

Communicate 2

Teacher's Guide

Introduction

Traditionally, the emphasis in language teaching has been on presenting targets clearly at the beginning of a lesson. In *Communicate*, it is the students who work out the rules and sense the patterns for themselves.

A *Communicate* unit is a series of puzzles, and the language targets of each unit are the keys that solve these puzzles. It is the students' interest in finding solutions that motivates them to search for the language targets.

Another traditional tendency has been for teachers to use fun activities for a change of feeling or on special occasions, but not in "real" lessons. Fun activities have been gaining more respect, but there is still a tendency for them to be used for practicing language that has previously been introduced by more conventional methods.

In *Communicate*, the aim is for the students to be fully involved and having a lot of fun at every stage of a lesson, and particularly when new language targets are introduced. If students encounter new targets in motivating, student-centered activities, they are much more likely to produce this language spontaneously in the activities that follow and in real-life situations.

The primary aim of *Communicate* is to motivate the students to feel personally involved in the learning of the basic structures, functions, and themes they need to communicate effectively. All new language is presented in a clear and achievable sequence, but in contrast with conventional courses, the students feel they are learning what **they** want and need to express themselves, not simply what the teacher wants to teach. The students can also relax, have fun, and sense and feel English, rather than just understand it rationally.

One of the most fundamental problems we face as English teachers is that so many English language students fail to learn to communicate. *Communicate* is a course that attempts to address this problem head on.

Having said this, there is no 'right' way to use *Communicate*. Every teacher has a different style and every learning situation has its own unique requirements. The following way of teaching each section of a unit provides suggestions for teachers using the course for the first time. The aim is not to be prescriptive, but to suggest methods that can be successfully adapted to individual teaching styles and students' needs.

Warm-Up Activities

We put the students in situations where they either need the target words and structures in to express themselves, or they need to guess what these words and structures mean. They should either be thinking *How on earth do I say **that** in English?!* or *What on earth does **that** mean?!*, where the answers to these questions are today's language target.

The idea is to start with mystery, not clarity. The more involved the students feel in solving the puzzles we put in front of them, the more deeply they will learn. We never need to "teach," explain, or expect

the students to completely understand in the early stages of a unit.

To do this effectively, it is important to select an appropriate warm-up activity. When making this selection, one key question to ask ourselves is *Will this activity help the students feel they are learning what they want to learn, or will they simply feel they are learning what we want to teach?*

The ten types of activities outlined below are not comprehensive, but they should provide a quick reference and help you design your own alternative warm-up activities if you think the ones suggested in the Student Book are not appropriate for your class.

Focused approach

Ask leading questions.

e.g. Target: **Have to**

T: *What time do you usually get up on Sunday?*

S: *Nine o'clock.*

T: *What time do you usually get up on Tuesday?*

S: *Six-thirty.*

T: *Six-thirty. Why not nine o'clock?*

S: *I . . . (searching for how to say I have to go to school/work)*

If one student answers using *have to*, the others can try and guess what *have to* means from this student's answer. If not, help one of the students use the pattern when he/she is trying to express him/herself. The students then ask each other similar questions, either in pairs or around the class.

Disguised approach

Lead a simple, casual conversation towards a situation where the students need the target language to express themselves.

e.g. Target: **Have to**

Begin by talking about how nice the weather is, and suggest doing things that some students probably can't do because of other plans.

Say things like:

Let's go to the beach tomorrow morning.

or: *Let's go to a movie on Wednesday morning.*

The aim is to generate feelings like *"I'm sorry I have to go to school."* If none of the students use *have to*, help one of them use this pattern when he/she is trying to express him/herself. The students then make and accept/refuse similar suggestions, either in pairs or around the class.

Questioning

Ask the students questions that include the new language.

e.g. Target: **Have to**

T: *What do you have to do in the morning?*

S1: *Huh?*

T: *What do you have to do every day?*

S2: *I . . .*

If none of the students guess how to answer, encourage them to ask you the questions and guess what *have to* means from your answers. The students then ask and answer similar questions, in pairs or around the class.

Using the target in context

Make statements that include the target language, and encourage the students to guess what you mean.

e.g. Target: **Have to**

T: *Oh no! I have to teach you again!*

I have to get up at six o'clock in the morning!

I have to come to school!

I want to have breakfast, but I have to teach you!

Groan whenever you say *"have to,"* and use a lot of humor. The students then talk about the things they have to do every day, either in pairs, in groups, or as a class.

Mime and pictures

The students make guesses about pictures or somebody miming.

e.g. Target: **Present continuous**

Mime some actions badly. The students try to guess what you are doing, saying things like *"Are you swimming?"* (If the students say things like *"swim,"* help them use the tense correctly.) Alternatively, half-draw or gradually draw a picture of a person performing an action. The students can guess things like what a person is doing, is going to do, or did yesterday. The students then mime or draw pictures in front of the class, in groups, or in pairs.

Quizzes

Use the target language in a quiz, and see if the students can guess how to answer the questions.

e.g. Target: **Occupations**

T: *He gets up at six-thirty every day.*

He wears a school uniform.

What does he do?

T: *She works in a hospital.*

She helps sick people.

What does she do?

If the students can't guess, give them two or three answers to choose from. They then try to think up similar quiz questions, and do the activity as a class or in pairs.

Word puzzles

Build up the students' curiosity with a word puzzle.

e.g. Target: **All of us, most of us, some of us, none of us**

Write the following on the board:

noses

study hard

don't do homework

gorillas

See if the students can solve the puzzle. If it is too difficult, ask questions like "*How many of you are gorillas?*" The class may decide that none of them do their homework or that some of them are gorillas, but that just adds to the fun.

The students then make their own sentences about the class, their family, their club, etc. using the four sentences *All of us . . .*, *Most of us . . .*, *Some of us . . .*, *None of us . . .*

Brainstorming

The students say whatever they like about a subject.

e.g. Target: **Past simple**

Ask questions like:

Who was Napoleon?

or: *Who was George Washington?*

Help the students use the past tense to tell you what they know about these people. Encourage the students not to worry about making mistakes. Help a little less each time you introduce a new historical figure. If it's not too difficult, the students can then try the activity among themselves, either as a class, in groups, or in pairs.

Games

All the Warm-up activities here are games, but there are some activities that are games in the more conventional meaning of the word.

e.g. Target: **possessives (-'s)**

Ask one or more students to leave the room. While they are outside, get some or all of the other students to place one thing of theirs in a central place. When the students come back they have to guess who each thing belongs to. The first time, pick up one of the things and gesture to various students to hint who it might belong to. When the students who left the room are trying to say things like *I think it's Mario's*, help them say this.

Translation

Some teachers may find themselves in situations where they have to teach in the students' native language. In this case, the students can be given a series of sentences to translate into English. (It is best if they write these sentences individually.) Start with an easy sentence, and end with sentences that require the target language.

e.g. Target: **Past simple**

Write or say the following sentences in the students' language. The students translate them one by one.

I play tennis every day.

I can play tennis very well.

Yesterday, I played tennis for three hours.

(Give the students the English word *yesterday*).

Let the students make guesses, and then give the correct answer (without saying why.) Give them other, similar sentences to translate. Continue until the students are beginning to recognize how the past simple is formed.

Dialogs / Texts

The students can listen to these sections, read them, or do both.

Listening

The students can listen to the anticipation questions on the CD, or you can ask the same or similar questions or write questions on the board. These questions are for the students to focus on while listening. After finishing the dialog/paragraph, the students listen to the questions again and try to answer them.

After the students have listened to the dialog, they

can also answer the follow-up questions on the CD, or you can ask the same or similar questions.

Both the anticipation and follow-up questions are designed to encourage the students to focus on the messages being conveyed by the dialog/text, not only on individual language points.

Reading

The anticipation questions can also be used as pre-reading questions. The students can listen to the questions on the CD, or read them from the board.

They answer the questions after they finish reading.

When the students read a dialog or text, it is usually best to let them read it silently by themselves. An option is for the students to time themselves when reading, and then read again and try to improve their time.

After the silent reading, you can ask some students to take roles and act out the dialog, either reading the dialog as they do so or trying to remember it with the help of your prompts.

Checking Comprehension

One option is for the students to do the comprehension/personalization tasks in the worksheets that can be downloaded from the website. These can either be done in pairs, with the students asking and answering the questions orally before writing down the answers, or individually. It is best if the students try to do these tasks without looking at the dialogs/texts.

Alternatively, use the comprehension/personalization activities suggested in each unit of this Teacher's Guide or use your own favorite techniques. Use a lot of humor and give the students as many chances as possible to relate their answers to their own daily lives.

There are five basic methods of checking comprehension that are used in this Teacher's Guide. These can be adapted to each teacher's style and the students' ability.

Question – personalization

Either you or one of the students asks a comprehension question, and then immediately asks the same student and/or other students one or more personalized questions using the same pattern.

e.g.
T: *What does Marc do in the afternoon?*
S1: *He sometimes goes to the beach and he sometimes goes to a recording studio.*
T: *What do you do in the afternoon?*
S2: *I . . .*

The students can ask each other these questions around the class, varying the question slightly when possible (in this case, changing the time). It is often a good idea for you and/or the students to then use the pattern to ask about other people the students are likely to be Interested In (usually famous people or friends).

e.g.
T: *What do you think . . . does in the evening?*
S3: *I think he/she . . .*

The students can also ask each other these kinds of questions around the class or in pairs or groups.

Description - personalization

Ask the students to describe something in the dialog/paragraph, and then ask them to describe something similar that they are familiar with in their daily lives.

e.g.
T: *Tell me about Marc's car.*
S1: *It has power steering, etc . . .*
T: *Do you have a car/bicycle/motorcycle?*
S2: *Yes, I do.*
T: *Tell me about it.*
S3: *It has . . .*

The students can ask each other similar questions around the class or in pairs or groups. This kind of technique can be used to get the students talking about things they own, people they know, things in their neighborhood, places in their city or country . . . etc.

False statements

Make false statements about the dialog/ paragraph, and encourage the students to correct you. Use as much humor as possible so as to encourage the students to react with as much feeling as possible. Ideally the students should shout out the corrections, but not all classes will feel comfortable enough to do this.

e.g.
T: *There are three hundred bananas.*
Class: *No! There are two bananas!*
T: *There are a lot of elephants.*
Class: *No! There are a lot of strawberries!*

Encourage the students to stress the words that have been corrected. (These are underlined in the examples above.) The students can also make other untrue statements for other students to correct. This can be done in pairs or as a class. Encourage them to make absurd statements and have a lot of fun.

Negative answer patterns

Compare the following:

A
T: *What's Sachiko doing?*
S1: *She's cooking dinner.*
B
T: *Is Sachiko cooking dinner?*
S1: *Yes, she is.*

C

T: *Is Sachiko watching TV?*

S1: *No, she isn't.*

T: *What's she doing?*

S2: *She's cooking dinner.*

In A and B, the teacher is at the center of the conversation and talking as much as the students. In C, the teacher is beginning to move away from the center. This process can be taken a stage further:

D

T: *Is Sachiko watching TV?*

S1: *No, she isn't.*

What's she doing?

S2: *She's cooking dinner.*

T: *You.*

S2: *What are you doing?*

S3: *I'm looking out of the window.*

T: *(name of a famous person)*

S3: *What do you think . . . is doing?*

S4: *I think he/she's . . .*

Once the students are used to this approach, they can be encouraged to ask the starting questions, and the teacher hardly needs to say anything at all.

Drawing pictures

The students draw pictures to show that they understand a dialog/paragraph. This technique is useful when something is being described or directions are being given.

e.g.

After the students have listened to a dialog in which Carmen has told Lee how to get to the Art Park, say:

T: *Please draw how Lee gets to the Art Park (If necessary, mime drawing with a pencil.)*

After the students have drawn the route and described what they have drawn, you can personalize by saying:

T: *Please draw how to get to . . . (somewhere not far away).*

The students then describe this route after drawing it.

Recalling a dialog

It is often a good idea to see if students can recall a dialog. This can be done just after the students have listened to or read a dialog, later in the same lesson or in a future lesson.

It can be particularly useful to do this in future lessons so as to ensure that students don't forget the target language of earlier units. The students are generally most willing to do this for the follow-up dialogs because of the humor. One technique that works well is to have a section of a lesson devoted to recalling one or two dialogs from earlier units. These can be either chosen at random, because the language is particularly useful, or because the students are attracted to the humor in the dialogs.

