to find the answers for the remaining three questions. Monitor to ensure students are looking and working together.
- Recap by asking students to tell you where each item is.

Key

1. Any three of the following countries: France, Greece, Germany, Brazil, Italy, USA, Switzerland, UK, and Spain.
2. Answers will vary.
3. Pages 97 and 102
4. p. 96

### Write and Discuss

- Demonstrate this activity by asking a student to read question 1, or read it yourself and act out a pair. *Do you like to travel? Why or why not?* etc.
- Assign students to pairs and ask them to ask and answer questions 1 through 5.

### Module 4 Preview

#### Preview

Look at pages 92 to 117.

On p. 93, can you identify the flags on the suitcase? Write three countries.

What travel activities do you see in the unit? Write three activities.

On what pages do you see travel advertisements? Write the page numbers.

On what page do you see people hiking? Write the page number.

#### Write and Discuss

Write your answers to the questions. Then talk about them with a partner.

1. Do you like to travel? Why or why not?
2. What countries do you want to visit? Why?  
*I want to visit ... because ...*
3. What do you know about airports?  
*I know they ...*
4. What do you bring with you when you travel?
5. What is your plan for the week? Are you usually busy?

- Monitor to make sure students have understood. Help students who are struggling.
- Recap as a class by having exchanges with individual students.

(Example answers)

1. Yes, I like to travel. I like to travel because I like exploring new places.
2. I want to visit Australia because I want to go to the Outback.
3. I know they are high-security places.
4. I always bring my camera to take lots of pictures.
5. I plan on studying for my classes and preparing for my exams. Yes, I'm usually busy going to school.

### Teacher's Note

#### Discussing International Travel in the Classroom

- Travelling is something that everyone likes to do, but talking about personal experiences in foreign places could become a sensitive matter.
- Remind students to be mindful about respecting other people's customs and cultures. Also, teach them that opinions voiced in class about personal experiences abroad should not be offensive and should be expressed in a politically correct way. Help students understand the concept of political correctness.

# Unit 7 Overview:

## Before the Trip

### Lesson 1: Thinking About a Trip

**Aims:** - Suggest where to travel  
- Talk about traveling

**Vocabulary:** Words related to travel activities

**Grammar:** Making suggestions with *Let's* + verb or *What about* / *How about* + verb + *-ing*

### Lesson 2: Deciding on a Trip

**Aims:** - Talk about likes and dislikes  
- Agree and disagree  
- Talk about the future using present continuous

**Vocabulary:** Country names; words to describe weather

**Grammar:** Discussing the future; showing agreement

### Lesson 3: What could we do on vacation?

**Aims:** - Talk about possible travel activities  
- Talk about interests

**Vocabulary:** Travel activities

**Grammar:** *can* for ability; *can* and *could* for possibility

### Lesson 4: Planning the Trip

**Aims:** - Book a trip  
- Read emails about traveling  
- Make offers and talk about obligations

**Vocabulary:** Travel agency words and phrases

**Grammar:** *can* for offers and volunteering; *need to* for obligation

### Lesson 5: Let's book our trip!

**Aims:** - Talk about booking a trip online  
- Give commands and make suggestions

**Vocabulary:** Things inside an airplane

**Grammar:** Imperatives

### Some Module 4 Goals in Unit 7

- Follow short and simple written directions
- Talk about plans for one's next vacation
- Ask for basic information about travel and buy tickets
- Discuss plans with other people (for example, what to do and where to go)

## Lesson 1 Thinking about a Trip

### Aims

- Suggest where to travel
- Talk about traveling

### Vocabulary

check online	camel	desert	Morocco
jungle	thrill-seeker	explore	
off the beaten path	option	tour	

### Grammar

Making suggestions with *Let's* + verb or *What about* / *How about* + verb + *-ing*

### Warm Up

Write the name of the lesson (Thinking about a Trip) on the board. Ask the students what places they want to visit, either in their own country or abroad. Elicit their answers and write them on the board. Ask students to talk about their choice with a partner. They should try to explain why they want to visit each place. The

## ★ Unit 7 · Before the Trip ★

### Lesson 1

### Thinking About a Trip



#### A Model Conversation

Read the conversation. Then listen. © Track 50

**Cathy:** Wow, look at this picture. My friend is traveling in Asia right now. I want to go on a trip.  
**Max:** Me too. That looks amazing. Where do you want to go?  
**Cathy:** Hmm. I want to go somewhere off the beaten path.  
**Max:** I do too. Let's check online for some exciting tours.  
**Cathy:** Great idea. Oh, take a look at this. How about riding a camel in the desert in Morocco?  
**Max:** Uh, I don't know... What about exploring the jungles of Costa Rica?  
**Cathy:** That sounds cool, too. There are a lot of options for thrill-seekers like us.

#### Brief note

"Me too" and "I do too" show that you agree with someone. See Lesson 2 to learn more.

#### B Vocabulary

Study the words and phrases. Then practice with a partner.



check online



camel



Morocco



desert



jungle

Match the expressions to the correct definitions.

- |                        |   |   |
|------------------------|---|---|
| 1. thrill-seeker       | • | a. a trip through a new place                 |
| 2. explore             | • | b. one of two or more choices                 |
| 3. off the beaten path | • | c. a person who likes to do exciting things   |
| 4. option              | • | d. to travel around a place to learn about it |
| 5. tour                | • | e. in a place where not many people go        |



#### C Vocabulary Comprehension

Fill in the blanks with the correct words and phrases from the box.

desert tours camel explore options jungle off the beaten path

- Cathy wants to go \_\_\_\_\_ on her trip.
- Max wants to see the \_\_\_\_\_ in Costa Rica.
- Cathy wants to ride a(n) \_\_\_\_\_ in the desert.
- Max is looking on the Internet for \_\_\_\_\_.
- There is a \_\_\_\_\_ in Morocco.
- There are a lot of \_\_\_\_\_ available to Max and Cathy.
- Max and Cathy are thrill-seekers. They like to \_\_\_\_\_ new places.

teacher can give an example of their own first to give students an idea of what to say and how much to say (*I want to visit Vancouver because it has beautiful mountains and forests*).

#### A Model Conversation © Track 50

- Transition by telling the students that the model conversation is about two people who want to go on a trip. Write the word trip on the board and explain that it means a period of time that you go to visit and travel in a place.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students comprehension questions about the conversation. (*What does Cathy want to do? Where does she want to go? How are they going to find more information? Where do they talk about going on a trip? Etc.*).
- Ask students if they have any questions about the dialogue.

#### B Vocabulary

- Tell students to read each word under the pictures to themselves first, concentrating on the pronunciation and thinking about the meaning of each word.
- Ask students to read each word aloud to their partner.
- Ask students if they have any questions about the meaning or pronunciation of the words.
- Tell students to match the expressions to the correct definitions.

#### Key

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

## D Grammar

Making suggestions with *let's* + verb or *What about* / *How about* + verb + *-ing*

making suggestions using <i>let's</i>	making suggestions with <i>What about</i> / <i>How about</i> + verb + <i>-ing</i>
Use <i>let's</i> + the base form of the verb.	Use <i>what</i> or <i>how</i> + <i>about</i> + the <i>-ing</i> form of the verb.
Let's check online for tours. Let's ride a camel in the desert.	What about exploring the jungles of Costa Rica? How about going on a tour?

### Brief note

*Let's* is short for *Let us*, but don't say *Let us*. It's hardly ever used.

## E Grammar Practice

Circle the correct answers.

- How about ( going / go ) to New York in December?
- What about ( take / taking ) a tour of the new university campus?
- Let's ( travel / traveling ) to the jungles of Brazil.
- What about ( visiting / visit ) my aunt and uncle in Egypt?
- ( Let's / Let ) book a trip to Costa Rica for next summer.
- How about ( going / go ) to China to see the Great Wall?

## F Use the Language

**Suggesting where to travel**

With a partner, suggest three places to travel to:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Now suggest some things that a person can do in each place, together or alone. Discuss your ideas first, and then write down some interesting points from your conversation.

Place #1	Place #2	Place #3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Work with another group. With your partner, ask what the people in the other group like to do. Then suggest that they go to one of the places you discussed above. Where should they go? Do they want to go there?

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## G Vocabulary Comprehension

- Tell students to read each sentence and fill in the missing words or phrases using the word bank. Remind them to go back and read the model dialogue again if they need help with the answers.
- Ask students to check their answers with their partners.
- Check the answers as a whole class and talk about the meanings of the word and phrases.

Key	1. off the beaten path	2. jungles	3. camel
	4. tours	5. desert	6. options
	7. explore		

### Extension Conversation Practice

Have students write a dialogue based on the model conversation and practice it. Have the students vote for the most interesting conversation.

### ✓ Check the Workbook

For further vocabulary practice, use Exercise 1 and 2 from Unit 7, Lesson 1 of the workbook.

## D Grammar

- Go over the table. Point out the structures for making suggestions with *Let's* + verb or *What about* / *How about* + verb + *-ing*.
- Write them on the board and explain the structure of each type of suggestion, underlining the *-ing* and S and V in each example.
- Ask students to read each sentence out loud.
- Write *I want to visit China* on the board. Explain to students that you can use the sentences *I do too* or *Me too* to agree with someone. Provide more examples on the board and ask students to practice this with a partner.

## E Grammar Practice

- Do number 1 together as a class.
- Remind students to check the chart for the rules.
- Ask students to do the rest individually.
- Check answers as a whole class. If there is more time, ask students to create their own sentences using the structures and practice asking and answering them with a partner.

Key	1. going	2. taking	3. travel
	4. visiting	5. Let's	6. going

### ✓ Check the Workbook

For further practice, use Exercise 3 and 4 in Unit 7, Lesson 1 in the workbook.

## F Use the Language: Suggesting where to travel

- Assign students to work in pairs.
- Ask them to think about three different places that they want to travel to.
- Ask them to discuss each place as much as they can. Encourage them to keep the conversation going by asking follow-up questions.
- Next, they need to write down things that they can do in each place. Tell the students to discuss activities with their partner and then share their information with another group. They should make suggestions for places that the other group should visit.

### Teacher's Note Eye contact and body language

Encourage the students to ask follow-up questions and to keep themselves engaged in a conversation. Eye contact and head nodding are key body language aspects that show you are listening.

### Extension Activities in My Country

- Have students work in small groups to brainstorm activities that tourists can do in their country.
- Ask them to create a poster with pictures of places and activities to do in each place.
- Each group can present their poster to the class.
- The teacher can then display the posters on the class walls until the end of the module.



## Lesson 2 Deciding on a Trip

### Aims

- Talk about likes and dislikes
- Agree and disagree
- Talk about the future using the present continuous

### Vocabulary

spicy	extreme heat	China
yum	hate	India

### Grammar

Discussing the future; showing agreement

### Warm Up

Bring an ad from a magazine or the Internet for a travel destination. Put it on the board or pass it around so students can take a look. Elicit from them what kind of image it is (travel ad) and what place it is advertising. Ask them to talk about if they would like to travel to that place with a partner. Remind them to give reasons for why they want to or don't want to visit that place. Elicit some of the things they talked about and write some of their answers on the board.

### A Model Conversation Track 51

- Ask students to read the conversation in pairs, and then switch and read it again.
- Play the audio and listen to the conversation as a class.
- Ask students comprehension questions about the model conversation. *Does Max want to visit India? Why or why not? – (He doesn't like the heat.) Does Cathy like Chinese food? Why or why not? (She doesn't like spicy food.)* Etc.

### Teacher's Note Talking about likes and dislikes

Remind students to be respectful of other cultures and people's opinions as they discuss this topic of likes and dislikes. Having an open mind and being curious about other cultures is all part of learning a language!

### B Vocabulary

- Ask students to look at the list of words in the word bank and read them aloud.
- Ask them to look back at the conversation text and underline the words from the word bank—this helps them to contextualize the words.
- Ask them to write the letters of the pictures next to the corresponding words.
- Ask them to compare their answers with a partner.

Key

spicy-f, extreme heat-b, China-c, yum-d, hate-e, India-a.

### C In Your World

- Ask students to think about their country—its food, weather etc. They should write down their ideas in the first box.
- Then, ask them to discuss these things with a partner.
- Ask students to write down their partner's answers in the second box.
- If there is time, ask them if they have the same answers as their partner. *Is there anything surprising? Anything interesting?* Share as a whole class.

## Lesson 2 Deciding on a Trip



### A Model Conversation

Read the conversation. Then listen.  Track 51

Brief note

"Good point" means, "That's true; you're right."

**Max:** Okay, Cathy, where are we going to go? There are so many cool places to visit.  
**Cathy:** Here, this ad for India looks interesting.  
**Max:** Hmm, I don't want to go to India in the summer. It's too hot.  
**Cathy:** Oh, good point. Me neither. I hate extreme heat.  
**Max:** China seems exciting. My sister is traveling there next year.  
**Cathy:** Really? Are your parents visiting her when she's there?  
**Max:** I'm not sure. They don't like Chinese food very much.  
**Cathy:** I don't either. It's too spicy for me.  
**Max:** I'm having Chinese for dinner tonight—yum!