Techniques that can be used for recalling a dialog include:

From prompts

Write the dialog on the board with some words missing. The students try to complete the dialog individually, or act it out in pairs or as a class. The number of words that are missing can be increased each time the dialog is reviewed.

An alternative is to provide oral rather than written prompts. This works best when the whole class is trying to recall the dialog together (if there are two characters in the dialog, half the class can play the role of one character and the other half can play the other character). You and/or the class can mime or make gestures to accompany the dialog, and, after a while, it may no longer be necessary to have oral prompts – the mimes/gestures will be enough.

Personalized blanks

Write the dialog on the board with spaces for students to give their own answers to questions, make their own suggestions etc ... This technique doesn't work with all dialogs, but when it does work it can be particularly effective.

Disappearing dialog

Write a dialog or the framework of a dialog on the board. The students act it out in pairs or in groups, either recalling the original dialog exactly or making personalized sentences. Get them to do this a number of times, either one after the other or with breaks to do other activities, and erase part of the dialog after each time they practice it. If possible, continue until they can do the dialog without any prompt

Personalization

Personalization is used extensively throughout *Communicate*, and particularly after each of the dialogs/texts.

To personalize language means to use it to refer to subjects that feel personally meaningful. For example, when practicing the pattern “. . . like/likes . . .”, the students do not say “*John likes bananas*” if they have no idea who John is, and they also do not say “*I like bananas*” if they do not particularly like them. Instead they make sentences like “*I like baseball*”, “*My sister likes ice cream*” or “*My dog likes me*” when they really mean these things.

Personalization is not something the students only do during the personalization sections of a lesson, though these sections clearly focus on ensuring that the students are able to connect the target language of a unit with their personal feelings, opinions, and daily lives. In *Communicate*, the students personalize language in every section of a unit.

Some teachers may be accustomed to first practicing a language target in a controlled way, then in a semi-controlled way, and finally to personalize it. The approach in *Communicate* is different. In *Communicate*, the students first personalize the language target, then personalize it again, and finally personalize it yet again.

Examples of personalization include:

Personal sentences

The students make meaningful sentences about themselves.

e.g.

I like playing soccer.

They are not expected to do artificial exercises such as looking at a picture of somebody playing soccer and practice saying “*I like playing soccer.*” They are only expected to say “*I like playing soccer*” if they really do like playing soccer. If they don't like playing soccer, they say something else.

People and places

The students make meaningful sentences about their family, friends, neighborhood, etc ...

e.g.

My brother likes swimming.

If it is not important for a student whether his/her brother likes swimming, then to say “*My brother likes swimming*” is not really personalization.

This means that the ideas for personalizing language that are suggested in the Student Book or Teacher's Guide are given tentatively. They will be appropriate for some classes but not for others. One of our major roles as teachers is to discover the world our students feel emotionally involved in. They can then be helped and prompted to give as many examples as possible from this world.

Famous people

The students make meaningful sentences about famous people, etc.

e.g.

I think (name of a famous person) likes dogs.

The students can be encouraged to guess or imagine what their favorite actors / sports players / musicians / cartoon characters . . . may like/think/do on Sundays / in summer, etc. If these famous people matter to the students, then making sentences about them *is* personalization.

Opinions

The students give opinions about topics they are genuinely interested in.

e.g.

I think the price of food is increasing.

If a topic matters to a student, then giving an opinion about it *is* personalization.

Word Building

The students look at the pictures in turn and try to guess the meaning of the key words and expressions (marked in blue). They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

e.g. For the Unit 2 practice exercise:

What do you think is big?

I think elephants are big.

What do you think is beautiful?

I think Switzerland is beautiful.

What do you think is boring?

I think TV is boring.

If you correct the sentences, pay particular attention to usage. If they find a word/pattern difficult, encourage them to make more sentences and learn by trial and error - there is no need to explain.

Controlled Practice

In this section, one of the new structures is focused on and practiced through the controlled use of picture prompts. The students look at the pictures in turn, and ask and answer questions or make statements using the structure.

There is sometimes more than one possible answer, and even though the language practice in this section is deliberately controlled, it is important not to discourage creative answers.

The students can do this section individually or in pairs. If they practice in pairs, it is best if they make both questions and answers about each of the pictures wherever this is possible.

e.g. S1: *Where does Lee live?*
S2: *He lives in Shanghai.*
S1: *Where's Shanghai?*
S2: *It's in the east of China.*

In some units, there are words for the students to choose from below the picture prompts. These are included if a controlled practice section might otherwise be too difficult. If the picture prompts in another unit are difficult for your students, you can provide similar help by writing words on the board.

The language targets in the controlled practice sections are practiced further in the practice sections that follow them. These questions can be done individually or in pairs.

Communication Activities

The first two activities in this section can be done without special equipment. The third activity requires material that can be downloaded from the website. There are explanations of each activity at the back of the Student Book and in the Teacher's Guide to each unit.

One of the best ways to adapt *Communicate* to the needs of your students or the timing of your course is to vary the number of Communication Activities. It may not be necessary to do all three of the activities suggested. On the other hand, it may sometimes be appropriate to do activities from a previous unit.

The aim is to encourage the students to use the new words and structures in activities where they are completely relaxed and having a lot of fun. The target

words and structures of the unit have been discovered in the warm-up activities and dialogs/texts, focused on in the word building and controlled practice sections, and personalized extensively. The Communication Activities focus on free and spontaneous practice in fun activities. Encourage the students to relax and have fun.

Introducing an activity

Encourage the students to relax from the moment an activity is introduced. One of the best ways to introduce a new activity is simply to get the students to look at the picture in the Student Book, and then start playing, picking up detailed rules as they go along and maybe doing the activity in a different way. If possible, try to avoid teacher-centered explanation.

Flexibility

Many of the Communication activities can be used to practice a wide variety of language targets. This is particularly true of the third activity on each page, especially those that include prompt cards, since the cards can be changed as the course progresses. In fact, most games that prove a success can be modified to practice other structures introduced later in the course.

Also, games from past units can be used to review past targets. If you feel that the students need to review a past structure, instead of giving them a test

or doing some conventional language practice, why not just play an appropriate game?

Words and structures

During the activities, the students will sometimes come across words and structures that they do not know. It is best to avoid explaining these words and structures before the students encounter them. It is much more effective to wait until the students encounter them while doing the activity, and are interested in discovering what they mean. If necessary, you can give hints to help them work out the meaning of the words.

Review

It is best if the answers to the review exercises are first written individually by the students to ensure that all of them are searching for and trying to recall words and structures. The exercises can then be done orally in pairs, in groups, or as a whole class.

The review exercises cover language targets from all the units so far. These targets are deliberately mixed up together so that the students need to continually switch between the targets of one unit and the target of another unit. This helps them bring the targets together into a cohesive whole.

One of the biggest weaknesses of many courses is that students learn one target, then another target in a step-by-step way, and end up with a collection of bits of knowledge. Good communicators have a more holistic view of English and move smoothly from one language structure to another. In order to learn to communicate effectively in English, the students need constant practice in switching between language targets from different stages of a course.

There are various types of activities in these sections:

Role plays

The students fill in their own personalized answers in a dialog from a previous unit.

Picture prompts

The students make sentences using picture prompts from previous units.

Mixed questions

The answers to these questions come from the current unit and from previous units.

Puzzle sentences

The students need to put the words in the correct answer. The sentence patterns are from the current unit and from previous units.

You

The students make personalized sentences using patterns from the current or previous units.

Crosswords

The crosswords review vocabulary from all the units so far.

Personal record

This section focuses on the language targets of the current unit. It is best if the students write their answers to the questions individually, though they can also practice them orally before or after writing. The questions consolidate the answers the students will have given when personalizing the language orally in activities earlier in the unit.

As an extension, encourage the students to look back through the unit and write down any words or patterns they find difficult. You can then ask the

students to input each of these words or patterns into flashcard or flip card software or make physical flashcards or flip cards. The important thing is that they can carry the cards around with them on a mobile electronic device or as physical cards.

Encourage the students to periodically flip through these cards and try to recall the meaning and usage of the words/patterns. They can do this on the train, at home, or in any other spare moment.

1 You Should Exercise More

Giving Advice

Target patterns:	Should / Shouldn't How about . . . -ing?
Communication skills:	At the doctor Talking about health Advice and suggestions
Language sets:	Parts of the body Aches and pains Problems

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Warm Up

Correct the Mistake

Act out a problem. Encourage the students to ask "What's the matter?" and tell them a problem that does not fit your mime or gestures. Help the students correct you. The students then do the activity in pairs, groups or as a class.

What's the Matter?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's the matter with Marc?
Anything else?

Follow-up questions

Does he have toothache?
Does he have a stomachache?
Does his finger hurt?

Comprehension – personalization

T: *Marc has a toothache and a backache,*
All students: *No! He has a headache and a stomachache!*
T: *His foot hurts.*
All students: *No! His back hurts!*
Hold your stomach.
T: *I have a headache.*
All students: *No! You have a stomachache!*
Hold your ankle.
T: *My knee hurts.*
All students: *No! Your ankle hurts!*

Personalization

The students ask each other what problems they think friends or family members or famous people have. The activity can be done in pairs, groups or as a whole class.

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Warm Up

Words and Numbers

Write a puzzle with words and numbers on the board, and see if the students can solve the puzzle. The numbers indicate how long or how often you do each of the activities indicated by the words. Give hints and help when necessary. The students then do the activity in pairs, groups, or as a class.

Do You Exercise?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What exercise does he take?
How long does he sleep?

Follow-up questions

When does he walk upstairs?
What time does he go to bed?
What time do you go to bed?
What should he do?
What shouldn't he do?

Comprehension – personalization

T: *Does he take much exercise?*
S1: *No, he doesn't.*
S1: *What exercise does he take?*
S2: *He walks downstairs in the morning. He walks to his car. He walks upstairs in the evening.*
S2: *What exercise do you take?*
S3: *I . . .*
T: *Does he sleep twelve hours a night?*
S4: *No, he doesn't.*
How long does he sleep?
S5: *He sleeps about six hours a night.*
How long do you sleep?
T: *I sleep about . . .*

T: *What should he do?*

All students:

He should exercise more, and he shouldn't go to bed so late.

Say real or imaginary problems that you have (e.g. *I can't sleep, I don't like my apartment*). Ask for advice, saying, *What should I do?* Encourage the students to say, *You should/shouldn't ...*

Personalization

In pairs or groups, one student states a real or imaginary problem and the others give advice. They can take turns to think of problems.

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Word Building Problems

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

My arm hurts.

I think my sister has a stomachache.

I think one of my friends has a sore throat.

Controlled Practice

Giving Advice

The students ask and answer, *"Where does he/she live?"* about each picture.

Answers

2. *He should wear glasses.*

3. *He should study hard.*

4. *He should practice every day.*

5. *She should buy a new car.*

6. *He should look for a new girlfriend.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I think I should study English every day.

I think one of my friends should go to the doctor.

I think another friend should eat vegetables.

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Warm Up How About?

Look sad and tell the students a real or imaginary problem. Encourage the students to give you advice using the pattern, *"How about ...?"* The students then do the activity in pairs, groups, or as a class.

Juliet Doesn't Love Me

The students can listen to the dialog, read it, or do both.

Anticipation questions

How often does he send Juliet flowers?

Who is Juliet's new boyfriend?

Follow-up questions

What's the matter with Romeo?

What's the matter with you?

How often does he write to her?

How often do you write letters?

How often does he sing under her balcony?

How often do you sing?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Put the students in pairs. One student plays the role of a psychiatrist. The other student is him/herself or plays the role of a famous person.

Let the conversation happen naturally – though, if necessary, encourage the students to use the patterns in the dialog. The students can take turns being the psychiatrist.

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Communication Activities

A. Team Advice

Divide the class into two teams or pairs of teams. A student from one team thinks of a problem. Each of the students from the other team quickly gives advice, one after the other, without pausing. They cannot repeat any advice given by either team.

B. Good Advice?

Divide the class into two teams or pairs of teams. A student from one team secretly writes down a problem. Each member of the opposing team gives advice. The student who thought of the problem then reveals the problem.