### B Vocabulary

Match the pictures to the words or phrases in the box.



spicy	_____
extreme heat	_____
China	_____
yum	_____
hate	_____
India	_____

### C In Your World

Think about your country's weather and food. Write down what you like and what you hate. Then talk with a partner. Write down your partner's answers.

For example:

A: I hate the cold weather in the winter. How about you?

B: I love the cold, but I don't like the extreme heat in the summer.

Weather I like: \_\_\_\_\_

Weather I hate: \_\_\_\_\_

Food I love: \_\_\_\_\_

Food I don't like: \_\_\_\_\_

Weather my partner likes: \_\_\_\_\_

Weather my partner hates: \_\_\_\_\_

Food my partner loves: \_\_\_\_\_

Food my partner doesn't like: \_\_\_\_\_

### ✓ Check the Workbook

For further vocabulary practice, assign Exercise 1 and 2 in Unit 7, Lesson 2 in the workbook.

### Teacher's Note Review of food and weather words

This is a great opportunity to review other simple words and phrases about weather and food that students have practiced in earlier lessons.

### Extension I had no idea!

- Ask students to pick a country that they don't know much about.
- Ask them to go online and do some research. They should read a little about it and look at some pictures.
- Finally, they should share their findings with a partner.



## D Grammar

Discussing the future; showing agreement

present continuous with future meaning	agreement	
S + be + verb-ing	with positive statements	with negative statements
I am having Chinese food for dinner tonight. My sister is traveling to China next year.	A: I love Japanese food. B: Me too. / I do too!	A: I don't like spicy food. B: Me neither. / I don't either.

## E Grammar Practice

Put the words in order to make sentences.

- Italian / I / am / dinner / for / having / tomorrow / night

- we / meeting / our / are / tonight / parents

- going / my / trip / is / on / month / next / a / friend

- I / this / to / am / interview / tomorrow / wearing / the

Complete the conversations with the correct agreement phrases. Then practice with a partner.

- Mary: I really love hot weather! Joe: \_\_\_\_\_
- Duncan: I don't enjoy the winters—they get so cold! Sophia: \_\_\_\_\_

## F Use the Language

And you?

Write sentences about things you like or don't like and what you're going to do in the future. Then find three people and discuss your sentences. Write a check mark when people agree with you and an X when they disagree. Keep the discussion going with follow-up questions. Share your answers with the class.

Statement	Names		
I hate...			
I really like...			
I...			
I...			
I...			

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## Teacher's Note Use of do to emphasize an action

If possible, plan a game to review agreeing and disagreeing with positive and negative statements. This is always tough for students to get the hang of. You could try a chain-type of game where one student says "I like Chinese food" and then the next person should agree or disagree and then say another sentence, which the next person should agree or disagree with. The repetition is great for accuracy and further practice.

## E Grammar Practice

- Do number 1 together as a class. Remind the students of the correct form of the present continuous.
- Ask them to unscramble the words to create correct sentences.
- Ask them to check their answers with a partner. Walk around and address any concerns or questions they may have.

Key

- I am having Italian for dinner tomorrow night.
- We are meeting our parents tonight.
- My friend is going on a trip next month.
- I am wearing this to the interview tomorrow.
- Me too. / I do too.
- Me neither / I don't either.

## ✓ Check the Workbook

For more practice, use Exercise 4 and 5 in Unit 7, Lesson 2 in the workbook.

## F Use the Language: And you?

- Ask students to think about things they really like or can't stand. It can be about any topic they like.
- Ask students to write and complete the statements on the left side of the chart.
- Then, students should move around the room and choose three people to interview. They need to find out if each person agrees or disagrees with their statements. They should put a check mark if they agree and a cross if they disagree. Encourage them to talk to someone they don't usually practice with and to ask follow-up questions to keep the conversations going.
- Have the students share their answers with the class.

## Extension Peer-editing

- Ask students to write a short summary of their partner's likes and dislikes.
- They must write in full sentences with correct punctuation.
- This can be done either on the computer or by hand.
- They can then exchange their writing for peer-assisted editing.
- The peer-editor can check for spelling, grammatical structures, and punctuation.

## D Grammar

- On the board, write down the sentence from the model conversation: *I am having Chinese food for dinner tonight.* Underline the key parts of the sentence that show the present continuous tense and the word *tonight*.
- Remind them that we can use the present continuous tense to talk about a future time. Refer to the examples in the chart and reinforce the form: *S + be + v-ing*
- Remind students of the exercise they just completed (talking about what they like and don't like about their country). Have them look at the rest of the chart. Explain that when you want to agree with a positive statement you can use the phrases *Me too* or *I do too*. Read the examples in the chart.
- Explain that when you want to agree with a negative statement, you can use the phrases *Me neither* or *I don't either*. Read the examples in the chart.
- Ask students to refer back to the model conversation and identify the grammar points that you just went over. If there is time, have them practice the dialogue again with a partner.

## ✓ Check the Workbook

For further practice, use Exercises 2 and 3 in Unit 7, Lesson 2 in the workbook.

## Lesson 3 What could we do on vacation?

### Aims

- Talk about possible travel activities
- Talk about interests

### Vocabulary

#### Travel activities

river	riverboat	hike	trail	fan
incredible	fantastic	ad	adventure	

### Grammar

can for ability; can and could for possibility

### Warm Up

- Write the title of the unit, *What could we do on vacation?*, on the board.
- Ask students to think of a place and ask their partner the question. Don't expect that they will use the correct structure; they just need to start thinking about the topic.
- Share with the students what you did on a holiday. Where did you go? What did you do? What did you see? What was it like?

### A Model Conversation

- Ask students to cover the conversation text and look at the photo. Ask them to guess what the people might be doing (*hiking, trekking, walking*, etc.) and where they might be (*mountains, Peru*, etc.)
- Ask students to read the conversation by themselves. Were they right about where they are and what they are doing?
- Play the audio and listen to the conversation as a class.
- Ask students to answer the comprehension question under the dialogue: *What things can Cathy and Max do in Peru?* Answer:

### B Vocabulary

Ask students to look at the pictures and the vocabulary words beneath them. Say the words and tell them to repeat them after you. Ask students to give you example sentences using the vocabulary.

### C Vocabulary

- Ask students to take a look at the sentences and point out the underlined parts. Ask students to look at the list of phrases on the right. Tell them to match the sentences with the correct definitions. Remind them that two definitions will be used twice.
- Read each underlined word out loud and have the students repeat after you to practice correct pronunciation.
- Ask students to check answers with a partner and then check as a class.
- For the sentences, go around the room and provide the students with any help if needed.
- Have volunteers read some of their sentences out loud to the class. Provide the students with on-the-spot corrections.

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

Answers for the sentences will vary.

### ✓ Check the Workbook

For more vocabulary practice, use Exercise 4 in Unit 7, Lesson 3 of the workbook.

## Lesson 3 What could we do on vacation?



### A Model Conversation

Read the conversation. Then listen. 

**Cathy:** Here, Max. Look at this travel ad for Peru. It's really interesting. There are so many incredible things we could do.  
**Max:** Yeah, that looks fantastic. We could hike along the Inca Trail.  
**Cathy:** Or we could take a train and then hike into the jungle for a real adventure!  
**Max:** We have to visit Machu Picchu. I could spend hours there. I'm a history fan.  
**Cathy:** I couldn't stay that long. But you're right—we have to go. We could go there and then do the jungle hike.  
**Max:** It says here we can take a riverboat along the Amazon, too.  
**Cathy:** I can't go. I get sick on boats.

### B Vocabulary

Study the words. Then practice with a partner.



river



riverboat



hike



trail

### C Vocabulary

Read the sentences. Match the underlined words to the correct definitions. One definition is used twice.

- |   |  |
|---|--|
| 1. ____ I'm a history <u>fan</u> .                          | a. short form of the word <i>advertisement</i> |
| 2. ____ Look at all the <u>incredible</u> things we can do. | b. great; amazing                              |
| 3. ____ Yeah, that looks <u>fantastic</u> .                 | c. someone who really likes something          |
| 4. ____ I saw an <u>ad</u> in a magazine.                   | d. an exciting time                            |
| 5. ____ We really had an <u>adventure</u> in Peru!          |  |

Now write a new sentence using each word. Then read your sentences to a partner.

ad: \_\_\_\_\_  
 fan: \_\_\_\_\_  
 fantastic: \_\_\_\_\_  
 incredible: \_\_\_\_\_  
 adventure: \_\_\_\_\_

### D In Your World

Discuss these questions with a partner. Then share your answers with another pair.

What do you like to do when you travel?

What are you a fan of? Why?

### D In Your World

- Read the two questions for the class. Tell them that they will have short discussions with each other in pairs. Ask students to find a partner and discuss the questions.
- Then they should talk about their answers with another pair.
- Ask a few pairs to give a summary of their discussions.
- Give assistance by correcting any mistakes you hear.

### Extension A Presentation

- Ask students to prepare a short presentation about something they are a fan of. It can be sports, an activity, a hobby, etc.
- They should try and prepare some visual aides to use in their presentation as well.

## E Grammar

can for ability; can and could for possibility

can for ability: can + verb	can and could for possibility: can/could + verb
Use <i>can</i> to talk about ability—things you're able to do.	Use <i>can</i> or <i>could</i> to talk about possibility in the present or the future. <i>Could</i> means the same as <i>can</i> in this context but is less direct.
I <b>can</b> speak three languages: English, Spanish, and German. She <b>can't</b> swim very well.	We <b>can/could</b> hike along the Inca Trail, or we <b>can/could</b> take the train. We <b>can/could</b> go to Machu Picchu.

## F Grammar Practice

Fill in the blanks with the correct words from the box.

can	speak	can't	hike	could	eat
1. Can you _____ French, too?					
2. I _____ meet you at the station. See you there.					
3. I _____ swim well. Let's not go to the river.					
4. When we visit China, we _____ see the Great Wall.					
5. He can't _____ spicy food—it hurts his stomach.					
6. We could _____ up to the top of the mountain. The views are incredible, I'm sure.					

## G Use the Language

Could we go together?

Look at these travel ads. Think about which place you want to visit and why.

Now find a partner and ask where he or she wants to go. Talk about what you could do in each place. Do you have similar ideas? Do you want to travel together? Why or why not?

## F Grammar Practice

- Go over the words in the box. Tell the students to fill in the blanks with the correct words.
- Do number 1 together as a class.
- Then have students fill in the blanks by themselves.
- Check the answers as a whole class.

Key	1. speak	2. can	3. can't
	4. could	5. eat	6. hike

## G Use the Language: Could we go together?

- Tell the students to take a look at the two travel ads.
- Ask them to think about which place they would like to visit and why. Ask them to think about what they can do there, using the information from the ads and any background knowledge they have about the places.
- Ask students to talk about each place with a partner. Make sure they read the questions in the textbook to help them with their conversation.
- Ask a few pairs to share the results of their conversations with the class.

## E Grammar

- Refer back to the title of the lesson that you wrote on the board in the warm up. Underline the word *could*. Tell students that we use the words *could* or *can* to talk about possibility in the future or the present. Refer to the second part of the chart.
- Tell students that we can use *can* to talk about ability in the present. Refer to the chart.
- Ask students to refer back to the model conversation and underline all the sentences that use *can* or *could*. Answer any questions that they may have.

### Teacher's Note Could to talk about past ability

- Explain to students that *could* can be used to talk about past ability—things that you were able to do in the past, but not anymore. For example: *When I was a child, I could run for hours outside. I can't do that now—I'm not fit enough!*
- If there is time, have the students tell each other about things they could do but can't do now.

### Teacher's Note Pronunciation of can and can't

- Explain to students that when native speakers say *can* and *can't* there is only a slight difference in the sound. Often times, it is difficult to hear the difference.
- Explain that the word *can't* has a slightly longer vowel sound and is more "nasally" sounding than *can*. Demonstrate using a few example sentences.

## Lesson 4 Planning the Trip

### Aims

- Book a trip
- Read emails about traveling
- Make offers and talk about obligations

### Vocabulary

travel agency	book	compare	ASAP	deal
specific	date	quick	ticket	

### Grammar

can for offers and volunteering; need to for obligation

### Warm Up

- Put students in pairs. Ask them to imagine they are going to Australia for a holiday together. Ask them to brainstorm and make a list of things they need to bring with them and things they need to do before they go.
- Elicit some of their answers and write them on the board. Tell the students that they are going to talk about planning a trip today.

### A Authentic Text: An email exchange Track 53

- Tell students to read both short emails and underline any words they do not know.
- Play the audio and listen to the emails as a class.
- Ask the students some quick comprehension questions like: *What things do Cathy and Max need to do for their trip? What can Cathy do? What can Max do?*

#### Teacher's Note Students become the teacher!

A way in which you can try to make the class more interesting is having the students ask each other comprehension questions about the dialogue, instead of you. This gets them to take more control over their learning and engages them in the content of the dialogue more. Try it out!

### B Vocabulary Track 54

- Ask students to listen to each word and repeat. Check their pronunciation.
- Ask students to read the definitions carefully and think of the meaning of each word.
- Tell them to write the word next to the meaning in the chart.
- Put students in pairs and have them discuss their answers.
- Check answers as a whole class.

**Key** date, compare, travel agency, specific, book, quick, ASAP, ticket, deal

#### ✓ Check the Workbook


For further vocabulary practice, use Exercises 1 and 2 of Unit 7, Lesson 4 in the workbook.

### C In Your World

- Bring some newspapers or magazines with travel ads to class (if you do not have internet access).
- Pass around the materials to students and ask them to find two travel ads to write about.
- They should fill in the table, comparing both travel ads. They can do this individually or in pairs if there are not enough materials.
- Ask them to share their information with another group.

## Lesson 4 Planning the Trip

### A Authentic Text: An email exchange

Read the emails. Then listen.  Track 53

To: Cathy M <magiccathy@mail.com>  
From: Max <madmax@mail.com>  
Date: Mon, Aug 15 at 9:21 PM  
Subject: Trip

Hi, Max.  
We need to call the travel agency ASAP to book our plane tickets. I can do that tomorrow morning. I don't have class, so I can call them and then let you know. We need to decide on specific dates for our trip. What do you think?  
Cathy


To: Max <madmax@mail.com>  
From: Cathy M <magiccathy@mail.com>  
Date: Mon, Aug 15 at 10:07 PM  
Subject: Re: Trip

Hi, Cathy.  
Before you call the travel agency, I can do a quick search online tonight to compare prices. We need to find the best deal possible. After checking the prices, we can decide on the dates. Oh, and do we need to pay in person, or can we pay online?  
Max

#### Brief note

"In person" means face to face—looking at the other person involved.

### B Vocabulary

Listen to each word or phrase. Repeat. Then write the words and phrases next to the correct definitions.  Track 54

travel agency book compare ASAP deal specific date quick ticket

Definition	Word(s)
the number of the day in the month (for example, October 1 <sup>st</sup> )	
to look at two or more things in order to see how they are alike or different	
a place that sells vacations	
exact; particular	
to reserve; to schedule	
fast	
"as soon as possible" = quickly; right away	
a piece of paper that lets you travel on a bus, plane, train, etc.	
a good price	

### C In Your World

Look online or in a newspaper. Find two travel ads. Use them to fill in the table.

Travel Ad #1	Travel Ad #2
Name of travel agency:	Name of travel agency:
Destination:	Destination:
Dates of travel:	Dates of travel:
Details:	Details:

Share your information with a partner.

### Extension Judging the Effectiveness of Ads

- Ask students to find two travel ads in magazines (or online) - one they think is great and another they think is of poor quality.
- They should bring the ads to class and present them. This can lead to a class discussion on what makes great travel ads.

### D Grammar

- Write the following sentence on the board: *I can call the travel agency tomorrow.* Ask students what they think it means. *Is it a statement about ability? Possibility? Or an offer?* Underline the word *can*. Explain that in part A, Cathy uses *can* to make an offer to Max - she offers to call the travel agency for them both. She is volunteering to do it.
- Write this sentence from the email: *We need to call the travel agency as soon as possible.* Underline the word *need*. Ask them what they think the sentence means. Explain that we use *need* to talk about an obligation—something that we have to do. In this example, Cathy and Max have to call the travel agency to book their tickets. They cannot travel if they don't.
- Ask the students to look at the examples and the explanations in the chart.
- Provide any further explanations if needed.

## D Grammar

**can** for offers and volunteering; **need to** for obligation

<b>can</b> for offers and volunteering S + <b>can</b> + verb	<b>need to</b> for obligation S + <b>need to</b> + verb
Use <b>can</b> to make offers or volunteer to do things.	Use <b>need to</b> like <b>have to</b> (See Unit 2 Lesson 5). Use it when you have an obligation (something you have to do).
I <b>can</b> call the travel agency tomorrow. I have some free time. I <b>can</b> do a quick search online to check prices.	We <b>need to</b> call the travel agency ASAP. It is necessary to get the tickets. Do we <b>need to</b> pay in person, or can we do it online?

### Brief note

Here, **can** is used to make offers in statements. See Unit 8 Lesson 1 to learn how to use **can** to make offers in questions.

## E Grammar Practice

Underline the errors and write the correct word(s) on the lines.

- I can calling you later with more information. \_\_\_\_\_
- She needs to remembering her passport. \_\_\_\_\_
- Do I need bring my book? \_\_\_\_\_
- He can doing a search on their website. \_\_\_\_\_
- We need to booked the tickets in advance. \_\_\_\_\_
- They needing to pack their suitcases. \_\_\_\_\_
- Mr. Brown can buying tickets online. \_\_\_\_\_
- My teacher can't not help us with the test. \_\_\_\_\_
- Can I helped you? \_\_\_\_\_
- Do we need to showing our passports? \_\_\_\_\_

## F Use the Language

### Planning a trip

You and a partner want to plan a vacation. Choose a destination and make a list of things that you need to do to plan the trip.

To-Do List
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Share your travel plans and list with the class. Explain why you need to do those things.



## ✓ Check the Workbook

For further practice, use Exercise 3 and 4 in Unit 7, Lesson 4 in the workbook.

## F Use the Language: Planning a trip

- Put students into pairs—different pairs if possible.
- Ask the students to think of a destination for their trip together. They must make a list of things they need to do before they can go. They can also include things to bring.
- Ask them to share their list with the class. They should be able to explain why they need to do the things on their list.

### Extension Dream Job

- Ask students to think of a dream job—something they want to do in the future if they can.
- Ask them to make a list of things they need to do or places they need to go to become successful in their dream job.
- Have students share their information in small groups. Go around and listen in on the group conversations. Give help when necessary.

## E Grammar Practice

- Do number 1 together as a class.
- Ask the students to do the rest individually.
- Remind the students to underline the errors and write the correct words in the provided blanks.
- Check the answers as a whole class. Ask individual students to read their answers out loud.

### Key

- calling – call
- remembering – remember
- need bring – need to bring
- doing – do
- booked – book
- needing – need
- buying – buy
- can't not – can't / cannot
- helped – help
- showing – show

### Teacher's Note Negative form of **can** and **need**

Explain to the students about the negative forms of **can** and **need**:

- need not** / **needn't** + verb
- cannot** / **can't** + verb

Practice changing the sentences from the emails into negative statements.



## Lesson 5 Let's book our trip!

### Aims

- Talk about booking a trip online
- Give commands and make suggestions

### Vocabulary

afraid of heights	click	airport	print
passport	window seat	aisle seat	aisle
middle seat	overhead compartment		

### Grammar

Imperatives

### Warm Up

- Tell students about an experience you had buying something online. Tell them about the process of buying something online and ask if they have any experience doing the same. What did they buy? Was it easy? Do they prefer buying something in the store or online? Why? Engage the whole class in the discussion.
- Tell the students that they are going to be listening to Cathy and Max book a trip online.

### A Model Conversation Track 55

- Ask students to read the conversation in pairs.
- Play the audio.
- Very briefly, confirm that students have understood by asking them comprehension questions. *Where does Max NOT want to sit? Why? How can they get their tickets? etc.*
- Ask students to underline any words they don't know and to ask their partner if they know the meaning. Then check as a whole class.

### B Vocabulary Track 56

- Ask students to read each word out loud.
- Play the audio and ask students to repeat each word after the audio.
- Ask students to match the word with the correct image.
- Check answers as a whole class.

Key

afraid of heights (a)  
click (e)  
airport (b)  
print (d)  
passport (c)

### C Vocabulary: On an airplane Track 57

- Ask students to read each word out loud.
- Play the audio and ask students to repeat each word after the audio.
- Ask students to think of words for some other parts of the airplane.
- Check answers as a class. Answers will vary.
- Tell students to go back to the model conversation and underline the new words/phrases to see them in context. If there is time, have the students practice the dialogue in pairs.
- Walk around the class and check students' pronunciation and answer any questions they might have.

## Lesson 5 Let's book our trip!




### A Model Conversation

Read the conversation. Then listen.  Track 55

**Cathy:** Okay, Max. Tell me where on the plane you want to sit.  
**Max:** Please don't put me in a window seat. I'm afraid of heights.  
**Cathy:** Really? Okay, it says, "Click here to reserve." Done.  
**Max:** Don't close the window. It's still processing.  
**Cathy:** Now it says, "Choose ticket type." Do we want to print our tickets, or do we want e-tickets?  
**Max:** Don't print them. We can just bring our passports to the airport. They match the passport to the ticket number.  
**Cathy:** Then don't forget to bring your passport.  
**Max:** Of course. That's the most important thing.


### B Vocabulary

Read each word or phrase, listen, and repeat. Then match each word or phrase to the correct picture.  Track 56

afraid of heights ( ) click ( ) airport ( ) print ( ) passport ( )



### C Vocabulary: On an airplane

Read. Then listen and practice.  Track 57



Can you think of words for other parts of the airplane? Write them below. Then draw arrows to match them to the picture.

### D In Your World

Discuss these questions with a partner. Then share your answers with another pair.

Do you have experience traveling by airplane?  
On an airplane, where do you like to sit?

Do/Would you like to fly? Why or why not?  
What do you think about traveling by air?

### ✓ Check the Workbook

For further practice, use Exercise 1 and 3 in Unit 7, Lesson 5 in the workbook.

### D In Your World

- Ask students if they have any experience flying in an airplane. Do they like it? Why or why not? Where do they like to sit? What seat do they prefer? Why?
- Students should first work in pairs and then work with another pair to share their answers.
- Have some volunteers share their experiences flying.
- If there is time, ask students to imagine with their partner that they have to book a trip online. They should use the model conversation as a guide.
- Choose a couple of pairs to come to the front of the class and act out their conversation.

## E Grammar

### Imperatives

Use imperatives to give commands, make suggestions, give instructions, or encourage someone.			
affirmative imperatives: verb (base form)		negative imperatives: <i>Do not / Don't + verb</i>	
Take care.	(suggestion/farewell)	Don't forget your passport.	(command)
Be on time, please.	(command/instruction)	Don't close the window.	(instruction)
Tell me where you want to sit on the plane.	(command)	Don't put me in a window seat.	(command)
Click here to save.	(instruction)	Don't work too hard.	(suggestion/farewell)
		Don't give up.	(encouragement)

## F Grammar Practice

Fill in the blanks with words from part E.

- \_\_\_\_\_ forget to pack a bathing suit. There's a beautiful pool at the hotel.
- \_\_\_\_\_ here to book your trip online.
- Have a great trip. \_\_\_\_\_ care!
- \_\_\_\_\_ faster. You need to finish this work quickly.
- Don't \_\_\_\_\_ the window yet. I need to type my passport number.
- \_\_\_\_\_ your bag in the overhead compartment.
- The plane leaves at 6:15. \_\_\_\_\_ be late!
- \_\_\_\_\_ us about your trip. Was it fun?

## G Write to Speak

Make a list of suggestions using imperatives. Suggest what a friend should do for his or her next trip. Then share your ideas with a partner.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## H Use the Language

### Talking to a travel agent

Role-play a conversation between a travel agent and a customer.

**Travel Agent:** Help your customer book a trip. Answer questions about how he or she can prepare for it.

**Customer:** Book a trip and ask the travel agent about how to prepare for it.

After you finish, summarize your conversation with another pair.



## G Write to Speak

- Ask the students to make a list of suggestions using imperatives. They should suggest what a friend should do for his or her next trip.
- After writing, they should share their ideas with a partner.
- Tell the students to tell their partners which suggestions they think are useful for them.

## H Use the Language: Talking to a travel agent

- Tell the students they are going to do a role-play. One person is a travel agent and the other is a customer. Put the students into pairs and assign a role to each (or have them choose).
- Tell the students they should read the explanation for their roles and ask any questions they need before they start.
- After they finish role-playing once, have them switch roles and practice again.
- Have a few pairs act out their role-play at the front of the class.

### Teacher's Note Performing role-plays

Having students perform their dialogues at the front of class can be challenging for them, but it can also be quite empowering. It's important to give all learning styles a chance to be in the limelight.

### Extension Writing Instructions for a Website

- Ask students to visit a website of their choice (shopping, travel, news, etc.) They must write instructions, using the imperative about how to navigate the site.
- They will give the instructions to their partner who will follow them to discover the site.

## E Grammar

- Write the following sentences on the board from the model conversation: *Click here to reserve. Please don't put me in a window seat.* Ask students what they notice about these sentences. They don't begin with a subject. They begin with a verb.). Underline the verbs *click* and *don't put*.
- Explain that we use **imperatives** when we want to give a command, make a suggestion, give instructions, or encourage someone.
- Go through the chart with the whole class. Have students read the examples out loud.

## F Grammar Practice

- Ask the students to fill in the blanks with the words from the table. Do the first one together. Remind students to use punctuation correctly.
- When they are finished, ask them to compare their answers with a partner.

Key	1. Don't	2. Click	3. take	4. Be
	5. close	6. Don't put	7. Don't	8. Tell

### ✓ Check the Workbook

For further practice, use Exercise 4 in Unit 7, Lesson 4 in the workbook.