C. Mime

Divide the class into teams. Place the problem cards in a pile the same distance from each of the teams. A student from each team turns over a card, hurries to his/her team, and mimes the problem. After the team has guessed the problem, they give some advice, and another member of the team hurries to look at the next card.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

David: *I have a headache.*
You: *You should take some medicine.*
David: *I can't sleep.*
You: *You should relax more.*
David: *I'm very hungry.*

You: *How about having a sandwich?*
David: *I'm very tired.*
You: *You shouldn't go to bed so late.*
David: *Thank you for your advice.*

Picture prompts

She has a sore throat.
He has a broken leg.
Her shoulder hurts.
He should wear glasses.
He should study hard.
She should buy a new car.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

2 I'm Flying to Europe Next Week

Future *-ing*

Target patterns:	<i>-ing</i> for a time in the future The day/week after from now
Communication skills:	Asking/Talking about plans Explaining how often we do things Inviting
Language sets:	Tomorrow, next week . . .

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Warm Up

Natural Conversation

Have a natural conversation with the students' plans. Ask "What are you doing ...?" questions about times in the future (for example: "What are you doing on Sunday?") and have short, relaxed conversations about each of their plans. If the students cannot answer, encourage them to ask you similar questions and learn from your answers. The students then ask each other what they are doing on Sunday, after class, next week, in the summer, etc., and have short natural conversations about each plan.

I'm Going to London

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's Sachiko doing next week?
What's David doing next week?

Follow-up questions

What's Sachiko doing on Thursday?
What are you doing on Thursday?
What's David doing this summer?
What are you doing this summer?

Comprehension – personalization

T: *Sachiko's flying to Australia next year.*
All students:
No! She's flying to Europe next week!
T: *On Monday she's going to New York.*
All students:
No! On Monday she's going to London!
T: *On Thursday she's going to Alaska.*

All students:
No! On Thursday she's going to the south of France.

T: *David isn't working next week.*

All students:
No! He's working every day next week!

T: *David's sleeping all summer.*

All students:
No! He's teaching all summer!

Write your real or imaginary plans for the coming week on the board. Then turn to face the students and pretend you are very absent-minded and can't remember who you have made appointments/dates with.

For example:

T: *On Sunday I'm playing golf with Tom.*

All students:
No! On Sunday you're playing tennis with Paul!

Personalization

The students ask each other about their plans for each of the next seven days, using the question "What are you doing on Monday/Tuesday/etc.?" . They can do this in pairs, groups or as a whole class, and can take turns asking the questions.

Page 17

Warm Up

Follow-Up Questions

Ask the students what they are doing this evening, on Saturday, etc ... and follow up each question with an invitation. The students then do the activity in pairs, taking turns to ask the questions.

What Are You Doing Today?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's David doing today?
How do you think David is feeling?

Follow-up questions

Does David want to play tennis?

Do you want to play tennis?
What's the matter with David?
What's the matter with you?

Comprehension – personalization

T: *What does Manuel think of Mexico City?*
T: *What's David doing today?*
S1: *Nothing special.*
T: *What are you doing today?*
S2: *I'm . . .*
What are you doing today?
S3: *Nothing special.*
What are you doing today?
S4: *I'm . . .*

Personalization

The students take turns stating real or imaginary plans and inviting each other. When they state their plans, they use the pattern *I'm . . . -ing . . .*. For example, *"I'm going to the beach on Sunday," "I'm going to an Italian restaurant with some friends tonight," "I'm climbing Mount Everest next week . . ."*

Page 18

Word Building

Future Times

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I'm meeting a friend tomorrow.
I'm playing soccer next week.
I'm going to Paris the week after next.

Controlled Practice

Plans

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

- He's sleeping (going to the park) on Friday afternoon.*
- He's meeting his girlfriend (They are dancing) on Friday evening.*
- He's shopping (going to the supermarket) on Saturday morning.*
- He's watching TV (staying home) on Saturday afternoon.*
- He's working (going to the doctor) on Saturday evening.*

The students then do the practice exercise. They can

ask each other the questions in pairs or write their answers individually.

Sample answers

I'm staying home on Saturday morning.
I'm playing golf on Sunday afternoon.
I'm doing my homework on Monday evening.

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Warm Up

A Busy Schedule

Mime picking up a phone and get one of the students to do the same. Ask, *"What are you doing (tonight)?"* and help the student say he/she is busy doing something. Do the same for the next few days. The students then do the activity in pairs. One student asks the other's plans for the next seven days. The second student says he/she is busy each time and says what he/she is doing.

What Are You Doing Tonight?

The students can listen to the dialog, read it, or do both.

Anticipation questions

How do you think Romeo is feeling?
How do you think Juliet is feeling?

Follow-up questions

What's Juliet doing tonight?
What are you doing tonight?

What's she doing on Saturday?
Who is she going with?
What are you doing on Saturday?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Put the students in pairs. They play the roles of famous people. Student A wants to meet Student B, but Student B doesn't want to meet Student A.

Student A asks what Student B is doing at many times over the following week or two, using the pattern *What are you doing . . . ?* Student B gives a different excuse in answer to each question.

Communication Activities

A. Superstar

Divide the class into two teams. One student chooses which “superstar” they are. A student from the other team asks, “*What are you doing (at 6:00 on Wednesday afternoon / next week etc...?)*”. The answer has to be given without hesitation, and previous answers cannot be repeated. If a whole team (or a certain number of students) answers questions successfully, they get a point. If a student cannot answer, the next team tries, and plays for two points. The points teams play for escalate until one team scores. The game is played at a fast pace.

B. No Pausing

In pairs, Student A invites Student B to do something at a certain time. B refuses with a reason, and invites A to do something at a different time. This continues until one student hesitates or repeats something.

C. Find Your Partners

Each student has an appointment calendar of the following week. They move around the class trying to find out who they are meeting each evening, asking questions like “*What are you doing (on Saturday evening)?*”

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

*I'm answering these questions.
I'm wearing a green sweater and brown pants.
I usually get up at about seven o'clock..
I'm going to a movie.
I'm a businessman.*

Puzzle sentences

*Would you like to come, too?
You shouldn't go to bed so late.
What are you doing tomorrow night?
How about sending her some flowers?
He goes to bed at five o'clock.*

You

*I like playing basketball.
I can speak Italian.
I have three dogs.
I should eat healthy food.
I shouldn't watch TV every evening.*

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

3 I'd Like to Go Cycling

Go . . . -ing / Go For . . .

Target patterns: Go shopping / Go cycling . . .
Go for a walk / Go out for a meal . . .
Want + to / Would like + to

Communication skills: At a travel agency
Making vacation plans

Language sets: Go . . .-ing words
Vacation words
Free-time words

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Warm Up Natural Conversation

Have a natural conversation with the students about what you and they would like to do at the weekend. Slip the patterns “go . . . -ing” and “go . . . for . . .” naturally into the conversation. The students then have the same kind of conversation in pairs or groups – they can talk about what they want to do on Sunday, in the summer, on a public holiday, etc.

I'm Not Going Jogging

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why doesn't Carmen want to go cycling?
What does she want to do?

Follow-up questions

What does Manuel want to do today?
What do you want to do today?
What doesn't Carmen want to do today?
What don't you want to do today?

Comprehension – personalization

T: What does Manuel want to do today?
S1: He wants ('d like) to go cycling.
T: Who does he want to go with?
S2: He wants ('d like) to go with Carmen.
T: What do you want to do today?
S3: I . . .
T: Who do you want to . . . with?
S3: I . . .

Ask a few other students. To add humor, if any of the students' answers are deliberately absurd, say things like *You're joking! You're crazy! . . .*

Personalization

The students ask each other “*What do you want to do today / tomorrow / next week . . . ?*” and follow up each question with “*Who do you want to . . . with?*”

Page 23

Warm Up Follow-Up Questions

Say “*What do you want to do tonight/tomorrow/on Saturday, etc.?*” to individual students and ask follow-up questions. The students then do the activity in pairs. Encourage the students to ask many follow-up questions and to ask and answer as quickly as they can.

I'd Like to Go for a Drive

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who wants to go to the beach?
What does Manuel think?

Follow-up questions

What does Manuel want to do on Saturday?
What do you want to do on Saturday?
What could they do at the beach?
What do you do at the beach?

Comprehension – personalization

T: Does Manuel want to go for a walk on Saturday?
S1: No, he doesn't.
What does he want to do?
S2: He wants to go for a drive.
What do you want to do on Saturday?
S3: I'd like to . . .
T: Where are they going on Saturday?
S4: They are going to the beach.
T: What can they do there?
S4: They can go for a walk and maybe go for a swim.
S4: Where are you going on Saturday?
S5: I . . .
S4: What can you do there?
S5: I . . .

Personalization

Do the warm-up activity again, but with alternate questions starting with *Why . . . ?*

For example:

- A: *What do you want to do on Sunday?*
B: *I'd like to go shopping.*
A: *Why do you want to go shopping?*
B: *I'd like to buy a new computer.*
A: *Why do you want a new computer?*
B: *My computer is old and slow.*

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Word Building

Go . . . -ing / Go For . . .

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I'd like to go cycling.*
I don't want to go jogging.
I'd like to go for a walk.

Controlled Practice

Go . . . -ing

The students make sentences about each picture.

Answers

2. *He goes riding / He goes for a ride once or twice a week.*
3. *He goes shopping almost every day.*
4. *He goes fishing three or four times a year.*
5. *She sometimes goes waterskiing.*
6. *He goes camping almost every vacation.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I go swimming once or twice a week.*
I go shopping almost every day.
I sometimes go camping in summer.

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Warm Up

Ask About Countries

Name a country and ask the students what they can do there. The students then do the activity in pairs,

groups, or as a class. One student asks "*What can we do in France/China/India/ etc . . .*" and they then brainstorm all the things they might be able to do.

How About Going to the USA?

The students can listen to the dialog, read it, or do both.

Anticipation questions

- What can he do in the Riviera?
What can he do in the USA?

Follow-up questions

- Where can he go swimming?
Where can you go swimming?

- Where can he go climbing?
Where can you go climbing?

- Where can he go surfing?
Where can you go surfing?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student is a travel agent and the other student is himself/herself or a famous person wondering where to go for a vacation. The students have natural conversations. Encourage them to talk about what they can do in various places – for example "*You can go skiing, swimming, hiking, etc.*"

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Communication Activities

A. Which Country Is It?

One student thinks of a country, and says things you can do there. After each sentence, the other students try to guess what the country is. Each student (or team) has either only one guess or a guess after each sentence.

B. How Many Questions?

One student says where he/she would like to go. The other students ask suitable follow-up questions in turn, preferably without hesitating or repeating a question. The aim is to ask as many questions as possible.

C. World Cup

Use the World Cup board game to practice sentences like "I go swimming once a week."

How to play

1. Place the prompt cards in a pile face down.
2. The starting player places the ball in the number 18 square in his/her half.
3. The players (teams) take turns turning over the top prompt card, making a sentence that includes the word on the card, and then throwing a die and moving the ball. Each player moves the ball towards the opponent's goal following the numbers in sequence.
- 4 . If the ball lands on a PASS or CLEAR square, move it backwards or forwards to the other end of the line.
5. If the ball lands on a FREE KICK square, the other player has two turns.
6. If the attacker moves the ball onto a SHOOT square, he/she scores a goal.
7. If the attacker moves the ball past the number 40 square, the defender has a GOAL KICK he/she moves the ball to square 22, and then has another turn.
8. If the attacker moves the ball onto the PENALTY square, he /she throws the die again 1/2/3/4 is a goal, 5/6 is a goal kick. Note: If the defender moves the ball onto a SHOOT or PENALTY square, nothing happens.

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Review Exercises

Crossword

ACROSS

1. headache
6. all
8. more

9. her
10. so
11. night
13. sore
15. broken
17. times
19. matter
21. should
22. not

DOWN

2. about
3. hard
- 4, has
5. where
7. long
12. hurts
13. special
14. late
16. every
18. much
20. too

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

4 I Can't Swim Very Well

Ability

Target patterns: Well / Badly
Good at / Bad at
Loudly / Quietly . . .