## Unit 7 : Active Review

### A A Travel Flyer

- Tell students they are going to create a travel flyer. Elicit what they think should be included in it—write their answers on the board. Some things they should include are: A picture of the place, the name of the place, a list of things you can do there, things you need to bring, how to book the trip online, etc.
- Give them some in-class time to complete the brochure. Encourage them to be as creative as possible.

### B Present Your Flyer

- When they are finished, have them present their flyer to a partner. Tell them to write down the questions that their partner has about the flyer, the destination, or anything else.
- Have each student share their flyer with the class.
- Then have a class vote. Students should vote to pick the best flyer. They should consider the design and the information that was presented.

### C Reminder: Some Module 4 Goals in Unit 7

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

## Active Review

### A A Travel Flyer

Create a travel flyer for a place you want to visit.

The flyer must include:

- the name of the place
- a picture of the place
- things you can do there
- things you need to bring
- how to book the trip online
- how long the trip is
- prices and options
- contact information for the travel agency

### Go to Scotland! Experience...



#### Included activities:

- Visit castles
- Try mutton
- Visit Loch Ness
- Hike in the highlands

#### Price

From \$2,200 US  
From \$2,500 US

Duration: 7 days  
Duration: 10 days

#### Price includes

- 6 nights in hotel with breakfast
- Transfers

Needed: hiking boots, sweaters, camera, maps, raincoat

To book now, visit [wingstravelagency.com](http://wingstravelagency.com) and click on Scotland Trip.  
For more information, call toll-free at 555-698-7000.

### B Present Your Flyer

After you create your flyer, present it to a partner. Answer any questions he or she has about the place and the trip. Write the questions below.

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Share your flyer with the class. Vote on the best one. Consider the following:

- Which flyer has the best design?
- Which flyer has the most detail?
- How clear is the information?

### C Reminder

#### Some Module 4 Goals in Unit 7

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Find basic information in advertisements
- \_\_\_\_\_ Ask for basic information about travel and buy tickets
- \_\_\_\_\_ Discuss plans with other people (for example, what to do and where to go)

## Fluency

### A Listen for Information

Listen and fill in the blanks. Then practice the conversation with a partner. ©Track 58

**Travel Agent:** Sunstar \_\_\_\_\_. Can I help you?  
**Customer:** Yes, hello. I want to \_\_\_\_\_ a trip somewhere. I'm a \_\_\_\_\_, so...  
**Travel Agent:** So, are you interested in an \_\_\_\_\_?  
**Customer:** What's that?  
**Travel Agent:** An exciting tour where you can do things like \_\_\_\_\_ mountains, take \_\_\_\_\_ along beautiful rivers, ride \_\_\_\_\_ in the \_\_\_\_\_.  
**Customer:** Wow! That sounds \_\_\_\_\_. Do you have any trips to the \_\_\_\_\_ of \_\_\_\_\_?  
**Travel Agent:** Yes, we do. But a lot of people want those tickets. You \_\_\_\_\_ book soon.  
**Customer:** Okay, \_\_\_\_\_ my friend tonight to talk about the trip. \_\_\_\_\_ tomorrow?  
**Travel Agent:** Yes, or \_\_\_\_\_ book online. Our website is very easy to use. \_\_\_\_\_ to include your \_\_\_\_\_ number when you book your ticket.  
**Customer:** \_\_\_\_\_ your web address, please.  
**Travel Agent:** It's www.sunstar.com.  
**Customer:** Thank you for your help.  
**Travel Agent:** You're welcome. \_\_\_\_\_.

### B Prepare to Speak

Listen again and write down some things you can do on an adventure tour. Then use the Internet to write down more ideas. ©Track 58

#### Adventure Tours

When you're finished writing, take five minutes to look back through the module. Pay close attention to the part A activities, where Cathy and Max are making plans to go on a trip.

### C Practice Speaking

Find a partner. Role-play a conversation between two friends planning to go on an adventure tour. Discuss these details:

What kinds of things do you want to do? Where do you want to go?  
 What does your friend think about it? What does he or she want to do on an adventure tour?

### D Now Speak

Stand up in front of the class with your partner. Role-play your conversation. After all the pairs finish, discuss these questions:

- Which pairs were fast? Did they make many mistakes?
- Which pairs didn't make many mistakes? Were they fast?

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Key

**Travel Agent:** Sunstar **Travel Agency**. Can I help you?  
**Customer:** Yes, hello. I want to **book** a trip somewhere. I'm a **thrill-seeker**, so...  
**Travel Agent:** So, are you interested in an **adventure tour**?  
**Customer:** What's that?  
**Travel Agent:** An exciting tour where you can do things like **hike** mountains, take **riverboats** along beautiful rivers, ride **camels** in the **desert**...  
**Customer:** Wow! That sounds **incredible**. Do you have any trips to the **jungles** of **Costa Rica**?  
**Travel Agent:** Yes, we do. But a lot of people want those tickets. You **need to** book soon.  
**Customer:** Okay, **I'm meeting** my friend tonight to talk about the trip. **Can I call** tomorrow?  
**Travel Agent:** Yes, or **you could** book online. Our website is very easy to use. **Don't forget** to include your **passport** number when you book your ticket.  
**Customer:** **Tell me** your web address, please.  
**Travel Agent:** It's www.sunstar.com.  
**Customer:** Thank you for your help.  
**Travel Agent:** You're welcome. **Take care**.

### B Prepare to Speak ©Track 58

- Have the students listen to the conversation again. Tell them to write down some things that they can do on an adventure tour. Then they should use the Internet to write down more ideas.
- After they've finished writing, have them take five minutes to look back through the module. Tell them to make close attention to the part A activities, where Cathy and Max are making plans to go on a trip.

### C Practice Speaking

- In pairs, students should role-play a conversation between two friends planning to go on an adventure tour.
- Encourage them to give as many details as possible about planning for the trip and what kind of activities they want to do there.

### D Now Speak

- Have the pairs stand up in front of the class and present their role-play conversations.
- After all students have presented their role-plays, discuss and evaluate everyone's role-plays.

#### Extension Become a Tour Operator

- Ask students to imagine they are tour operators. They should prepare a tour schedule to an exciting destination for their partner. They should include as many details as possible and present it in a poster form.
- They can then present it to the class, and the class can vote to choose the most interesting tour.

## Fluency

### A Listen for Information ©Track 58

- Tell the students they are going to listen to a dialogue that takes place at a travel agency. Play the audio and let students fill in the blanks with the missing words. You may have to play it a second time.
- Check the answers as a whole class, answering any other questions that may come up.
- Ask the students to now practice the dialogue in pairs, switch roles, and practice again.
- Walk around the class, checking for accuracy and pronunciation.

# Unit 8 Overview:

## At the Airport

### Lesson 1: Going to Catch a Plane

**Aims:** - Make requests and ask for permission  
- Talk about the airport

**Vocabulary:** Places and things in an airport

**Grammar:** *can* and *could* for offers and requests

### Lesson 2: At the Check-in Counter

**Aims:** - Talk about possessions  
- Talk about the check-in process at the airport  
- Make requests

**Vocabulary:** Airport check-in and security words

**Grammar:** Questions with *whose* and possessive pronouns and questions with *whose*

### Lesson 3: At Security

**Aims:** - Talk about airport security  
- Make comparisons

**Vocabulary:** Airport vocabulary

**Grammar:** Comparing with adverbs

### Lesson 4: Frequently Asked Questions

**Aims:** - Ask for information with *how*  
- Make comparisons

**Vocabulary:** Words in an airline's site and measurements

**Grammar:** Superlative adverbs, *how* + adverb

### Lesson 5: A Delayed Flight

**Aims:** - Use time expressions  
- Talk about things you have and how to use them

**Vocabulary:** Time expressions

**Grammar:** *have* + *O* + *to* verb

### Some Module 4 Goals in Unit 8

- Follow short and simple written directions
- Understand short, clear, simple messages at the airport
- Ask for basic information about travel and buy tickets
- Correctly use simple phrases one has learned for specific situations

## Lesson 1 Going to Catch a Plane

### Aims

- Make requests and ask for permission
- Talk about the airport

### Vocabulary

baggage cart	check in	check-in counter	gate
terminal	escalator	lost	late

### Grammar

*can* and *could* for offers and requests

### Warm Up

- Write the word *airport* in the middle of the board. Ask students to call out any words they know about the airport. Any words are okay, as long as they are somehow related to the airport and/or travel. Write the words all over the board.
- Ask the students if they have ever been to an airport. Ask them to talk about any funny or serious experiences at the airport.

## ★ Unit 8 • At the Airport ★

### Lesson 1

### Going to Catch a Plane



#### A Model Conversation

Read the conversation. Then listen. © Track 59

- Max:** I don't see the check-in counter for SkyAir. Are we in the right terminal?
- Cathy:** Yes, this is the international terminal. Can you please get a baggage cart?
- Max:** Sure.
- Cathy:** Okay. Now where do we check in?
- Man:** You look lost. Can I help you find something?
- Cathy:** Yes, could you tell me where the SkyAir check-in counter is?
- Man:** Sure. Go through these doors and then to the right. It's past the escalator.
- Cathy:** Thank you!
- Max:** Okay, here you are. Let's go—I don't want to be late. Wow, Cathy, you brought a lot of luggage with you!

#### B Vocabulary

Study the words and phrases. Then practice with a partner.



baggage cart



check in



check-in counter



gate



terminal



escalator



lost



late

#### C Vocabulary Comprehension

Write the words from part B next to the correct definitions.

- one large part of an airport \_\_\_\_\_
- a moving staircase \_\_\_\_\_
- a place to get your tickets and boarding pass \_\_\_\_\_
- a place where you get on the airplane \_\_\_\_\_
- not knowing where you are \_\_\_\_\_
- not on time \_\_\_\_\_
- something to help you move luggage \_\_\_\_\_
- to get your tickets and boarding pass \_\_\_\_\_

#### A Model Conversation © Track 59

- Transition by telling the students that the model conversation is about two people arriving at the airport to go on a trip.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students comprehension questions about the conversation. (*Who's talking? Which airline are they travelling with? What does Max get for Cathy? etc.*)
- Ask students if they have any questions about the dialogue.

#### B Vocabulary

- Tell students to look at the words and images. Tell them to study the words. They should concentrate on the pronunciation and think about the meaning of each word.
- Then ask students to practice with a partner. They should read each word aloud to their partner.
- Ask students if they have any questions about the meaning or pronunciation of the words.

#### C Vocabulary Comprehension

- Tell students to read each definition and match them with the words or phrases from part B. Remind them to go back and read the model dialogue again if they need help with the answers.
- Ask students to check their answers with their partners.
- Check the answers as a whole class and talk about the meanings of the word and phrases.



## D Grammar

### can and could for offers and requests

Brief note

Could is a little more polite than can.

can for offers	can/could for requests
Can I + verb...? / I can + verb	Can/Could + S + verb...?
Can I help you find something? I can help you find something.	Can/Could you tell me where the check-in counter is? A: Can/Could I use your pen, please? B: Sure, here you are.

Brief note

We often say *Here you are* when we are giving something to someone.

## E Grammar Practice

Put the words in order to make sentences.

1. I / help / you / something / can / find \_\_\_\_\_?
2. you / hold / could / my / ticket \_\_\_\_\_?
3. can / get / baggage cart / you / a \_\_\_\_\_?
4. sure, / here / are / you \_\_\_\_\_
5. close / you / could / door, / the / please \_\_\_\_\_?

## F Listen to Write

Read the conversation between two friends at an airport gate. Then listen. Underline the requests and offers. Write *R* by the requests and *O* by the offers. Compare your answers with a partner. ©Track 60

Man: We have an hour before our plane leaves. That's a lot of time. Are you hungry?  
Woman: No, I'm not, but I'd love some coffee.  
Man: Me, too. Good idea. I can go to the coffee shop. Could you stay here with the luggage?  
Woman: Yeah, no problem. Could you get a large coffee for me? I can give you some money—just a second...  
Man: No, that's okay. I can pay.  
Woman: All right. I can't find my money anyway. Oh—can you please get sugar, too?  
Man: Sure.



## G Use the Language

### Offers and requests

With your partner, choose one of the following situations and write a short conversation using *can/could* for offers and requests. Perform your conversation for the class.

- Two friends at a movie theater
- A waiter/waitress and a customer
- A travel agent and a customer

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## Teacher's Note Polite Conversation

Explain that when talking to strangers, it is best to always use the most polite language you know. In this case, it is *could* for requests. This is especially true at the airport—you never know how that person can help you later. Maybe they can upgrade you to business class!

## Grammar Practice

- Do number 1 together as a class.
- Ask students to do the rest individually. They should unscramble each sentence and write it on the line.
- Check answers as a whole class. If there is more time, ask students to create their own sentences using the structures and practice reading them to a partner.

Key

1. Can I help you find something?
2. Could you hold my ticket?
3. Can you get a baggage cart?
4. Sure, here you are.
5. Could you close the door, please?

## Check the Workbook

For more practice, use Exercises 4 and 5 in Unit 8, Lesson 1 in the workbook.