Communication skills: Talking about ability
Describing how people do things

Language sets: Adverbs of manner
Ability words

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Warm Up Well and Badly

Ask individual students, “*What can you do very well?*” and “*What do you do badly?*” If they cannot answer, encourage them to ask you the questions and learn from your answers. The students then do the activities in pairs or groups – they can give a number (e.g. at least 3) of answers to each of the two questions.

We're Going to the Beach

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does David do badly?
Do you think David likes Sachiko?

Follow-up questions

What does David think Marc can do well?
What can you do well?

What can't David do very well?
What can't you do very well?

Comprehension – personalization

T: *Where's Paula going this weekend?*
S1: *She's going to the beach.*
Where are you going this weekend?
S2: *I'm . . .*

T: *I'm (playing tennis on Sunday).*
Would you like to come, too?
S3: *Yes, I'd love to. /*
No, I'm sorry, I can't. I'm . . .

The students invite each other to do things (in a chain or in pairs), using this question/answer pattern.

T: *David can swim very well.*
S4: *No! He can't swim very well.*
or No! He swims very badly.

T: *David can't surf.*
S5: *No! He can surf, but he surfs (does it) very badly.*

T: *What can your (sister) do very well?*
S6: *She can . . .*
What can your (dog) do very well?
S7: . . .

Personalization

The students talk about what friends or members of their family do well or badly. They can take turns doing this or do the activity in pairs or groups.

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Warm Up Who's Good/Bad at . . . ?

Ask the students “*Who's good/bad at . . . ?*” questions. They can answer about themselves, family members, friends, or famous people. Then, in pairs, groups, or as a class, the students can do the same activity or just list things they are good at or bad at.

Are You Good at Putting Up Tents?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What is David very bad at?
Why is David going to the beach?

Follow-up questions

What doesn't David like very much?
What don't you like very much?

What is David pretty good at?
What are you pretty good at?

Comprehension – personalization

T: *What's David good at?*
S1: *He's good at putting up tents*
(He's good at cooking).
What are you good at?
S2: *I'm good at . . .*

T: *What's David bad at?*
S3: *He's bad at swimming.*

- S4: *What are you bad at?*
I'm bad at . . .
- T: *What's (a famous person or somebody else the students know well) good at/bad at?*
- S5: . . .

Personalization

The students talk about what friends or members of their family are good at and bad at. They can take turns doing this or do the activity in pairs or groups.

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Word Building

Ability and Knowledge

The students look at the pictures in turn and try to guess the meaning of the key words/expressions. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I'm good at playing the piano.*
- I'm bad at speaking French.*
- I don't know anything about economics.*

Controlled Practice

Adverbs

The students make sentences about each picture.

Sample answers

2. *It's moving very slowly.*
3. *He's walking very quietly.*
4. *He's snoring very loudly.*
5. *She's driving very carelessly.*
6. *He's driving very carefully.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I eat slowly.*
- I study quietly.*
- I ride my bicycle carefully.*

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Warm Up

Many Answers

Say, "What do you usually do quietly / fast / romantically / etc?" to individual students. Encourage

as many different answers as possible. If they cannot answer, encourage them to ask you and learn from your answers. The students then do the activity in pairs or groups, using a variety of adverbs (for example: loudly, quietly, slowly, quickly, happily, . . .)

Jump!

The students can listen to the dialog, read it, or do both.

Anticipation questions

- Is he good at singing?
- How does the shark feel?

Follow-up questions

- What can he do beautifully?
- What can you do beautifully?

- What does he do loudly?
- What do you do loudly?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

One student plays the role of the pirate captain. Another student is on the plank and needs to persuade the pirate captain that they shouldn't have to jump. Students on the plank can make either real or imaginary "I can . . ." sentences about themselves or play the roles of famous people.

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Communication Activities

A. Guess Who

One student thinks of a person the students know, and describes him/her one sentence at a time, using a different adverb each time. The students (or team) answering have only one guess or a guess after each sentence. A student who guesses correctly after one sentence gets 10 points, after the second 7 points, after the third 4 points, and after the fifth 5 points.

B. Leaving the Room

One student leaves the room. The others choose an adverb. The student who left the room comes back and mimes actions to illustrate adverbs until he/she has correctly mimed the chosen adverb. The class say things like "No! Not romantically!"

C. Mime

Divide the class into two teams, and put two piles of cards face down on a table that is the same distance from each team. One pile of cards is for actions and the other is for adverbs. One student from each team turns over a card from each pile, hurries back to his/her team, and mimes what was on the cards. When a team has guessed the action and adverb, another team hurries to look at another pair of cards.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Sachiko: *Hello. What are you doing tonight?*
You: *I'm meeting some friends.*
Sachiko: *What are you doing tomorrow?*
You: *I'm going shopping.*
Sachiko: *What are you doing the day after tomorrow?*
You: *I'm going to the library.*
Sachiko: *Would you like to go to the beach*

next week?

You: *Yes, I'd love to.*

Picture prompts – sample answers

1. *He's playing tennis.*
2. *He's sleeping in the park.*
3. *He's staying home and watching TV.*
4. *She often rides a bicycle.*
5. *He goes fishing three or four times a year.*
6. *He goes camping almost every vacation.*

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

5 Most of Us Are Very Hungry

All / Most / Some . . .

Target patterns:	All of / Most of any of . . . Both of / One of . . .
Communication skills:	Making requests Discussing what to do
Language sets:	All, most, some, none Both, one, neither

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Warm Up What's the Connection?

Show the students a picture of people or animals (there need to be at least five people/animals in the picture). Write a puzzle on the board connected with the picture and see if the students can solve it (give hints if necessary). The answer to the puzzles is "All of them . . .", "Most of them . . .", "Some of them . . .", "None of them . . ." The students then look at other pictures of people and animals and make sentences about them using each of the four patterns.

Are Any of You Thirsty?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Are most of them thirsty?
What kind of juice does Sachiko want?

Follow-up questions

Are any of them hungry?
What does Paula want to eat?
How many of them want to go to the store?

Comprehension – personalization

T: *Are any of them thirsty?*
S1: *Yes, most of them.*
Are any of you thirsty?
Class: *Yes/No, Most/Some/None . . .*
S2: *Are any of you (sleepy/angry/aliens/etc.)?*
Class: *Yes/No, Most/Some/None . . .*

T: *Do any of them want to go to the store?*
S3: *No, none of them.*
Do any of you want to go to the store?
Class: *Yes/No, Most/Some/None . . .*
S4: *Do any of you want to (go swimming/play soccer/etc.)?*

Class: *Yes/No, Most/Some/None . . .*

Personalization

Students take turns asking ". . . any of you . . ." questions. After each questions, the students answer individually or raise their hands, and then answer with "Yes, all of us", "Yes, Most of us", "Yes, some of us", "Yes, one of us," or "No, none of us."

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Warm Up What's the Connection?

Make a word puzzle about the class and see if the students can solve it. The answer to the puzzle is "All of us . . .", "Most of us . . .", "Some of us . . .", "None of us . . ." . The students then make more sentences about the class or other groups they belong to, using the four patterns.

Most of Us Are Very Hungry

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why can't they go to a restaurant?
How are most of them feeling?

Follow-up questions

What do some of them want to do?
What do some of your friends want to do?

What do none of them want to do?
What do none of your friends want to do?

Comprehension – personalization

T: *Are there any restaurants?*
S1: *No, there aren't.*
Are there any restaurants near here?
S2: *Yes, there's an Italian restaurant next to the bank.*

T: *Do any of them want to swim?*
S3: *Yes, some of them.*
Do any of you want to swim?
Class: *Yes/No, Most/Some/None . . .*

T: *Do any of them want to cook?*
S4: *No, none of them.*

Do any of you want to cook?
Class: Yes/No, Most/Some/None . . .

T: Are any of them hungry?

S5: Yes, most of them.

Are any of you hungry?

Class: Yes/No, Most/Some/None . . .

Personalization

The students take turns making “All/Most/Some/None of us . . .” sentences about the class or other groups they belong to.

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Word Building Them

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

All of my family likes baseball.

Most of my friends can speak English.

None of my classmates has brown hair.

Controlled Practice

All / Most / Some . . .

The students make sentences about each picture.

Answers

2. *Most of them are vampires.*

3. *Some of them are vampires.*

4. *None of them are vampires.*

5. *Both of them are vampires.*

6. *Neither of them are vampires
(Neither of them is a vampire)*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

Some of my friends live in Europe.

Both of my parents can play tennis.

Neither of my dogs likes walking in the park.

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Warm Up Connecting Words

Write two words on the board that are not obviously connected. Then make a word puzzle about them. The answers to the word puzzle are “Both of them . . .”, “One of them . . .”, “Neither of them . . .” Then, in pairs or groups, one student thinks of two words that are not obviously connected, and the other student(s) make sentences about them using each of the three patterns.

Where’s Scarface?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What can only one of them do?

Can Luigi speak English?

Follow-up questions

How many of them are busy?

How many of your friends are very busy?

How many of them are intelligent?

How many of your friends are very intelligent?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher’s Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, each student plays the role of a famous person and they then make “Both of us . . . / One of us . . . / Neither of us . . .” sentences. They then play the roles of different famous people and do the activity again. They can either choose the famous people themselves, draw them by chance from names written on a pile of cards, or be allocated names in some other way.

Page 38

Communication Activities

A. Sentences

Write *All*, *Most*, *Some*, *One*, *None* in a list on the board. Divide the class into teams. One student from one team makes a sentence starting with “All . . .” a student from the other (next) team makes a sentence starting with “Most. . .” etc. They go through the list a number of times. Sentences shouldn’t be repeated.

B. Pairs

Divide the class into teams. A student from one team writes two words on the board and challenges a member of the other team to make sentences connecting them. The sentences must begin with 'Both', 'One', or 'Neither'.

C. Dominoes

Share out most of the pieces, place one face up to start the game, and place the others face down. The students take turns to add a piece to either end of the chain on the table. When doing so, they must justify the connection saying "Both. . ." If a student cannot place a piece, he/she picks up one that is face down. The first student to get rid of all his/her cards is the winner.

Page 39

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I usually go to bed at about eleven o'clock.

I'm going to New York.

I want to go swimming.

I can cook well.

I drive carefully.

Puzzle sentences

I'm going to a movie the day after tomorrow.

How about writing to her?

She goes for a drive twice a week.

Are you good at putting up tents?

I'm not going cycling in this weather.

You

I should study hard.

I'd like to play badminton.

Three weeks from now, I'm going to China.

I'm good at drawing pictures.

I don't know anything about computers.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

6 First, We Make the Fire

Instructions

Target patterns:	First / Then . . .
Communication skills:	Systematic instructions Describing how to make/use/cook . . . Giving directions
Language sets:	Cooking words Car words

Page 40

Warm Up

Explaining How to Cook Things

Ask the students how to cook something simple like scrambled eggs, a hamburger, or a local specialty. If they cannot explain what to do, encourage them to mime, and help them describe what they are miming. Then, in pairs or groups, the students explain how to cook things. Encourage them to use "First . . . Then . . ."

It's Time to Cook Lunch

The students can listen to the dialog, read it, or do both.

Anticipation questions

What are having for lunch?
Where do they put the curry bags?

Follow-up questions

What is it time to do?
What is it time for you to do?

What do they boil?
What do you sometimes boil?

Comprehension – personalization

T: *First, they sit on the fire.*
All students:
No! First, they make the fire.

T: *Then, they drink some water.*
All students:
No! Then, they boil some water.

T: *Then, they take a bath in the water.*
All students:
No! Then, they put the curry bags in the water.

T: *How do we boil an egg / cook fried potatoes, etc?*

All students:
First, we . . .

Personalization

In pairs or groups, students try to work out how to explain how to do a domestic task such as washing clothes, cleaning the room, taking care of flowers . . . and then explain to the other pairs/groups.

Page 41

Warm Up

Explaining How to Use Things

Bring something electronic into the class, such as a computer or a mobile phone, and say, "How do we use a . . .?" One student performs the actions, and the other students try to describe what he/she is doing. Then, in pairs or groups, the students describe how to use other electronic gadgets.

Then, We Light the Fire

The students can listen to the dialog, read it, or do both.

Anticipation questions

What do they do first?
Where do they put the paper?

Follow-up questions

Where do they put the rocks?
What do they light?
What do you sometimes light?

Comprehension – personalization

T: *First, they sit in a hole.*
All students:
No! First, they dig a hole.

T: *Then, they put some flowers around the hole.*
All students:
No! Then, they put some rocks around the hole.

T: *Then, they put a gorilla in the hole.*
All students:

No! Then, they put some paper in the hole.
T: *Then, they put some tomato sauce the paper.*

All students:

No! Then they put some wood on the paper.

T: *Then they light the tomato sauce.*

All students:

No! Then, they light the fire.

Personalization

In pairs or groups, students try to work out how to explain how to do something they know well such as playing baseball, playing a computer game, taking a photograph, etc., and then explain to the other pairs/groups.

Page 42

Word Building

Cooking

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

We can fry eggs.

We can boil water.

We can bake cakes.

Controlled Practice

How to Get to the Park

The students make two sentences about each picture.

Sample answers

2. *Then, go past a/the statue.*

3. *Then, cross a/the field.*

4. *Then, jump over a/the river/stream.*

5. *Then, climb over a/the gate*

6. *The park is in front of you.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

To go home, first I go to the bus stop.

Then, I catch a number 3 bus.

Then, I get off in front of the supermarket near my home.

Page 43

Warm Up

How to Drive a Car

Ask the students to explain to you how to drive a car. If you can drive, pretend that you cannot. Encourage the students to explain every step, no matter how basic or small it may be.

First, Get in the Car

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does he check?

What do the other cars have?

Follow-up questions

What does he do first?

What doesn't work?

What good idea does Donald have?

What good idea do you have?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student tries to work out how to do something. The other student offers suggestions. It will help if you give them a list of possible topics, such as:

How to get to sleep.

How to use a vending machine.

How to make a telephone call.

How to bake bread.

How to get to the city center.

How to open a bank account.

How to get a passport.

How to play the guitar.

How to learn a new language.

Communication Activities

A. Routines

In pairs, one student goes through his/her daily routine in sequence. If he/she pauses, the other student asks questions to keep the conversation going.

B. Miming Sequences

One student mimes a sequence of actions that illustrate how to do something (e.g. play tennis, rob a bank, brush your teeth, etc.). The other student(s) says what he/she thinks is happening for each mime.

C. How Do You . . . ?

One student draws or is dealt a card telling him/her what to ask the other student (e.g. *“How do you boil an egg?”*). He/she asks for detailed instructions saying things like *“What do you do next?”* and questioning anything that is not clear.

Review Exercises

Crossword

ACROSS

1. news
3. going
6. about
9. loudly
10. mind
12. slowly
13. twice
14. do

15. matter
18. them
19. my
20. there
21. idea

DOWN

1. none
2. wear
3. get
4. not
5. could
7. badly
8. almost
11. neither
13. to
14. don't
16. any
17. else
19. me

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

7 Jin-Woo's Going to Fly to Egypt

Future – Going To

Target patterns: *Going to* for a time in the future
After

Communication skills: Asking/talking about plans
Talking about future vacations

Language sets: From now, after that . . .
Future events
Housework words

Page 46

Warm Up Talking About Plans

Say, “*What are you going to do this/next summer/winter/week ...?*” to individual students, and ask natural follow-up questions. When possible, include “*How long are you going to . . . ?*” The students then ask each other similar questions. Encourage them to ask many natural follow-up questions.

What's Jin-Woo Going to Do in August?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where is Jin-Woo going to go?
How long is he going for?

Follow-up questions

What's he going to do in Egypt?
What are you going to do this year?

Comprehension – personalization

T: *Jin-Woo's going to fly to the Arctic.*

All students:

No! He's going to fly to Egypt!

T: *How about you?*

S1: *I'm going to fly to Buenos Aires.*

S2: *I'm not going to fly anywhere.*

T: *He's going to visit some polar bears and slide down a glacier.*

All students:

No! He's going to visit the Pyramids and sail down the Nile.

T: *How about you?*

S3: *I'm going to visit Nepal and climb a mountain.*

S4: *I'm going to visit my friend and play computer games.*

T: *He's going to stay in the Arctic for ten years.*

All students:

No! He's going to stay in Egypt for six days!

T: *How about you?*

S5: *I'm going to stay in Madrid for three days.*

S6: *I'm going to stay in my room for two hours.*

Personalization

In pairs, groups, or a class, the students take turns talking about their and/or their friends' vacation plans. Other students comment or ask questions.

Page 47

Warm Up The Plans of Famous People

Ask the students what they think famous people are going to do for their vacations, and ask natural follow-up questions. The students then do the activity in pairs or groups, asking about different famous people.

What Are They Going to Do in August?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where are Manuel and Carmen going to go?
Why is Michelle going to study hard?

Follow-up questions

How far are Manuel and Carmen going to cycle every day?
About how far are you going to walk tomorrow?

What isn't Michelle going to do?

What aren't you going to do this year?

Comprehension – personalization

T: *Are they going to go to Canada for six weeks?*

S1: *No, they aren't.*

How long are they going to go for?

- S2: *For ten days.
How long are you going to . . . for?*
- S3: *For . . .*
- T: *Are they going to go surfing in the Rockies?*
- S4: *No, they aren't.
What are they going to do in the Rockies?*
- S5: *They are going to go cycling.
What are you going to do in . . . ?*
- S6: *I'm going to . . .*
- T: *Are they going to cycle three hundred kilometers a day?*
- S7: *No, they aren't.
How far are they going to cycle every day?*
- S8: *Thirty kilometers a day.
How far are you going to . . . ?*
- S9: *I'm going to . . .*
- T: *Is Michelle going to get married in September?*
- S10: *No, she isn't.
What's she going to do in September?*
- S11: *She's going to take an important exam.
What are you going to do in September?*
- S12: *I'm going to . . .*

Personalization

In pairs, groups or a class, the students take turns talking about their plans for the next few months. Other students comment or ask questions.

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Word Building

What Are They Going to Do?

The students look at the pictures in turn and try to guess the meaning of the key words/expressions. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*After I graduate from college, I'm going to travel around the world.
Then, I'm going to find a good job.
Then, I'm going to get married.*

Controlled Practice Plans

The students make sentences about each picture.

Sample answers

- She's going to play tennis tomorrow morning.*
- They are going to visit Paris three days from now.*

- They are going to have a baby after they get married.*
- She's going to visit Egypt after she graduates.*
- He's going to buy a pet after he saves some money.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*I'm going to get up early tomorrow morning.
I'm going to visit my brother three days from now.
There isn't any butter in this room.
I'm going to buy a house after I get married.*

Page 49

Warm Up

Choose One and Answer Questions

Write a list of things on the board that students in the class might possibly do in future. Get a student to choose one and make a "going to" sentence such as "I'm going to get married next year." Ask follow-up questions. The students then do the activity in pairs. One student makes a "going to" sentence (either chosen freely or using one of the patterns on the board). The other student asks follow-up questions.

Dinosaur Steak

The students can listen to the dialog, read it, or do both.

Anticipation questions

What is the reporter going to eat?
Why is he going to buy a gun?

Follow-up questions

What is he going to do after he leaves the hospital?
What is he going to do after that?
What are you going to do after you finish this lesson?
What are you going to do after that?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student makes a sentence that includes “going to”. The other students ask a succession of very quick, natural follow-up questions. They then exchange roles.

Page 50

Communication Activities

A. Consequences

Copy the boardwork from the picture. Give each of the students a piece of paper to fold into eight. Each student writes an answer to the first question on the board on the first part, folds the paper so the answer is hidden, and passes the paper to the next student. All students then write the answer to the next question on their new piece of paper, fold it and pass it on, etc. After all the questions have been answered, the students unfold the piece of paper they are holding, and read out what is written.

B. Crystal Ball

Write a list of future dates and days on the board. In pairs, the students make predictions about what is going to happen on those dates and days (a crystal ball makes the activity more fun!). Keep a record of what they predict, and see which predictions are accurate.

C. Palmistry

Give a copy of the palmistry guide to each of the students. They use it to tell each other’s fortune.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Pirates: *Jump!*
You: *I can play the violin.*
Pirates: *Jump!*
You: *I can drive a tractor.*
Pirates: *Jump!*
You: *I can speak Russian.*
Pirates: *Jump!*
You: *I can cook very well.*
Pirates: *OK. Don't jump.*

Picture prompts

All of them are vampires.

None of them are vampires.

Neither of them are vampires. / Neither of them is a vampire.

First, cross the road.

Then, go past a/the statue.

Then, climb over a/the gate.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

8 I Have to Go Shopping

Have to

Target patterns: Have to / Has to /
Don't have to

Communication skills: Talking about daily routines
Describing what we have to
do

Language sets: Currency
Daily routine words

Page 52

Warm Up Leading Questions

Ask the students leading questions, such as the ones in the illustration, to elicit "have to" answers. If necessary, help the students use "have to" when they are trying to express themselves. Then, individually, in pairs or in groups, the students make a list of things they have to do every day, such as "I have to cook., I have to go to school/work., etc."

We Have to Take Some Clothes

The students can listen to the dialog, read it, or do both.

Anticipation questions

How long are they going away?
Why shouldn't they take books?

Follow-up questions

What do they have to take?
What do you have to take to school/work?

What don't they have to take?
What don't you have to take to school/work?

Comprehension – personalization

T: *Have to take?*
S1: *What do they have to take?*
S2: *They have to take clothes.*
What do you have to take to school/work?
S3: *I have to take . . .*

T: *Don't have to take?*
S4: *What don't they have to take?*
S5: *They don't have to take books.*
What don't you have to take to school/work?
S6: *I don't have to take . . .*

T: *Manuel - have to get?*
S7: *What does Manuel have to get'?*
S8: *He has to get some Canadian dollars.*
What do you have to get (from the store)?
S9: *I have to get a new file / a battery . . .*

Personalization

In pairs, in groups, or as a whole class, the students brainstorm what they have to do before taking a vacation. Encourage them to think of as many things as possible.

Page 53

Warm Up Refusing Suggestions

Suggest doing things with the students that they are unlikely to be able to do. The aim is to elicit the pattern "I'm sorry. I have to ..." Then, in pairs, the students take turns to make suggestions. The other student either accepts a suggestion or replies "I'm sorry. I have to ..."

I Have to Go to the Doctor

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where is Sachiko going?
Why does she have to buy a swimsuit?

Follow-up questions

Where does she have to go?
Where do you have to go?

What does she have to buy?
What do you have to buy?

Comprehension – personalization

T: *Have to go?*
S1: *Where does she to go?*
S2: *She has to go to the doctor, the beauty salon, and she has to go shopping.*
Where do you have to go?
S3: *I have to go . . .*

T: *Have to buy?*
S4: *What does she have to buy?*
S5: *She has to buy a camera, some new shoes,*

and a swimsuit.

What do you have to buy?

S6: I have to buy . . .

Personalization

In pairs, in groups, or as a whole class, the students brainstorm what they have to buy and where they buy them. Encourage them to think of as many things as possible.

Page 54

Word Building

Currency

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

People use dollars and cents in the USA.

People use euros and cents in France.

People use pounds and pence in Britain.

Controlled Practice

He Has To . . .

The students make sentences about each picture.

Sample answers

2. *He has to put on his costume.*

3. *He has to jump from tall buildings.*

4. *He has to fight monsters.*

5. *He has to say sorry to his wife.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I have to cook dinner every evening.

One of my friends has to get up at five o'clock in the morning.

Another friend has to use a computer all day.

Page 55

Warm Up

What Do You Have to Do?

Say "What do you have to do in the morning/in the evening/on Sunday/at work/etc . . .?" to individual students. If necessary, help the students when they are trying to express themselves. The students then do the activity in pairs.

I Have to Work at Night

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why doesn't Dracula help his wife?

What time does Dracula go home?

Why does he go home very late?

Follow-up questions

What does Mrs. Dracula have to do every day?

What do you have to do every day?

What does Dracula do all day?

What do you do all day?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, in groups, or as a whole class, the students brainstorm the things they have to do every day. Encourage them to think of as many things as possible.

Page 56

Communication Activities

A. Newspaper Reporters

In pairs, the students take turns being newspaper reporters and try to find out as much as they can about what each other has to do. They then tell the whole class what they have found out.

B. What's My Job?

One student imagines he/she has a different occupation. In order to find out what the occupation is, the others ask *yes/no* questions, which include "have to." After a student asks a question, he/she throws a die. A 1, 2 or 3 means he/she cannot guess the occupation, a 4 or 5 means he/she can have one guess (for example: "Are you a doctor?"), and a 6 means he/she can have three guesses.