## F Listen to Write Track 60

- First have the students read the conversation between two friends at an airport gate. Then play the audio and have them listen.
- Students should underline the requests and offers heard within the conversation. Tell them to write *R* by the requests and *O* by the offers.
- Then they should compare their answers with a partner.

Key

**Requests (R):** Could you stay here with the luggage? Could you get a large coffee for me? Oh—can you please get sugar, too?  
**Offers (O):** I can go to the coffee shop. I can give you some money. I can pay.

## Extension Become a Tour Operator

Have students write a dialogue based on the model conversation and practice it. Tell them to use details from their own experiences at the airport.

## Check the Workbook

For further practice, use Exercises 1 to 3 from Unit 8, Lesson 1 of the workbook.

## D Grammar

- Go over the table. Point out the structures *could* and *can* for requests and permission, and *can* for offers.
- Ask students to refer back to the model conversation and underline the sentences that contain *could* and *can*. Ask them to think about the context of each sentence and analyze whether it is referring to a request, permission, or an offer.
- Ask students to read each sentence out loud.
- Have students look at the last part, and point out that you can respond to requests politely by saying *Here you are*.

## G Use the Language: Offers and requests

- Assign students to different pairs, not their usual partners.
- Read the directions for this activity as a class. Tell students to write a short conversation using *can* or *could* for offers and requests. They should choose one of the situations from the book.
- Encourage them to be creative and to use the correct responses.
- Have the pairs perform their conversations for the class.

## Extension I'm Lost!

- Write a dialogue requesting help from a stranger. Have students imagine they are lost in a new city.
- Students then show their dialogue to a partner and choose the best one.
- Then they practice the dialogue together.
- Have students act out the best one in front of the class.

## Lesson 2 At the Check-in Counter

### Aims

- Talk about possessions
- Talk about the check-in process at the airport

### Vocabulary

pass	check	scale	heavy
suitcase	carry-on	boarding passes	flight

### Grammar

Questions with *whose* and possessive pronouns, and questions with *whose*

### Warm Up

Ask the students if they have experience traveling. Ask them to discuss in a group (3 or 4 students) what they bring with them when they travel. Do they bring many suitcases? What do they carry with them, and what do they pack in their suitcases? Encourage a 5-10 minute discussion.

### A Model Conversation

- Ask students to look at the picture and call out who they think the person is and where they work. What is their job? (Airline check-in attendant)
- Play the audio and listen to the conversation as a class.
- Ask students comprehension questions about the model conversation. (*What do they give to the check-in agent? How many bags are they checking in? What does the agent ask them to put their bags on? Whose bags are heavy? etc.*)

### B Vocabulary

- Have students look at the bold words in the conversation. Ask them to repeat each word to practice the pronunciation. Ask individual students to read a word out loud to the class.
- Ask them to underline the bold words from the conversation. This helps them to contextualize the words.
- Then have them write the correct word next to the meaning.
- Ask them to compare their answers with a partner.

Key

flight, scale, suitcase, heavy, pass, boarding pass, carry-on, check

### C Vocabulary Comprehension

- Ask students to think about what kind of bags they have at home.
- They should discuss the different kinds of bags/luggage they have and what they use them for.
- If they don't have bags at home, ask them to imagine what kind of luggage they would use if they traveled. Do they think they need a lot of bags?

Key

- |                   |                   |          |          |
|-------------------|-------------------|----------|----------|
| 1. boarding pass  | 2. carry-on       | 3. heavy | 4. check |
| A: Conversation 3 | B: Conversation 1 |          |          |
| C: Conversation 2 | D: Conversation 4 |          |          |

### ✓ Check the Workbook

For more practice, use Exercise 1 and 2 in Unit 8, Lesson 2 in the workbook.

## Lesson 2 At the Check-in Counter

### A Model Conversation

Read the conversation. Then listen. 

**Agent:** Welcome to SkyAir. Where are you traveling today?  
**Max:** Hi. Costa Rica. Cathy, can you **pass** my backpack to me?  
**Cathy:** Sure. Here you go.  
**Agent:** Tickets and passports, please.  
**Max:** Here you are. And we have two bags to **check**.  
**Agent:** Okay. Do you mind putting your bags on the **scale**, please?  
**Max:** Sure. Wow, this bag is **heavy**.  
**Agent:** Whose **suitcase** is this?  
**Cathy:** That's mine. The gray one is his.  
**Agent:** And whose is that over there?  
**Cathy:** That's my **carry-on**.  
**Agent:** All right. Here are your **boarding passes**. Enjoy your **flight**.

Brief note

"Here you go" is a less formal way of saying *Here you are*.



Brief note


"Do you mind -ing...?" is a polite way of making a request. Use *can* or the imperative with friends and family.

### B Vocabulary

Look at the bold words in the conversation. Write each word next to the correct definition.

Definition	Word(s)
a trip on a plane	
a machine used to find out the weight of something	
a large piece of luggage	
difficult to lift or move	
to give (something) to another person	
pieces of paper that you show before boarding (getting on) a plane	
a small bag to take on the airplane with you	
to give (a bag, suitcase, etc.) to an employee so that they can put it on the plane	

### C Vocabulary Comprehension

Fill in the blanks in the conversations below with the correct words from part B. Listen and check. Then match each conversation with the correct picture. 

- |  |  |
|--|--|
| 1. A: Can I see your passport and _____, please?<br>B: Sure. Here you are.   | 3. A: Can I help you with that suitcase?<br>B: No, thanks. It's big, but it isn't _____. |
| 2. A: Are you taking much luggage?<br>B: No, just a small bag. It's a _____. | 4. A: I'd like to _____ this bag.<br>B: Okay. Please put it on the scale.                |



A \_\_\_\_\_



B \_\_\_\_\_



C \_\_\_\_\_



D \_\_\_\_\_

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### Extension A New Invention

- Put students into groups of three or four. Ask students to think of a new invention that would make air travel easier: a new kind of luggage? A new check-in process?
- Encourage them to be creative.
- Ask them to write five reasons why they think it would be a good invention to include.
- Have each group present their invention and their five reasons.
- Vote for the best invention!

### D Grammar

- Pick up several items from your desk or around the room. As you do so, make statements about them using possessive pronouns: *This bag is mine*, *That book is mine*, etc. Next, point out an object that belongs to a student and make a statement such as, *That bag is hers* or *That book is his*.
- Remind them that we can use possessive pronouns to take the place of someone's name. They describe ownership.
- Next, ask a question to the students about the objects you used. *Whose book is this? It's yours. Whose bag is that? It's his.* Write the questions and answers on the board, underlining the word *whose*. Explain that you use the question word *whose* to ask about ownership. Clarify the difference between *whose* and *who's*. Ask students to refer back to the model conversation and underline the possessive pronouns and *whose* for context.

## D Grammar

### Questions with *whose* and possessive pronouns

questions with <i>whose</i>	possessive pronouns
<i>Whose</i> + noun...?	Possessive pronouns replace names or a possessive adj. + noun. They describe ownership.
Whose bag is this? Whose car are we taking? Whose suitcases are these?	It's Henry's. → It's <b>his</b> . Let's take your car. → Let's take <b>yours</b> . They're my suitcases. → They're <b>mine</b> .

## E Grammar Practice

### Circle the correct answers.

- The pink backpack is his, not ( my / mine ).
- ( Who's / Whose ) luggage is in the car?
- Those tickets aren't yours. They're ( ours / our ).
- Roberto is looking for his phone. Is this ( his / him )?
- I have my boarding pass. Where is ( your / yours )?
- Our flight leaves at 10 o'clock, and ( they / theirs ) leaves at 12.

## F Quick Review

### Look back at the brief notes in this module and fill in the blanks.

- Don't say \_\_\_\_\_. Say *let's*.
- The phrase *face to face* means \_\_\_\_\_.
- When you give something to someone, say \_\_\_\_\_ or \_\_\_\_\_.

## G Use the Language

### Let's pack!

Imagine you and a friend are packing your suitcases for a vacation. Think about where you are going and how long you are going for.

Now role-play the situation. Request that your partner pass you things to add to your suitcase, and help your partner. Identify which things are yours and which are not. Use the items in the photos or your own ideas.



Present your conversation to the class.

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### ✓ Check the Workbook

For further practice, use Exercise 1 and 2 in Unit 8, Lesson 2 in the workbook.

### Teacher's Note Possessive Pronouns vs. Possessive Adjectives

Students may ask about the difference between these two similar grammar points. Explain that the pronoun takes the place of the name of a person. Possessive adjectives, like other adjectives, describe a noun. Therefore, they cannot stand alone; they must precede a noun. For example, *This is MY BAG*. This statement shows the possessive adjective *my*. *It is MINE*. This statement uses the possessive pronoun *mine*.

## E Grammar Practice

- Do number **1** together as a class. Remind the students of the correct form of possessive pronouns.
- Ask them to circle the correct answers.
- Ask them to check their answers with a partner. Walk around and address any concerns or questions they may have.
- Check answers as a whole class.

<b>Key</b>	1. mine	2. Whose	3. ours
	4. his	5. yours	6. theirs

### ✓ Check the Workbook

For more practice, assign Exercise 4 in Unit 8, Lesson 2 in the workbook.

## F Quick Review

- Read the directions and check for understanding.
- Tell students to look through the module, including the Brief notes, to find the answers.
- Check answers as a class

Key

- let us
- in person
- here you are, here you go

## G Use the Language: Let's pack!

- Ask students to imagine that they are packing their suitcases for a vacation with a friend.
- Put students into pairs. Tell them to work together thinking about where they are going and how long they are going for.
- Ask students to role-play the situation. They can use the items from the photos or their own ideas.
- Have students present their conversations to the class.

### ✓ Check the Workbook

For more practice, assign Exercise 5 in Unit 8, Lesson 2 in the workbook.

### Extension Possessive Pronoun Race

- Prepare several cards with sentences and several cards with only possessive pronouns on them.  
For example: *He took that bag, but it's not \_\_\_\_\_. Can you give the book back to us? It's \_\_\_\_\_.*
- Place the sentence cards face up on the desk, and the pronoun cards face down.
- One student chooses a sentence, and reads it out, the other students need to race to find the corresponding pronoun card. Then complete the sentence.
- The student with the most pronoun cards at the end is the winner.

## Lesson 3 At Security

### Aims

- Talk about airport security
- Make comparisons

### Vocabulary

bin	conveyor belt	metal detector	duty-free shop
anxious	excited	stressed	terrified

### Grammar

Comparing with adverbs

### Warm Up

- Write the title of the lesson on the board: *At Security*.
- Ask students to think about what that means at the airport. *What do you think happens at the security gate at the airport?* Elicit their answers and talk about anything interesting that comes up.
- Encourage students who have travel experience to share their experiences with the class.

### A Model Conversation

- Ask students to cover the conversation text and look at the photo. Ask them to identify what they can see in the photo. Can they name any of the equipment? Can they describe the process?
- Ask students to read through the conversation by themselves.
- Play the audio and listen to the conversation as a class.
- Ask students to practice the dialogue with a partner.

### B Vocabulary

- Ask students to listen to each word that is listed in the word box.
- Read each word out loud and have the students repeat after you to practice the correct pronunciation.
- Ask students to write the word under the correct picture.
- Ask students to check with their partner and answer any questions they may have.

**Key** Pictures: bin, metal detector, duty-free shop, conveyor belt.  
1. b      2. a      3. c      4. d

### Teacher's Note Use of a Hyphen

- Write the word *duty-free shop* on the board. Circle the hyphen. Underline the word *shop*. Explain that the word *shop* is a noun and the words *duty free* are describing the noun. Therefore, *duty free* becomes an adjective. When you use two or more words to modify a noun, you need to include a hyphen.
- Other common examples include: *check-in counter*, *full-time job*.

### ✓ Check the Workbook

For more vocabulary practice, assign Exercises 1 to 2 in Unit 8, Lesson 3 of the workbook.

## Lesson 3 At Security

### A Model Conversation

Read the conversation. Then listen. 

**Guard:** ID and boarding passes, please.

**Max:** This is mine, and this one is hers.

**Guard:** Okay. Please place your bags on the conveyor belt and put your shoes in a bin. Then walk through the metal detector. Can you come through one more time, sir? More slowly this time, please.

**Cathy:** Max, you're walking too fast!

**Max:** Sorry, I'm a little anxious. We need to board our flight soon.

**Guard:** That's fine, sir. Ma'am, please come through now.

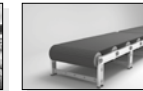
**Cathy:** Okay. Oh, Max—this is taking longer than I thought. I hope we still have time to go to the duty-free shop. I'm excited to see what they have!



### B Vocabulary

Listen to the words or phrases. Then write them under the correct pictures. 

bin      conveyor belt      metal detector      duty-free shop



Match the words to the correct definitions.

- |              |   |   |
|--------------|---|---|
| 1. anxious   | • | a. very happy about something that is going to happen |
| 2. excited   | • | b. worried; nervous                                   |
| 3. stressed  | • | c. feeling pressure to do something in a situation    |
| 4. terrified | • | d. very scared  |

### C Vocabulary: The meanings of pass

You learned the word *pass* in Lesson 2. It also appears as part of other vocabulary words and phrases in this module: *passport* and *boarding pass*. The word *pass* has several different meanings. Read the definitions. On a separate sheet of paper, write a sentence for each definition. Then share your sentences with a partner.

**pass<sup>1</sup> /pæs/ noun**  
a paper or card that lets you enter a place (an airplane, a building, etc.): *I ride the bus often, so I have a bus pass.*

**pass<sup>2</sup> /pæs/ verb**  
1. to move past (someone or something): *We pass the bakery every day when we walk to school.*  
2. to make a good enough grade; to finish (a class or exam) successfully: *Did you pass your history test?*

### C Vocabulary: The meanings of pass

- Tell the students that the word *pass* has many different meanings.
- Go over the different definitions with the students. Give further explanations if needed.
- Have students write a sentence for each definition.
- Then have the students share their sentences with a partner.

### Extension Class Discussion

- Have the students talk about the following topic in groups or as pairs. Then share their opinions with the class.
- *How can we make airport and travel security better?*

## D Grammar

### Comparing with adverbs

adverbs	
Adverbs describe actions. They describe how the action is done and how often. Adverbs often come after the verb in the sentence: <i>He walked <b>slowly</b> through security.</i> Many adverbs are made by adding <i>-ly</i> to an adjective. To form the comparative of an <i>-ly</i> adverb, use <i>more</i> + adverb. But some words are the same in both adjective and adverb form ( <i>early</i> , <i>fast</i> ). Their comparative adverb forms are the same as their comparative adjective forms (see Unit 5 Lesson 1). Other adverbs are irregular ( <i>well</i> , <i>badly</i> , <i>far</i> ).	
adverbs	comparative adverbs
quietly	more quietly (than)
slowly	more slowly (than) / slower (than)*
quickly	more quickly (than) / quicker (than)*
loudly	more loudly (than) / louder (than)*
early	earlier (than)
fast	faster (than)
well	better (than)
badly	worse (than)
far	farther (than)

\*Quick and slow are sometimes used as adverbs.

## E Grammar Practice

Read the sentences. Fill in the blanks with the correct forms of the adverbs.

- We arrived \_\_\_\_\_ (early) than they did.
- She went through security \_\_\_\_\_ (fast) than the rest of the group.
- I walk \_\_\_\_\_ (slowly) than he does.
- He got to the airport \_\_\_\_\_ (quickly) than I did.
- They packed their suitcases \_\_\_\_\_ (well) than they did on the last trip.
- This conveyor belt works \_\_\_\_\_ (badly) than the other one.

## F Use the Language

### Things you can't take on the plane

Go online and find information about what you can and cannot take through the security check at your nearest airport. Make a list and share it with your partner. Are you surprised by anything?

Things you can bring:

---

---

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---

---

---

---

---

Things you cannot bring:

---

---

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---

---



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## E Grammar Practice

- Do number 1 together as a class.
- Ask students to fill in the blanks with the missing words, using the words in the parentheses as clues.
- Check the answers as a whole class.

Key

- We arrived **earlier** than they did.
- She went through security **faster** than the rest of the group.
- I walk **more slowly** than he does.
- He got to the airport **more quickly** than I did.
- They packed their suitcases **better** than they did on the last trip.
- This conveyor belt works **worse** than the other one.

### ✓ Check the Workbook

For more practice, assign Exercises 3 to 5 in Unit 8, Lesson 3 of the workbook.

## F Use the Language: Things you can't take on the plane

- Tell students to go online and research their local airport's security recommendations.
- They need to identify items they can bring through security and items they cannot bring through security.
- They should make a list of each kind of item in their book and then compare their lists with a partner.
- Encourage them to discuss their results. Was there anything surprising? Anything interesting? What do they think about these rules?

## D Grammar

- Write the sentence *I walk quickly* on the board. Ask students to identify the part of speech of each word. *I* = subject, *walk* = verb, *quickly* = adverb. Remind students that adverbs describe verbs.
- Next, write the sentence *I walk more quickly than my sister* on the board. Underline the words *more quickly* and *than*. Explain that we use this comparative adverb structure to make comparisons about actions.
- Ask students to refer to the chart in their textbooks. Read through the examples with them. Point out the different forms of adverbs and how we make them comparative. Also point out the use of the word *than* as an important feature of this structure.

### Teacher's Note Different forms of Adverbs

- This is a great opportunity to review all the different forms of adverbs and how to use them in sentences.
- ly* adverbs take the word *more*, other adverbs like *fast* take *-er*, and then irregular ones like *well* and *badly* change their form completely.
- Remind students to review this point many times and memorize the rules.
- You can use this time to make a list of different kinds of adverbs on the board, which they can then use in part F: Use the Language.



## Lesson 4 Frequently Asked Questions

### Aims

- Ask for information with *how*
- Make comparisons

### Vocabulary

#### Airport words

follow      liquid      line      passenger  
process      measure      departure

#### Measurements and their short forms

liter (l)      millimeter (ml)      centimeter (cm)  
kilometer (km)      meter (m)

### Grammar

Superlative adverbs; *how* + adverb

### Warm Up

- Write the letters FAQ on the board. Tell students this is called an *acronym*. Explain that acronyms are formed by taking the first letter of each word and forming a shorter word. Ask students to discuss what they think FAQ means. Have they seen it before? Where?
- After giving them some time, write the answer on the board: Frequently Asked Questions. Underline each initial letter (F, A, Q). This is the title of today's lesson.
- Explain that the FAQ page can be found on websites and are a source of information for customers about common questions and issues.

### A Authentic Text: An airline's website Track 65

- Tell students they are going to read the FAQ page from an airline's website.
- Tell them to look it over quickly to make some predications about what they will hear.
- Play the audio and have students read along. Ask them to read it once more after the audio is finished.
- Ask students to underline any words they don't know and to discuss these with their partner. Ask some comprehension questions to check their understanding of the text. (*What is an FAQ? What does SkyAir's FAQ give information on? How big can your carry-on be?* etc.)

### B Vocabulary Track 66

- Play the audio and ask students to listen to each word.
- Ask students to say each word out loud and practice with a partner. Give any help with pronunciation if needed.
- Some of the words are more abstract, so they may need some help understanding the meaning. Answer any questions they may have.
- Then have students write the words next to the correct definitions.
- Go over the answers as a class.

Key

departure, follow, line, process, liquid, measure, passenger

### Teacher's Note Pronunciation of the word *process*

Students may hear the word *process* pronounced two ways: {'prawcess'} /'pra:ses/ or {'prowcess'} /'prəu:ses/. Tell them that either one is acceptable and they can pronounce it either way – whatever is easier for them.

## Lesson 4 Frequently Asked Questions

### A Authentic Text: An airline's website

Read the information on SkyAir's website. Then listen. © Track 65

### B Vocabulary

Listen to each word. Then write the words next to the correct definitions. © Track 66

follow      liquid      line      passenger      process      measure      departure

Definition	Word
the act of leaving	
to obey (a rule)	
a group of people waiting for something, with each person standing behind another	
a series of actions to produce a result	
something like water that you can drink or pour	
to be a certain size	
a person who rides (in an airplane, a bus, a car, etc.)	

### C Vocabulary: Measurements

Write the words from the box next to the correct short form.

liter      millimeter      centimeter      kilometer      meter

ml = \_\_\_\_\_ l = \_\_\_\_\_ cm = \_\_\_\_\_  
m = \_\_\_\_\_ km = \_\_\_\_\_

### D In Your World

Go online and visit your local airport's website. Do they have an FAQ page? What questions are listed there? Do you see any mistakes on it? Take notes on the questions you see, as well as any mistakes. Did you learn anything new about air travel in your country? Share your thoughts with a partner.

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### C Vocabulary: Measurements

- Tell students to look at the words in the word box. Have them repeat after you.
- Tell students to work in pairs. They should write the words next to the correct short forms.

Key

ml= millimeter l=liter cm=centimeter m=meter km=kilometer

### ✓ Check the Workbook

For further vocabulary practice, use Exercises 1 to 3 of Unit 8, Lesson 4 in the workbook.

### D In Your World

- Tell students to go online and visit the website of the nearest airport.
- They need to find the FAQ page (if applicable) and write some of the questions down.
- If the website does not have a FAQ page, they should think of five questions they want to know answers to about traveling from their airport.
- Ask them to share their information with a partner.

## E Grammar

### Superlative adverbs; how + adverb

superlative adverbs	
To form the superlative of an -ly adverb, use <i>the most</i> + adverb. Adverbs with irregular comparative forms also have irregular superlative forms. (See Lesson 3 of this unit.)	
adverbs	superlative adverbs
quietly	the <b>most</b> quietly
slowly	the <b>most</b> slowly / the <b>slowest</b>
quickly	the <b>most</b> quickly / the <b>quickest</b>
early	the <b>earliest</b>
fast	the <b>fastest</b>
well	the <b>best</b>
badly	the <b>worst</b>
far	the <b>farthest</b>

how + adverbs
Like with adjectives (see Unit 1 Lesson 2), you can use <i>how</i> + adverb to ask about the degree of an adverb.
How <b>early</b> should I arrive at my gate?
How <b>far</b> did you travel?
How <b>fast</b> does she run?
How <b>quickly</b> can you pack?

#### Brief note

The use of *quick* and *slow* as adverbs is informal.  
I worked the **quickest** / the **slowest**. (informal)  
I worked the **most quickly** / the **most slowly**. (formal)

## F Grammar Practice

Fill in the blanks with the correct words and phrases from the box. Then read the sentences out loud.

the fastest the best the earliest fast far quietly how the worst the slowest

- Planes go really \_\_\_\_\_—more than 600 kilometers per hour.
- We're late, so Max should drive. He drives \_\_\_\_\_.
- I always get up \_\_\_\_\_ at 5 a.m.!
- How \_\_\_\_\_ into the jungle did you go?
- Please talk \_\_\_\_\_. My grandfather is sleeping.
- \_\_\_\_\_ well can you speak Spanish?
- I ski \_\_\_\_\_ out of all my friends. I don't want to go skiing on vacation!
- Liam is good at math. He always does \_\_\_\_\_ in our class on tests.
- My teacher says I don't work fast enough. I'm \_\_\_\_\_ in my class.

## G Use the Language

### I have some questions...

Imagine you are traveling to a new country. You want some information about traveling there. On a separate sheet of paper, write five questions about your trip. They can be about the airport, the hotel, things to see and do, etc.

Give your questions to a partner. Your partner should go online, find the answers to your questions, write them down, and give them back to you. Using the answers, tell your class about your trip.



### Extension Other Common Acronyms

- Put students into groups and ask them to brainstorm other acronyms they may know—if they can think of some related to airports or travel, great. However, don't put a limit on the topic.
- They can then share their list with other groups. If they have the same answer as another group, both groups must cross it off their list.
- The group with the most words not crossed out wins the game!
- Some ideas are: USA (United States of America), UK (United Kingdom), ETA (Estimated Time of Arrival), FYI (For Your Information), ASAP (As Soon As Possible), FBI (Federal Bureau of Investigation), UN (United Nations), JAL (Japan Airlines) etc.

## E Grammar

- Write this sentence from the model conversation on the board: *Passengers who follow the rules go through the fastest.* Underline the words *the fastest*. Explain that *the fastest* is a superlative adverb that talks about the highest degree of speed. The fastest passengers are those who follow the security process rules. Those that don't follow the rules will not get through the security process quickly.
- Ask the students to look at the examples and the explanations in the chart. Read through the examples together, answering any questions they have. Try and elicit more examples from students.

## F Grammar Practice

- Do number **1** together as a class.
- Ask the students to fill in the blanks with the words in the word box.
- Remind them to read the sentences carefully—some of the answers are tricky!
- Ask them to check their answers with a partner.
- Then go over all the answers as a class.

### Key

- |              |                |                 |
|--------------|----------------|-----------------|
| 1. fast      | 2. the fastest | 3. the earliest |
| 4. far       | 5. quietly     | 6. How          |
| 7. the worst | 8. the best    | 9. the slowest  |

### ✓ Check the Workbook

For further practice, assign Exercises 4 and 5 in Unit 8, Lesson 4 in the workbook.

## G Use the Language: I have some questions...

- Tell the students that they are to each think of a country they want to visit for the first time.
- Ask the students to think of things they want to know about the country they need to write at least five questions that they have about the country: what they can do there, what foods they can eat, information about the airport the hotel, things to see and do, etc.
- They should give their list of questions to a partner who will then answer them as though they are writing them on a FAQ section of a website.
- Using the answers, share your trip with the whole class.

### Extension A Country Profile

- Students can research and create a country profile for a country they wish to visit. The country profile must include the name of country, its capital city, population, size, location, religions, and languages.
- They can put this information in a chart, and then their partner can ask questions about the country and fill in an empty chart with the information they want to know.