C. Grand Prix

Arrange copies of the prompt cards (make more than one copy of each card) in the shape of a race track. The students throw a die and race around the track, making "have to" sentences for the cards they land

on. They can race around the track a number of times.

Page 57

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I watch a video once or twice a week.

I have a sore throat two or three times a year.

I never go fishing.

I can't cook very well.

I'm going to take an exam.

Puzzle sentences

Both of us are very busy.

I can't swim very well.

You can go hiking in the mountains.

He has a headache and a stomachache.

Maybe you can take a vacation next month.

You

I go swimming once a week.

I often go to an Indian restaurant with my friends..

I'm bad at playing the guitar.

Some of my friends wear glasses.

Next year, I'm going to study English very hard.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

9 She Has Dark Hair

Describing People

Target patterns: What does he/she look like?
What's he/she like?

Communication skills: Describing people's appearance
Describing people's character

Language sets: Beard, mustache . . .
Shy, serious, selfish . . .
Dark hair, brown eyes . . .

Page 58

Warm Up

Asking About Family

Ask individual students what members of their family or their favorite sports players, singers, movie stars, etc. look like. The students then do the activity in pairs, groups, or as a class.

What Does She Look Like?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is Manuel looking for?
Where is she?

Follow-up question

What does Carmen look like?
What do you look like?

What is she wearing?
What are you wearing?

Comprehension – personalization

T: *Carmen has green hair and yellow eyes.*

All students:

No! She has dark hair and brown eyes!

T: *She's very short.*

All students:

No! She's quite tall!

T: *She's wearing a pink blouse and purple jeans,*

All students:

No! She's wearing a white T-shirt and a yellow skirt

T: *Kenji (one of the students in the class) is wearing an orange hat and pink pajamas*

All students:

No! He's wearing . . .

Personalization

In pairs, groups or as a class, students make incorrect statements about what others are wearing. The other student(s) corrects them. They can talk about what people in pictures, other students, people they can see from the window, etc.

Page 59

Warm Up

Pairs of Questions

Ask “*What's he/she like?*” and “*What does he/she look like?*” about individual students' family members of favorite sports players, singers, movie stars, etc. The students then do the activity in pairs, groups, or as a class.

What's She Like?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why is Marc at the airport?
How do you think Sachiko is feeling?

Follow-up questions

Who doesn't Carmen know very well?
Who don't you know very well?

What does Marc think Sachiko is like?

What do you think Sachiko is like?

Comprehension – personalization

T: *What does Marc think Sachiko is like?*

S1: *He thinks she's quite nice.*

S2: *He thinks she's bad-tempered.*

T: *What do you think Marc is like?*

S3: *I think he's . . .*

S4: *I think he's . . .*

T: *What do you think (a famous person) is like?*

S5: *I think he/she's . . .*

S6: *I think he/she's . . .*

Personalization

Write a list of words that describe people's character on the board. For example: nice, selfish, bad-tempered, shy, friendly, honest, serious, kind, active, etc. .

In pairs, in groups, or as a whole class, the students make "I think . . ." using each of the words.

Page 60

Word Building People

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- My uncle has a beard.*
- My favorite singer has a mustache.*
- My sister wears glasses.*

Controlled Practice

What Does He/She Look Like? What's He/She Like?

The students make sentences about each picture.

Sample answers

1. *She has black hair, and I think she's serious.*
2. *She has long brown hair, and I think she's friendly.*
3. *He has a long nose, and I think he's cool.*
4. *He has brown hair, and I think he's active.*
5. *He has red hair, and I think he's bad-tempered.*
6. *He has a red jacket, and I think he's shy.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I think my dog is bad-tempered.*
- I think my teacher is shy.*
- I think my father is honest..*

Page 61

Warm Up Describing Famous People

Describe a famous person and encourage the students to guess who you are describing. The students then do the activity in pairs, groups or as a class.

Mr. Universe

The students can listen to the dialog, read it, or do both.

Anticipation questions

- Where is the first contestant from?
- Why is Atchoo's shirt so special?

Post-listening questions

- What does Hic look like?
- What does one of your friends look like?

- What is Atchoo wearing?
- What are you wearing?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students pretend they are models and announcers. "Models" can walk up and down in front of the class or, if this is not appropriate, they can just pretend to be a model in a more quiet way while sitting at a desk. Announcers describe what the models are wearing.

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Communication Activities

A. Pictures of People

The students look at pictures of people, describe them, and imagine what their characters are like. The pictures can be photographs of family, friends, famous people, or people from around the world (either from the past or present), or they can be drawings, paintings, or flash card pictures.

B. Criminals

Divide the class into two teams (or pairs if the class is large). A student from one team quickly flashes a

picture of a person. The other team has to describe the picture, getting a point for each correct detail.

C. The Zodiac

Give the students copies of the zodiac character chart. The students see if the character descriptions are accurate for themselves and for people they know.

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Review Exercises

Crossword

ACROSS

1. so
3. just
6. going
8. saves
10. around
13. fast
15. quickly
17. first
18. for
21. have
24. neither
25. heavy

DOWN

1. says

2. home
4. us
5. then
7. graduate
9. away
11. once
12. day
14. twice
16. look
19. wash
20. late
22. any
23. are

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

10 There Are a Lot of Parks

Describing Places

Target patterns:	What's . . . like? It's . . . and there are . . . What's the weather like in . . . in . . . ?
Communication skills:	Describing places Talking about the weather
Language sets:	Weather words Temperature words

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Warm Up

Talking About Places

Ask individual students about places they know, using the pattern “*What's ... like?*” Encourage the students to talk freely and extend their answers. The students then do the activity in pairs, groups, or as a class.

What's London Like?

The students can listen to the dialog, read it, or do both.

Anticipation questions

How do you think Sachiko is feeling?
What is she going to do tomorrow night?

Follow-up questions

What's London like?
What are the stores like?
What are the stores like in your city?

Comprehension – personalization

T: *Are there only a few parks in London?*
S1: *No, there aren't.*
How many parks are there in London?
S2: *There are a lot of parks.*
How many parks are there in . . .
S4: *There are . . .*

T: *Elephants – New York*
S4: *How many elephants are there in New York?*
S5: *There are . . .*

Give one or two other similar prompts.

Pairs: The students ask and answer similar questions.

T: *Are the stores in London terrible?*
S6: *No, they aren't.*

What are the stores like?
S7: *They are fantastic.*
What are the stores in . . . like?
S8: *They are . . .*
What are the . . . in . . . like?
S9: *They are . . .*

Personalization

The students ask each other “*What's . . . like?*” questions about famous places. They can ask a succession of “*What's . . . like?*” questions about the same place. For example:

What's . . . like?
What are the stores like?
What are the parks like?
What are the restaurants like?
What are the hotels like?
What are the art galleries like?

Page 65

Warm Up

Describing the Weather

Ask the students about the local weather today. Then ask about the weather in other cities or countries – if possible, use information in charts or on the Internet. The students then do the activity in pairs, groups or as a class.

What's the Weather Like?

The students can listen to the dialog, read it, or do both.

Anticipation questions

How do you think Sachiko is feeling now?
What do you think she is going to do?

Follow-up questions

What are the museums like?
What are the art galleries like?
What are the musicals like?
What's the weather like?
What's the weather like in your city?

Comprehension – personalization

T: *What's the weather like in London?*

All students:

Terrible! It's raining all the time.

T: *What do you think the weather's like in (a famous place)?*

S1: *I think it's . . .*

What do you think the weather's like in . . .

S2: *I think it's . . .*

Personalization

The students ask each other about the weather in other cities or countries around the world. They can either guess or use reference materials. One idea is for them to look at a world map and challenge each other with “*What's the weather like in . . . ?*” The other student(s) can then check for the answer.

Page 66

Word Building The Weather

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

In summer, it's often very humid.

In winter, it's sometimes freezing.

In spring, it's often windy.

Controlled Practice What's . . . Like?

The students make sentences about each picture.

Sample answers

2. *It's very hot, and there's a lot of sand.*

3. *It's very humid, and there are a lot of trees.*

4. *It's very beautiful, and there are a lot of high mountains.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

My hometown is very crowded, and there are a lot of tall buildings.

The Pacific Ocean is very deep, and there are a lot of fish in it.

Africa is very interesting, and there are a lot of different countries and cultures.

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Warm Up City Puzzle

Think of a city or country and write a puzzle on the board where half the words are months and the other half are the typical weather in each of the months in the city or country. The students try to match the months with the weather and then guess the city/country. The students then make their own similar puzzles about places they know well, and try to solve each other's puzzles.

You Should Stay in Siberia

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's the weather like in Siberia?

What's the weather like in Mexico?

Follow-up questions

What's the weather usually like in Siberia in June?

What's the weather usually like in your country in June?

What's the weather usually like in Mexico in July?

What's the weather usually like in your country in July?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

The students ask each other about the weather in places they know well. They can ask about the typical weather in various months or seasons. They can either answer from personal knowledge or use reference materials.

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Communication Activities

A. Where Am I?

A student imagines he/she is in a different place. The others ask *yes/no* questions to try to find out what the place is. If an answer is “Yes,” the student who asked the question asks another question using the pattern

“What . . . like?” and can then make a guess. If an answer is “No,” the turn passes to the next student.

B. A Place You Know Well

One student describes a place he/she knows well. The other student(s) ask for more details, trying to get as much information as possible.

C. World Strategies Game

Students play the World Strategies game to practice *like* patterns (e.g. *What’s Seoul like? It’s . . .*)

Students play in pairs (or in two teams). Each student can have different-colored counters or one student can mark X on the page and the other O.

1. One student chooses a country. The opposing student asks a “What’s . . . like?” question about the country or a city or a famous place in the country (questions can be restricted to suit the level and general knowledge of the students).

2. The student who chose the country answers from general knowledge, or from looking at the photocopied drawing of the country or at reference materials. He/she then places a colored counter on the city or marks it with an X or an O.

Version 1: After all the countries have been marked, each student gets 1 point for a row of three, 2 points for a row of four, etc. Each country can only be counted once.

Version 2: If one student places a counter which completely surrounds and blocks every route from a country or group of countries belonging to the other student, the surrounded counters are removed (or the marks are erased) and replaced with the opponents’. The game finishes when there are two empty countries left, and the student with the most countries is the winner.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Michelle: *Hello. What are you going to do after studying English?*

You: *I’m going to meet my friends.*

Michelle: *What are you going to do after that?*

You: *I’m going to go home.*

Michelle: *What are you going to do after that?*

You: *I going to have dinner*

Michelle: *What are you going to do after that?*

You: *I’m going to do some work.*

Michelle: *Well, have a good time!*

Picture prompts – sample answers

He has to put on his costume.

He has to fly.

He has to fight monsters.

She has long hair. I think she’s friendly.

He has red hair. I think he’s bad-tempered.

He has a red jacket. I think he’s shy.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

11 You're Bigger Than Me!

Comparatives 1

Target patterns: . . . –er than . . .

Communication skills: Describing people's appearance
Comparing people and animals
Talking about fitness

Language sets: –er adjectives
In good shape / Out of shape
Losing / Putting on weight

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Warm Up Word Puzzle

Write a word puzzle on the board. The words should be arranged from large to small, or from fast to slow, or from noisy to quiet, etc. See if the students can solve the puzzle. If necessary, help them use the pattern “. . . –er than . . .” when they see the answer to the puzzle and are trying to express themselves.

Don't Go So Fast!

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is going faster?
How do you think Manuel is feeling?

Follow-up questions

Who is bigger, Manuel or Carmen?
Who is stronger, Manuel or Carmen?
Which is stronger, a tiger or a butterfly?