## Lesson 5 A Delayed Flight

### Aims

- Describe what one can and can't do
- Ask simple questions about what people are able to do

### Vocabulary

delayed	magazine	flip through
celebrity	gossip	departure board
last night	on Saturdays	in an hour

### Grammar

have + O + to verb

### Warm Up

- Tell students to imagine that they are going to take a very long trip around the world. They have to take three airplanes and travel for 24 hours. What kind of things would they bring with them to keep themselves entertained?
- Give some personal examples. Tell students about your own experiences with long-distance or trans-continental flights.
- Make a list of things the students say on the board. Ask any students who have experience traveling what being on an airplane for a long time is like. Do they have any suggestions on how to make the experience more comfortable?

### A Model Conversation

- Ask students to look at the picture and describe what they see.
- Tell students to read through the conversations by themselves.
- Then play the audio.
- Very briefly, confirm that students have understood by asking them comprehension questions. (*What happened with Max and Cathy's flight? How long do they have to wait? etc.*)
- Ask students to underline any words they don't know and to ask their partner if they know the meaning.

### B Vocabulary

- Ask students to read each word in the box out loud.
- Ask students to match the words with the correct definitions for the top section of the exercise.
- Next, tell them to fill in the blanks with the same words to complete the sentences.
- Check the answers as a whole class.

Key	1. d	2. e	3. f	4. c	5. b	6. a
	7. celebrity, gossip					
	8. departure board, delayed					
	9. magazines, flip through					

### ✓ Check the Workbook

For further practice, assign Exercises 1 and 2 in Unit 8, Lesson 5 in the workbook.

## Lesson 5 A Delayed Flight

### A Model Conversation

Read the conversation. Then listen. 

Cathy: Our gate is over there. Our flight leaves soon.

Max: Um, I'm not sure about that. Look at the departure board—it says our flight is delayed.

Cathy: Oh, no! How long do we have to wait?

Max: It says it leaves in an hour.

Cathy: Oh, well. I have these magazines from the duty-free shop to flip through.

Max: What are you going to read on the plane?

Cathy: I have some movies to watch on my tablet.

Max: I don't have anything to do on the plane. Can I borrow your magazines later?

Cathy: Sure, if you're interested in celebrity gossip!

Time	To	Gate	Remark
15:00	LONDON	A10	CANCELLED
15:02	MADRID	A03	ON TIME
15:08	NEW YORK	A17	ON TIME
15:09	MIAMI	B15	ON TIME
15:12	COSTA RICA	B09	DELAYED
15:14	PARIS	B05	CANCELLED
15:30	BANGKOK	A12	CANCELLED
15:31	TOKYO	B01	DELAYED

### B Vocabulary

Match the expressions to the correct definitions.

- |                    |   |   |
|--------------------|---|---|
| 1. delayed         | • | a. a board showing when planes leave                        |
| 2. magazine        | • | b. interesting news about other people (sometimes not true) |
| 3. flip through    | • | c. a famous person  |
| 4. celebrity       | • | d. not leaving on time; late                                |
| 5. gossip          | • | e. a small book with pictures and articles                  |
| 6. departure board | • | f. read something casually or quickly                       |

Fill in the blanks with the correct words and phrases from the box.

gossip   magazines   flip through   celebrity   delayed   departure board

- I'm interested in \_\_\_\_\_ news—I like to read \_\_\_\_\_!
- Look at the \_\_\_\_\_. It says our flight is \_\_\_\_\_.
- I have these \_\_\_\_\_ to \_\_\_\_\_.

### B Vocabulary: Time expressions

Time expressions say when something happens (or happened) in the past, present, or future.		
Past	Present	Future
yesterday	on Saturdays	tomorrow
last week	at 1.00 p.m.	next week
a few days ago	now	in an hour / in 20 minutes
last night	between 6 and 7 p.m.	soon
We saw a movie last night.	She works on Saturdays.	Our flight leaves in an hour.

### D In Your World

Imagine your flight is delayed. What do you want to do while you wait? Visit the duty-free shop? Read magazines? Go online and find out what people can do in your local airport. Take notes on a separate piece of paper. Then share the information with a partner.

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### C Vocabulary: Time expressions

- Ask students to look at the table of different time expressions.
- Go over each section carefully. Provide students with examples to clarify the usage.
- Elicit sample sentences from the students.
- Have students question each other to practice answering with time expressions. Tell them to refer to the table.

### D In Your World

- Tell students to imagine that they are stuck at the airport—their flight has been delayed and they need to spend some time at the airport. What would they do while they wait?
- Ask student to think of ways to entertain themselves.
- Tell students to use the Internet to find out what they can do at their local airport. They should take notes on a separate piece of paper. Then share the information with a partner.
- Have each partner tell the rest of the class what their classmate would do if their plane were delayed.

## E Grammar

have + O + to verb

have + O	have to + verb	have + O + to verb
Use <i>have</i> + O to talk about an object that you possess.	Use <i>have to</i> + verb to talk about something that is important to do.	Use <i>have</i> + O + to verb to talk about things that you have and that you can do or use.
I have a pet.	I have to do this homework.	I have these magazines to flip through.

## F Grammar Practice

Match the first part to the second part of the sentence. Then read each one out loud to a partner.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. The passenger has movies to | • a. to read on vacation.        |
| 2. She has a lot of books      | • b. pack before he leaves.      |
| 3. I have to                   | • c. a sister and a brother.     |
| 4. They have homework          | • d. to do tonight.              |
| 5. He has bags to              | • e. watch on the plane.         |
| 6. I have                      | • f. call my boyfriend tonight.  |
| 7. They have a guide           | • g. to help them on their trip. |

Put the words in order to make sentences.

8. have / we / tickets / our / soon / to / book

9. play / kids / the / to / new / game / have / a

10. has / Gary / airport / to / go / now / the / to

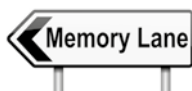
11. hungry, / have / but / eat / to / I / nothing / I'm

12. pencil / have / my / backpack / in / I / a

## G Use the Language

A trip down memory lane

Think about a trip you took in the past. What did you do and when? Now think about a trip you want to take in the future. What do you want to do and when? What do you want to do differently? Tell your partner about both trips. Share your stories with the class. Then write a short plan for your future trip.



## G Use the Language: A trip down memory lane

- Tell the students they are going to take a trip down memory lane. Explain what this expression means.
- Tell them to think about a trip they took in the past. They should also think about a trip they want to take in the future.
- Tell students to tell their partners about both trips. Have them share their answers with the class. Do some people have similar experiences or future trips? Discuss their answers.

### Teacher's Note Time Expressions

Time expressions can come either at the beginning or at the end of the sentence. For example: **Last week**, I bought our tickets / I bought our tickets **last week**. **A few days ago**, he met his parents / He met his parents **a few days ago**. Notice the use of the comma. Choosing where to put the time expression depends on what aspect of the sentence you want to emphasize, or what you think is most important to the context.

### Extension Guess Who?

- Have students write a story about a traveler and their schedule. They should try to describe what the traveler's schedule is like—what they did or will do in the week.
- Tell students that this traveler is one of their classmates. They should base their account on the information that they shared in part G.
- They can then share their stories with the class. Get the students to guess who the travelers are.

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## E Grammar

Write the following sentences on the board from the model conversation: *I have some movies to watch on my tablet.* Underline *have*, *some movies*, and *to watch*. Go over the meaning of this sentence. Tell them this structure is used to express what object you have and that you can do something with it. Go through the chart with the whole class. Have students read the explanations and the sample sentences.

## F Grammar Practice

- Ask the students to draw a line to match the two parts of the sentences. Do the first one together. Remind students to use punctuation correctly.
- When they are finished, ask them to compare their answers with a partner and then read each sentence out loud.
- Then check the answers as a whole class.

Key	1. e	2. a	3. f	4. d	5. b	6. c	7. g
	8. We have to book our tickets soon.						
	9. The kids have a new game to play.						
	10. Gary has to go to the airport now.						
	11. I'm hungry, but I have nothing to eat.						
	12. I have a pencil in my backpack.						

### ✓ Check the Workbook

For further practice, assign Exercises 3 and 4 in Unit 8, Lesson 5 in the workbook.

## Unit 8 : Active Review

### A Airport Information Track 68


- Tell students they are going to listen to a conversation between an airline agent and a traveler.
- Give them some time to quickly read through the conversation as this helps them to predict what words might be missing.
- Play the audio twice.
- Check the answers as a whole class. Write the answers on the board.
- Ask students to practice the dialogue with each other.
- Have a couple of pairs come to the front and role-play the dialogue.

Key

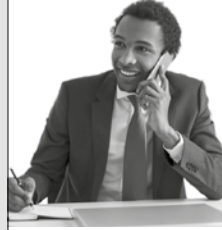
**Agent:** SkyAir. Can I help you?  
**Traveler:** Hello, I am traveling to China tomorrow. **How early** do I need to arrive at the airport?  
**Airline agent:** You should **check in** 2 hours before your flight leaves.  
**Traveler:** Okay. **Could** you tell me where the check-in counter for SkyAir is?  
**Airline agent:** We are in **Terminal** 3.  
**Traveler:** Do you **mind** telling me how many bags I can check?  
**Agent:** Sure. You can check two **suitcases**. And one **carry-on** is allowed. This information is also available on our website's FAQ.  
**Traveler:** Great. What about security? Could you **tell** me how to pass through it **more** smoothly?  
**Agent:** Be ready for the **metal detector**—remove all metal objects from your pockets.  
**Traveler:** Right!  
**Agent:** Then you can take the terminal **train** to the **gate**. It's **faster** than waiting for the bus. And don't forget to check the **departure board** in case your **flight** is delayed.  
**Traveler:** Thank you very much for your help.

## Active Review

### A Airport Information

Read the conversation and fill in the blanks with the correct words from the box. Then listen and check your answers. Practice the conversation with a partner. 

check in suitcases    how early more    could departure board    faster flight    mind carry-on    metal detector terminal    gate train



**Airline agent:** SkyAir. Can I help you?  
**Traveler:** Hello, I'm traveling to China tomorrow. \_\_\_\_\_  
 \_\_\_\_\_ do I need to arrive at the airport?  
**Airline agent:** You should \_\_\_\_\_ two hours before your flight leaves.  
**Traveler:** Okay. \_\_\_\_\_ you tell me where the check-in counter for SkyAir is?  
**Airline agent:** We are in \_\_\_\_\_ 3.  
**Traveler:** Do you \_\_\_\_\_ telling me how many bags I can check?  
**Airline agent:** Sure. You can check two \_\_\_\_\_. And one \_\_\_\_\_ is allowed. This information is also available on our website's FAQ.  
**Traveler:** Great. What about security? Could you tell me how to pass through it \_\_\_\_\_ smoothly?  
**Airline agent:** Be ready for the \_\_\_\_\_—remove all metal objects from your pockets.  
**Traveler:** Right.  
**Airline agent:** Then you can take the terminal \_\_\_\_\_ to the \_\_\_\_\_. It's \_\_\_\_\_ than waiting for the bus. And don't forget to check the \_\_\_\_\_ in case your \_\_\_\_\_ is delayed.  
**Traveler:** Thank you very much for your help.



### B Call the Airport

With a partner, research the nearest airport. Use what you learn to create your own conversation like the one above. Take some time to reread the conversation and replace the following information with your own.

Where are you going?                      What airline are you taking?  
 What terminal is it in?                      How many bags can you check?

Choose roles and practice with your partner. Then present your conversation to the class.

### C Reminder

#### Some Module 4 Goals in Unit 8

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Follow short, simple written directions
- \_\_\_\_\_ Understand short, clear, simple messages at the airport
- \_\_\_\_\_ Correctly use simple phrases you have learned for specific situations

#### Brief note

An **airline** is a company that owns airplanes to carry passengers and other things.

### B Call the Airport

- Tell students to work with a partner. Tell them to research the nearest airport.
- Using the new information, tell students to create their own conversation similar to the one from Part A.
- Tell students to practice their roles with their partners. Have them present their conversation to the class.

### C Reminder: Some Module 4 Goals in Unit 8

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.



## Communication

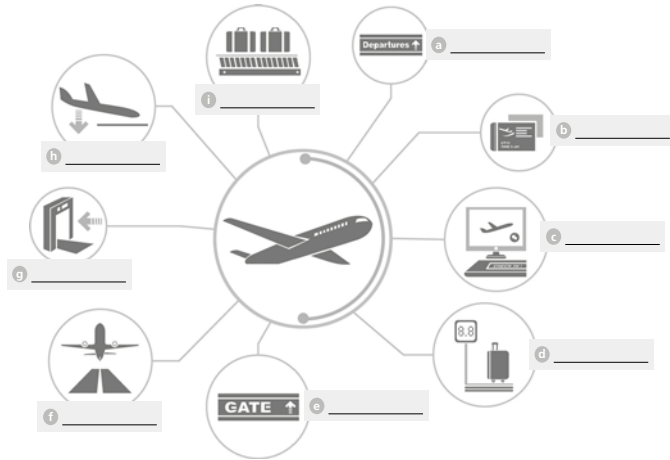
### A Warm Up

Put the letters in order to make words.