Comprehension – personalization

T: *Who's bigger, Manuel or Carmen?*
S1: *Manuel's bigger than Carmen.*
T: *Bigger – elephant, penguin?*
S1: *Which is bigger, an elephant or a penguin?*
S2: *An elephant is bigger than a penguin.*

T: *Weaker – Manuel, Carmen?*
S1: *Who's weaker, Manuel or Carmen?*
S2: *Carmen's weaker than Manuel.*
S2: *Which is weaker, a (lion) or an (ant)?*
S3: *An (ant) is weaker than a (lion)*

T: *bike – better – Manuel, Carmen?*
S2: *Who's bike's better, Manuel's or Carmen's (Who has a better bike)?*
S3: *Manuel's bike's better than Carmen's (Manuel has a better bike than Carmen).*
S3: *Whose (jokes are) better, . . . 's or . . . 's?*
S4: *. . . 's (jokes are) better than . . . 's*

Personalization

In pairs, groups, or as a class, students compare themselves with friends or members of their family.

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Warm Up Class Comparisons

Say things like “I'm taller than you” or “You are in better shape than me” to individual students. Use humor and be careful not to use any offensive examples. The students then do the same activity in pairs or groups. They can also compare themselves with other people they know or famous people.

I'm in Better Shape Than You

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is tired?
How do you think Carmen is feeling?

Follow-up questions

Who is in better shape?
Why is Carmen going home?

Comprehension – personalization

T: *Better shape?*
S3: *Who's in better shape, Manuel or Carmen?*
S4: *Carmen's in better shape than Manuel.*
T: *Fatter?*
S4: *Who's fatter, Manuel or Carmen?*
S5: *Manuel's fatter than Carmen.*

T: *Taller – A or B (where A and B are famous people)*
S5: *Who's taller . . . or . . . ?*
S6: *. . . 's taller than . . .*

Give one or two other similar prompts. The students can then ask and answer similar questions.

Personalization

In pairs, groups, or as a class, students compare themselves with famous people or other people that everybody knows well.

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Word Building Condition

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I think my brother is in good shape.
I think my teacher is out of shape.
I think I am putting on weight.

Controlled Practice ... -er Than ...

The students make sentences about each picture.

Sample answers

2. *She's happier than him.*
3. *He's stronger than her.*
4. *She's younger than him.*
5. *She's lazier than him.*
6. *He's thinner than her.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I am taller than my mother.
I am younger than my sister.
I am lazier than my father.

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Warm Up What Animal Am I?

Think of an animal and say something like “*I'm an animal. I'm bigger than a dog and faster than a cow. What am I?*” Encourage the students to guess the animal. If necessary, give the first letter, or the animal and/or make more comparative sentences. The students then do the activity in pairs or groups. If necessary, help them by writing a list of useful

adjectives that add “...-er” in their comparative form on the board.

Is He Better Looking Than Me?

The students can listen to the dialog, read it, or do both.

Anticipation questions

How do you think Romeo is feeling?
How do you think Juliet is feeling?

Follow-up questions

What's Juliet doing today?
What are you doing today?

Is Casanova taller than Romeo?
Who is taller than you?

Is Casanova richer than Romeo?
Who is richer than you?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

One student secretly thinks of somebody that the other student(s) knows. The other student(s) asks “. . . -er . . .” questions to try to guess who he/she is thinking of.

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Communication Activities

A. Put Them in Order

Either the teacher or one of the students writes a list of animals, objects, or people on the board. Each student puts them in an order that they then justify, using comparative sentences.

B. Sevens

Make a list of cards from 2 to ace, and write an adjective next to each number. Deal out half a deck of cards, and place the rest face down in a pile (if the class is large, divide it into groups, and give each group a deck). One student places a 7 on the table. The next student either places another 7 or a 6/8 of the same suit as the first 7. The following students place cards that fit next to existing cards, until one student has no cards left. A student who cannot place a card picks one up from the pile. Every time a student places a card, he/she makes a comparative sentence that includes the corresponding adjective.

C. Twenty Questions

Arrange the prompt cards in a circle. A student throws a die and moves a counter around the circle. If he/she lands on a double or triple points card, he/she makes a note of this, and then throws again. The other cards indicate whether he/she should think of an animal, country, etc. When this has been determined, the other students take turns to ask *yes/no* questions that include a comparative (e.g. “*Is it larger than Paris?*”), or they can make a guess (e.g. “*Is it Mexico City?*”). A student who guesses correctly with the first question gets 20 points, with the second 19 points, etc. If nobody guesses correctly, the student who is answering gets 20 points. These points may be doubled, tripled, or more.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I eat slowly.

I'm staying home.

I have to go to work.

Giraffes are very tall.

It's usually hot and humid.

Puzzle sentences

All of them are having a good time.

Then we put some wood on the paper.

They're going to cycle thirty kilometers a day.

I have to get some Canadian dollars.

What's the weather like in Mexico in July?

You

I never work on Sundays.

Next week, I'd like to go skiing.

None of my friends play baseball.

Next summer, I'm going to visit my friend in Australia.

It's humid in August.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

12 London Is More Exciting Than Nice

Comparatives 2

Target patterns: . . . more/less . . . than . . .
Which do you like better, . . .
or . . . ?

Communication skills: Describing places
Giving reasons for preferences
Writing letters

Language sets: *More than* adjectives
Letter endings

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Warm Up

Which Do You Like Better?

Say, "Which do you like better, A or B?" to individual students, where A and B are places the students know. After a student answers, ask "Why?" Encourage the students to answer using comparatives. When necessary, help them use the pattern ". . . more . . . than . . ." The students then do the activity in pairs or groups.

I Like Nice Better Than London

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why does she like Nice better than London?
How do you think she is feeling?

Follow-up questions

What's the sea like?
What's the weather like?
What's the weather like today?

Comprehension – personalization

T: *North of Alaska*
S1: *Is she in the north of Alaska?*
S2: *No, she isn't.*
S2: *Where is she?*
S3: *She's in the south of France.*
Where are you?
S4: *I'm in the . . .*

T: *In bed*
S5: *Is she lying in bed?*
S6: *No, she isn't*
S7: *What's she doing?*
S6: *She's lying on the beach.*
What are you doing?

S7: *I'm . . .*

T: *Sea – ugly*
S8: *Is the sea ugly?*
S9: *No, it isn't.*
What's the sea like?
S10: *It's beautiful,*
What . . . like?
S11: *It's/They are . . .*

T: *Weather – terrible*
S12: *Is the weather terrible?*
S13: *No, it isn't.*
What's the weather like?
S14: *It's great.*
What's the weather like today?
S15: *It's ...*
T: *Nice or London?*
S16: *Which does she like better, Nice or London?*
S17: *She likes Nice better than London.*
Which do you like better, . . . or . . . ?
S18: *I like . . . better than . . .*

Personalization

The students ask each other "Which do you like better?" questions about local places. For example:
Which do you like better, the Indian restaurant or the Korean restaurant?
Which do you like better, the park near the river or the park near here?
Which do you like better, the big bookstore in the city center or the smaller bookstore in front of the station?
Which do you like better, the art gallery or the museum?

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Warm Up

Change the Order

Write about four things on the board and call out an adjective. The students put the words in an order that is appropriate for the adjective and make sentences to justify the order they chose. The students then do the activity in pairs or groups – a student can make his or her own list of things and another student can call out an adjective.

There Are More Stores

The students can listen to the dialog, read it, or do both.

Anticipation questions

Which is more exciting, London or Nice?
Which is cleaner, London or Nice?

Follow-up questions

Which has more stores, London or Nice?
Which has more theaters, London or Nice?
What is Sachiko looking forward to?
What are you looking forward to?

Comprehension – personalization

T: *London is smaller than Nice.*

All students:

No! London is bigger than Nice.

T: *(New York), (Shanghai)*

All students:

. . . is bigger than . . .

T: *Nice is more exciting than London.*

All students:

No! London is more exciting than Nice!

T: *(Tokyo), (Paris)*

Students individually:

I think . . . is more exciting than . . .

T: *There are more gorillas in London than Nice.*

All students:

No! There are more stores, more concert halls, and more theaters . . . and maybe more gorillas.

T: *(San Francisco), (Rome)*

Students individually:

There are more . . . in . . .

T: *The weather is better in London than in Nice.*

All students:

No! The weather is better in Nice.

T: *(Greenland), (Hawaii)*

All students:

The weather is better in Hawaii than in Greenland.

Personalization

The students practice writing postcards. They can write a card from a place they know or want to visit or they can write one from where they are now to a friend who lives in another country/city.

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Word Building

Ending a Letter

The students look at the pictures in turn and try to

guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

Sincerely

With love

Best wishes

Controlled Practice

More . . . Than . . .

The students make sentences about each picture.

Sample answers

2. *Tigers are more dangerous than rabbits.*

3. *The new car is more expensive than the old car.*

4. *The house on the left is more modern than the house on the right.*

5. *Cities are more polluted than the beach/coast/countryside.*

6. *The gorilla is more intelligent than the man.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

Crocodiles are more dangerous than cows.

English is more interesting than math.

I am more intelligent than my cat.

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Warm Up

Name the City

Compare another city/area with the city/area you are in, and see if the students can guess which other city/area you are talking about. Use both “. . . more . . . than . . .” and “. . . less . . . than . . .” as often as possible. The students then do the same activity in pairs or groups.

It's More Fun Than Lying in a Bath All Day

The students can listen to the dialog, read it, or do both.

Anticipation questions

Which does Julius like better, New York or Rome?

What does Julius think is exciting?

Follow-up questions

Which is more polluted, New York or Rome?
Which city do you think is polluted?

Which is more exciting, New York or Rome?
Which city do you think is exciting?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students take turns playing the role of a reporter asking the other student(s) to compare places and give reasons.

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Communication Activities

A. Boasting

One student makes a boast about something that is related to him/her in some way (e.g. "My cat is very cute!"). The next student makes a boast comparing something that relates to him/her with the thing that relates to the first student (e.g. "My dog is bigger than your cat!")

B. What Is It?

In pairs, one student thinks of something in the room (or in a picture). To find out what it is, the other student asks *yes/no* questions that include a comparative. He/she can sometimes make a guess (e.g. every 5 questions).

C. Comparing Countries

Use the *Around the World* board game to practice sentences like "Japan has a higher GNP than France (does)."

How to play:

1. Place the four prompt cards in a pile and turn over the top one.
2. The students take turns to throw a die and move their pieces around the board.
3. After a student moves a piece, he/she compares the country he/she has landed on with the country he/she has just left, using the word on the prompt card, and gets the card for that country. If another student has the card, he/she asks for information about the country from that student, and they then roll the die to decide who gets the card (if the scores are equal, the student with the card keeps it).

4. If the student lands on the country corner squares, he/she misses a turn and the top prompt card is changed.
5. If he/ she lands on START, the student can challenge for any card owned by another student (they roll the die).
6. The first student to collect three cards of the same color and pass START is the winner.

The cards for the USA, Britain, and Australia are not needed to play the game and can be placed face up near the board. They are only used to provide information to make comparative sentences.

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Review Exercises

Crossword

ACROSS

2. fashion
5. hot
8. some
9. lot
10. every
13. dark
16. eat
18. euros
20. better
21. no
22. bad
23. wearing

DOWN

1. shape
3. humid
4. on
6. time
7. start
8. shy
9. like
11. very
12. richer
14. after
15. weather
17. money
19. older
22. big

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and

patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

13 She Lived 2,000 Years Ago

Past Simple 1

Target patterns: Past simple (regular form)
Go / Went
. . . ago

Communication skills: Asking / Talking about the past
Talking about people in history

Language sets: Yesterday, last week . . .

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Warm Up People in History

Say "Who was (a historical figure)?" to the class. Help the students tell you anything they know about him/her. If necessary, ask questions like "Where/When did he/she live?" Finally say, "Who was Cleopatra?" and see what the students can tell you. The students then ask each other about historical figures.

When Did Cleopatra Live?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who was very beautiful?
Who were Julius Caesar and Mark Anthony?

Follow-up questions

When did Cleopatra live?
Who loved her?
Who loved Juliet?

Comprehension – personalization

T: Did Cleopatra live 20 years ago?
S1: No, she didn't.
When did she live?
S2: She lived 2,000 years ago.
When did . . . live?
S3: He/She lived . . . ago.

T: Was Cleopatra famous because she was very lazy?
S4: No, she wasn't.
Why is Cleopatra famous?
S5: Because she was very beautiful and two famous Romans loved her.
Why is . . . famous?
S6: Because . . .

Personalization

In pairs, groups or as a class, students talk about people in history they respect. Other students ask questions.