- |              |       |              |       |
|--------------|-------|--------------|-------|
| 1. egta      | _____ | 4. lftgih    | _____ |
| 2. pedurtaer | _____ | 5. claes     | _____ |
| 3. rcopses   | _____ | 6. retoclasa | _____ |

### B Brainstorm

Look at the image. Discuss the symbols with a partner or your teacher. Then label them with the name of an airport place or process.



After labeling each symbol, think of questions you can ask about each image at the airport. Write your questions down on a separate piece of paper. Then share them with a partner. Your partner should write down the answers to your questions.

### C Write

Imagine you have a friend who never travels. He or she does not know anything about the process of going through an airport. On a separate piece of paper, design a diagram showing the process from beginning to end. Write each step and, where possible, include the letter of the image from above that matches the step.

For example,

Arrive early at the airport. → Find the check-in counter. → \_\_\_\_\_

Share your diagram with a partner. Ask your partner's opinion—did you forget anything?

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(Answers may vary.)

- a. Departures
- b. Tickets/Boarding passes
- c. Online booking
- d. Scale/Weighing bags
- e. Gate
- f. Departure(s)/Runway
- g. Metal detector
- h. Arrival(s)/Landing
- i. Conveyor belt

### Write

- Put students into new pairs. Tell students to imagine that they have a friend who never travels. He or she does not know much about the process of going through an airport. Design a diagram illustrating the process from beginning to end. Write a description for each step and where possible, include the letters of the symbols from part B.
- Share your diagram with your partner. Ask them for their opinion.
- While students are working, go around the class and give help where needed.
- After students have completed their work in pairs, go over the process as a class.

### Extension The Airport Process

- As a continuation of the activity in part C, have students prepare a poster demonstrating the process at an airport (checking in, going through security, waiting at the gate etc.). Tell them to work in groups.
- They can prepare a short demonstrative conversation for each step and perform it at the front of the class, along with their poster.

## Communication

### A Warm Up

- Tell the students to unscramble the words. They have to put the letters in order to make some of the words they learned in the modules.
- Give students time to work on their own or in pairs. Go over the answers as a class.

- |            |           |              |              |
|------------|-----------|--------------|--------------|
| <b>Key</b> | 1. gate   | 2. departure | 3. process   |
|            | 4. flight | 5. scale     | 6. escalator |

### B Brainstorm

- Tell the students to look at the image. Tell them to discuss the symbols with a partner. Have them label the symbols with the name of an airport place or process.
- After labeling the symbols, students should think of questions they can ask about each image. Their partners should answer the questions.
- Go over the answers as a class.

## Module 4 : Review

### A Vocabulary

- Have students complete the sentences by choosing the correct answers.
- Tell them to try and find the correct answers without referring back to the module first. If they have a hard time figuring out the answers, they can refer back to the module in the textbook if necessary.
- Have students check their answers in pairs first. Then check answers together as a class.

Key

1. c 2. b 3. b 4. a 5. b 6. c 7. a 8. b 9. a

### B Grammar

- Have students complete the sentences by filling in the blanks with the correct answers.
- Tell them to try to solve the problems by themselves first. If they need help, they can refer back to the module in the textbook if necessary.
- Have students check their answers in pairs first. Then check answers together as a class.

Key

1. I **am** having dinner with my parents tonight.
2. **Can/Could** you pass my bag, please?
3. **Don't** forget to book the tickets online!
4. **Take** care!
5. Is this bag yours? Yes, it's **mine**.
6. He walks **more** slowly than her.
7. I **have** a new book **to** read on the plane.
8. **Whose** suitcase is this?
9. We **need to** bring our passport to the airport.
10. **Can** I help you?.
11. Do **you mind** holding this for a moment?
12. **How** well do you know this airport?
13. He **has** two cats and a dog at home.
14. I sing badly, but she sings worse **than** me!
15. **Can/Could** I borrow your tablet, please?
16. We arrived **earlier** than them.

## Module 4 Review

### A Vocabulary

Choose the correct answers.

1. Please put your bags on the \_\_\_\_\_ and show me your \_\_\_\_\_.  
a. carry-on belt, board pass b. convey belt, ticket pass c. conveyor belt, boarding pass
2. People who go on \_\_\_\_\_ are \_\_\_\_\_.  
a. trails, thrill-seekers b. adventure tours, thrill-seekers c. riverboats, afraid of heights
3. We need to show the agent our \_\_\_\_\_ and \_\_\_\_\_.  
a. passes, tickets b. passports, tickets c. passports, ads
4. Your \_\_\_\_\_ should \_\_\_\_\_ 56 by 45 by 25 centimeters.  
a. carry-on, measure b. check-in, measure c. extreme heat, hate
5. This bag is so \_\_\_\_\_.! Let's take the \_\_\_\_\_ and not the stairs.  
a. heavy, escalate b. heavy, escalator c. heavy, escalation
6. I am \_\_\_\_\_ of the security \_\_\_\_\_—there are so many \_\_\_\_\_ to \_\_\_\_\_.  
a. terrible, process, rules, follow  
b. terrified, processing, rules, following  
c. terrified, process, rules, follow
7. Are you \_\_\_\_\_ about getting \_\_\_\_\_ at the airport?  
a. anxious, lost b. anxiety, lost c. anxious, losed
8. The \_\_\_\_\_ shows our flight is \_\_\_\_\_.  
a. advertisement, delayed b. departure board, delayed c. gate, delayed
9. I like to read \_\_\_\_\_ on a \_\_\_\_\_.  
a. magazines, flight b. passports, flight c. advertisements, fly

### B Grammar

Fill in the blanks with the missing word or words.

1. I \_\_\_\_\_ having dinner with my parents tonight.
2. \_\_\_\_\_ you pass my bag, please?
3. \_\_\_\_\_ forget to book the tickets online.
4. \_\_\_\_\_ care!
5. A: Is this bag yours?  
B: Yes, it's \_\_\_\_\_.
6. He walks \_\_\_\_\_ slowly than her. He's too slow.
7. I \_\_\_\_\_ a new book \_\_\_\_\_ read on the plane.
8. A: \_\_\_\_\_ suitcase is this?  
B: It's his.
9. We \_\_\_\_\_ bring our passports.
10. \_\_\_\_\_ I help you?
11. Do \_\_\_\_\_ holding this for a moment?
12. \_\_\_\_\_ well do you know this airport?
13. He \_\_\_\_\_ two cats and a dog at home.
14. I sing badly, but she sings worse \_\_\_\_\_ me!
15. \_\_\_\_\_ I borrow your tablet, please?
16. We arrived \_\_\_\_\_ than them.

### C Planning to Travel

Plan a trip with a partner. Decide where you want to go—what country, for example—and when. Make lists of things you need to bring, things you want to bring, things you can do there, things you want to do there, and places you want to visit.

Then prepare a presentation to give to the class. Create a poster about your trip for the presentation. Include:

- The destination, dates of travel, and cost of the tickets
- A list of things to pack in your suitcases
- A list of things to do and places to go in the area
- Any other information you think is important or interesting
- If possible, pictures of where you want to go (or show pictures on your phone)

Present your poster to the class. Explain your trip and answer any questions your classmates have.

### D Airport Role-Play

You have your tickets for the trip you planned in part C. Now check in—role-play a situation at an airport between the agent at the check-in counter and a traveler going on that trip.

#### Role A: Check-in agent

- Ask the traveler where he or she is going, and ask to see their tickets and passports.
- Ask the traveler about his or her bags.
- Give him or her a boarding pass.

#### Role B: Traveler(s)

- Check in for your flight.
- Ask the agent about your boarding passes and suitcases.
- Answer any questions the agent has about your trip.

### E Family Trip

This family is going on a trip. These are pictures they take at the airport as they prepare to leave. On a separate piece of paper, write a paragraph about the family and the trip they're going on.

Include:

- Where they're going and when
- How they planned their trip
- How they booked it
- How they went through the airport



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### E Family Trip

- Tell students to look at the pictures in the book.
- They are going to write a story about the family and their travels.
- Tell them to imagine where they're going, how the planned their trip, how they booked it, and how they went through the airport.
- Tell them to be as creative as possible.
- Ask students to share their story with the class.

### C Planning to Travel

- Tell students to plan a trip with a partner.
- Tell them they should decide where to go, when, and what you want to do there. Also, what will they bring?
- Students will have to make lists of the things and also create a poster for a class presentation.
- The poster should include the details listed in the book.
- Once they have completed their poster, they should present their trip to the class.
- Have the other students ask questions about their classmates' trips.

### D Airport Role-Play

- Tell students they are going to role-play a situation at an airport using the trip they planned in part C.
- The role-play should be about the situation between an agent at the check-in counter and a traveler going on that trip.
- Tell them to be as creative as possible. They should use the guidelines listed in the book to write their conversation.
- Ask a few pairs to perform their role-play for the class.

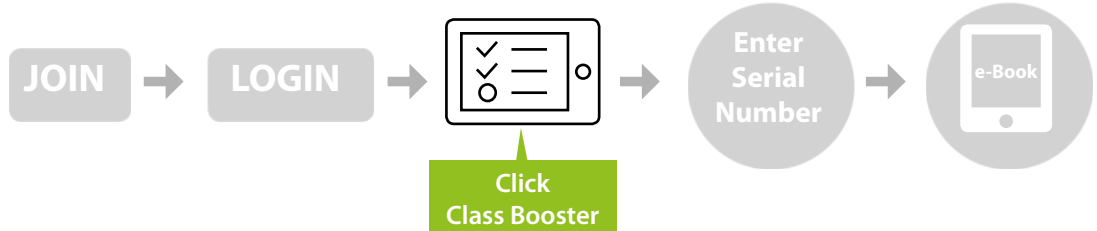




## Teacher's Class Kit

The **Teacher's Class Kit** includes interactive e-book versions of *Blueprint Student Book* and *Blueprint Workbook* that can be used in the classroom to facilitate teaching. The e-books are accessible through the Compass homepage. The *Blueprint Teacher's Guide* grants access to this tool through a serial number, which allows for one year of access to the *Teacher's Class Kit*.

### How to access the Teacher's Class Kit



- 1 Go to the Compass homepage at **www.compasspub.com** and sign in. Click **LOGIN** if you are already a member or **JOIN** if you need to sign up.
- 2 Click the **Class Booster** icon.
- 3 Click the **Enter Serial Number** button.
- 4 Enter the serial number for the Student Book or Workbook. (See next page.)

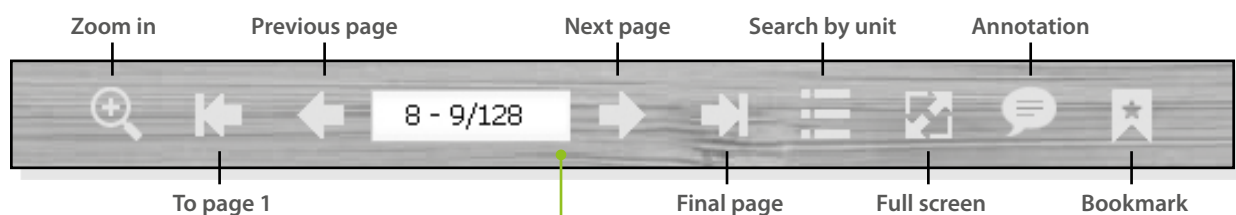
Anytime you want to use the e-books, simply return to the Teacher's Class Kit by repeating steps 1 and 2, above.



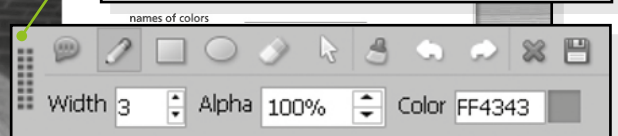
## Teacher's Class Kit features

- Interactive whiteboard
- Full-color page view of student books and workbooks
- Embedded audio and video files
- Simple tool bar with page finder, zoom in and zoom out, annotation, and bookmark tools

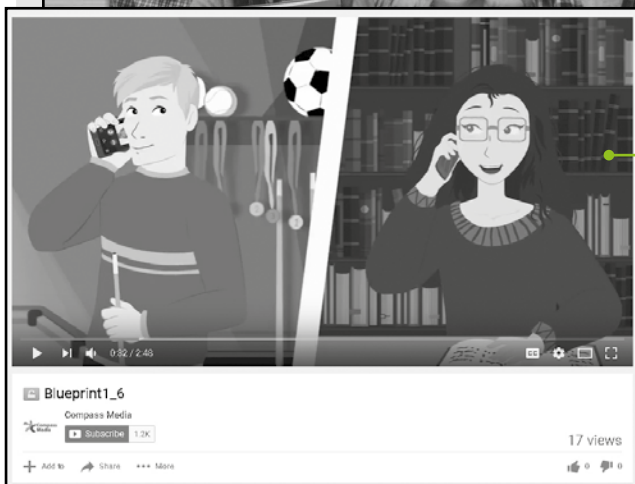
### ☒ Intuitive navigation tools



### ☒ Easy-to-use annotation tools



### ☒ Embedded video-play function that links to the Compass YouTube channel



## How to get your serial number

To get your serial number for the *Teacher's Class Kit*, contact your local distributor. You can also email [info@compasspub.com](mailto:info@compasspub.com) to get your serial number.