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Warm Up Use Verbs from a List

Write a list of regular and easy irregular verbs on the board. Talk naturally about your past, encouraging the students to ask you questions as you are talking. Every time you use the past form of one of the verbs on the board, get one of the students to cross it out (with help from the whole class). Each of the students then writes down the list of verbs. In pairs or groups, students take turns to talk about their past, and cross out verbs when they use them in the past form.

Mark Anthony Killed Himself

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who did Cleopatra go to Rome with?
Why did Cleopatra kill herself?

Follow-up questions

Who did Cleopatra marry?
Who attacked Egypt?
Who killed himself?

Comprehension – personalization

T: Did Cleopatra marry Julius Caesar?
S1: No, she didn't.
Who did she marry?
S2: She married her brother.
Who did . . . marry?
S3: He/She married . . .

T: Did Rome attack China?
S4: No, Rome didn't.
Which country did Rome attack?
S5: Rome attacked Egypt.
Which country / Who did . . . attack?
S6: . . . attacked . . .

Personalization

The students take turns talking about the pasts of friends or family members. The other student(s) asks questions.

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Word Building Past Times

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I got up late yesterday.*
- I played soccer the day before yesterday.*
- I went to the beach two weeks ago.*

Controlled Practice Last Year

The students make sentences about each picture.

Sample answers

2. *He played games seven hours a day.*
3. *He didn't work or study.*
4. *He played cards every night.*
5. *And he didn't do any exercise.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- Last year, I studied hard every day.*
- Last year, I ate three meals a day.*
- Last year, I didn't take a vacation.*

Page 85

Warm Up Natural Conversation

Ask individual students about their past, starting with "Where were you born?" Then, in pairs, groups or as a whole class, the students ask each other questions about their past.

I Came to Earth in a UFO

The students can listen to the dialog, read it, or do both.

Anticipation questions

- What does he want to do?
- What's the matter with Atchoo?

Follow-up questions

- Where was he born?
- Where were you born?

- What school did he go to?
- What school did you go to?

- What did he do after leaving school?
- What did/will you do after leaving school?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

The students take turns being a psychiatrist and analyzing the problems of other students. The other student(s) can either be themselves or role-play being famous people.

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Communication Activities

A. Photographs and Pictures

The students look at photographs of people. If the person is alive, the students describe his or her past. If he or she no longer alive, the students describe his or her life. What the students say can be true or imaginary.

B. Who Was I?

One student thinks of a famous person from the past. The other students take turns to ask *yes/no* questions to try to find out who it is. If an answer is "Yes," the student can make a guess. If an answer is "No," the turn passes to the next student.

C. Last Sentence

Divide the class into two teams. A student from one team picks up a prompt card, shows it to everybody, and makes a sentence about the person on the card. A student from the other team then makes another sentence. The teams alternate, and the last team to make a sentence is the winner.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Marc: *What's the weather like in your city in spring?*
You: *It's very nice. It's warm and sunny.*
Marc: *What's the weather like in summer?*
You: *It's very hot and humid.*
Marc: *What's the weather like in fall?*
You: *It's very mild and comfortable.*
Marc: *What's the weather like in winter?*
You: *It's freezing.*
Marc: *So when should I visit you?*
You: *In spring or fall.*

Picture prompts

He's taller than her.
She's younger than him.
She's lazier than him.
Chinese is more difficult than English.
Tigers are more dangerous than rabbits.
The gorilla is more intelligent than the man.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

14 She Took a Lot of Photographs

Past Simple 2

Target patterns: Past simple (irregular form)
What/Where/When did . . . ?

Communication skills: Asking/Talking about past vacations

Language sets: Past forms of verbs
Vacation words

Page 88

Warm Up

Asking About Trips

Ask students about their recent or past vacations or short trips they have taken. Ask follow-up questions that elicit the irregular past forms of verbs (for example: “*What did you drink?*” Then, in pairs or groups, the students ask each other about vacations or trips.

She Visited Westminster Abbey

The students can listen to the dialog, read it, or do both.

Anticipation questions

What places did she visit in London?
What did she watch at Wembley Stadium?

Follow-up questions

How long did she stay in Nice?
How long did you sleep last night?

Where did she go shopping?
Where did you go shopping last week?

What did she buy?
What did you buy last week?

Comprehension – personalization

T: *Sachiko stayed in London for three years.*

All students:

No! She stayed in London for three days!

T: *How long did you (stay in . . . , sleep last night, work today . . .)*

S1: *I . . .*

How long did you . . . ?

S2: *I . . .*

T: *In London, she took a lot of exams.*

All students:

No! She took a lot of photographs!

T: *Did you take any nice photographs last week?*

S1: *(Yes, I took a nice photograph of my dog.)*

S2: *(Not last week, but yesterday I took a great photograph of the sunset.)*

T: *She bought a lot of sausages.*

All students:

No! She bought a lot of clothes!

T: *What did you buy last week?*

S1: *I bought an interesting magazine.*

S2: *I bought a new bicycle.*

Personalization

In pairs, groups, or as a class, students talk about places they have visited and what they did there. The other students ask them questions.

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Warm Up

Continue the Story

Start telling an imaginary story about one of the class or somebody the students know, using the pattern “. . . *went to . . .*”. The students take turns adding a sentence to the story. No main verb should be repeated. The students then do the activity in pairs or groups. Encourage them to keep their stories going for as long as possible without repeating a main verb.

She Went Waterskiing

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where did she lie?
What did she drink?

Follow-up questions

Did she go for a long walk?
When did you go for a long walk?

Who did she meet?
Who did you meet last week?

What did she eat?
What did you eat yesterday?

Comprehension – personalization

T: *She sang on the beach.*
All students:
No! She lay on the beach!

T: *She got very green.*
All students:
No! She got very brown!

T: *She went fishing and shopping.*
All students:
No! She went waterskiing and windsurfing.

T: *She went for a long drink.*
All students:
No! She went for a long walk

T: *She punched some French college students.*
All students:
No! She met some French college students.

T: *They went to Hawaii together.*
All students:
No! They went to a restaurant together.

T: *She drank a lot of delicious food and ate a lot of mineral water.*
All students:
No! She ate a lot of delicious French food, and she drank a lot of mineral water.

T: *Tell me about your last vacation.*
S1: *I went . . . , I met . . . , I ate . . . , I drank . . . , Etc.*
S2: *I met . . . , I met . . . , I ate . . . , I drank . . . , Etc.*

Personalization

Write a list of verbs that have an irregular past form on the board. If possible, the verbs should be in their basic infinitive form. If this is too difficult for the students, the verbs can be in their irregular past form. Then, in pairs, groups or as a class, the students tell real or imaginary stories about the past and try to include as many of the verbs as possible.

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Word Building

Irregular Past

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I met a famous soccer player last week.
I wrote a long e-mail to my friend.
I bought a new car last month.

Controlled Practice

Last Summer

The students make two sentences about each picture.

Sample answers

2. *She met some interesting people.*
3. *She ate a lot of Italian food.*
4. *She wrote letters to her parents.*
5. *She spoke fluent Italian.*
6. *She saw the Leaning Tower of Pisa.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I went to Brazil last year.
I ate paella yesterday.
I spoke English all day today.

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Warm Up

Follow-Up Questions

Ask the students where they went last year or at some other time in the past. Ask natural follow-up questions and include the pattern “*What was . . . like?*” as often as possible. The students then do the activity in pairs. Encourage them to ask many follow-up questions.

What Was the USA Like?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where did Columbus go?
Where would he like to go next?

Follow-up questions

What was the weather like in the USA?
What was the weather like yesterday?

What did he do in the USA?
What did you do yesterday?

What should he do?
What should you do?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher’s Guide. For example, you can write the dialog on the board with words missing and get the students to act out

the dialog. Half the class can be one character, and the other half of the class can be the other character

Personalization

In pairs, one student is a travel agent and the other student is himself/herself or a famous person. The travel agent asks about the vacation the other student has just taken and then recommends a new vacation. They can take turns being the travel agent.

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Communication Activities

A. Where Was My Vacation?

In pairs, one student thinks of a place he/she went to on vacation (real or imaginary). The other asks *yes/no* questions to find out where the vacation was. He/she can sometimes make a guess (e.g. every 5 questions).

B. Chain Story

One student starts a story with “(A person the students know) went to ...” The other students take turns to add sentences to the story. Each main verb can only be used once.

C. Picture Story

The students tell stories from pictures. There are two picture strips on the website, but almost any comic strip can be used. When using a comic strip, it is usually best to remove the words and let the students use their imagination. Another way is to leave the dialog in the comic strip and have the students put it into the past tense.

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It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I go swimming about once a month.

I usually have to cook dinner.

Pandas are black and white and often very big.

My dog runs faster than me.

Leonardo da Vinci painted the Mona Lisa.

Puzzle sentences

She's going to take an important exam in September.

I'm leaving for Europe tomorrow morning.

He's much better looking than you.

London is bigger and more exciting than Nice.

What subjects did you like at school?

You

I always have coffee for breakfast.

Next month, I'm going to lose weight.

I'm shorter than my father.

I didn't go to work yesterday.

I studied English hard today.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

Target patterns: I had to . . .
I wanted to . . ., but . . .
I could . . .

Communication skills: Talking about past hopes
Talking about what we had to do
Giving reasons for past actions

Language sets: Occupations
Housework words

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Warm Up

What Did You Have to Do?

Say, "What did you have to do today / last week / . . .?" to individual students. If they cannot express themselves, encourage them to ask you and sigh after each of your answers to show it was something you had to do but didn't really want to do. The students then do the activity in pairs or groups.

I Had to Smile All the Time

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why was Sachiko's flight terrible?
Where did she have to walk?

Follow-up questions

What did she have to take care of?
What/Who did you have to take care of yesterday?

What did she have to do all the time?
What did you have to do a lot yesterday?

Comprehension – personalization

T: *Was the flight fantastic?*
S1: *No, it wasn't.*
What was the flight like?
S2: *It was terrible.*
What was (your day, school . . .) like
S3: . . .

T: *Did she have to take care of the penguins?*
S3: *No, she didn't.*
What did she have to take care of?
S4: *She had to take care of the passengers.*

What did you have to take care of today (yesterday)?

S5: *I had to take care of my dog.*

T: *Did she have to walk up and down a train?*

S6: *No, she didn't.*
What did she have to do?

S7: *She had to walk up and down the plane.*
What did you have to do today (yesterday)?

S8: *I had to use a computer all day.*

Personalization

The students ask each other what friends or family members had to do yesterday / last week / last year / five years ago, etc.

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Warm Up

What Could You Do?

Ask individual students what they could and couldn't do five/ten/fifteen . . . years ago. The students then do the activity in pairs, groups, or as a class.

I Wanted to Sleep, But I Couldn't

The students can listen to the dialog, read it, or do both.

Anticipation questions

What did Sachiko buy?
What did she want to buy?

Follow-up questions

What couldn't Sachiko do?
What couldn't you do yesterday?

What could Sachiko do?
What could you do yesterday?

What did she forget to do?
What did you forget to do yesterday?

Comprehension – personalization

T: *What couldn't Sachiko do?*
S1: *She couldn't sleep.*
What couldn't you do today (yesterday)?
S2: *I . . .*

T: *What could she do?*
S3: *She could sit down for ten minutes.*
What could you do today (yesterday)?
S4: *I could . . .*

- T: *What did she want to do?*
S5: *She wanted to sleep, and she wanted to buy Marc a jacket.*
What did you want to do today (yesterday)?
S6: *I wanted to . . .*

Personalization

The students ask each other what friends or family members wanted to do and didn't want to do yesterday / last week / last year / five years ago . . .

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Word Building

Ten Years Ago . . .

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I wanted to be a teacher.
One of my friends wanted to be an astronaut.
Another friend wanted to be a dentist.

Controlled Practice

Yesterday .

The students make sentences about each picture.

Sample answers

2. He had to wash his clothes.
3. He had to iron his clothes.
4. He had to order dinner.
5. He had to eat by himself.
6. He had to wash the dishes.

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I had to go to work yesterday.
I had to go to the hospital last week.
I had to get up very early five years ago.

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Warm Up

Asking "Why?"

Ask individual students "Why?" questions such as "Why did you become a (businessman)?" "Why did

you come here today?", "Why did you get up this morning?", etc. Encourage them to use "I had to . . ." or "I wanted to . . ." in their answers whenever it is appropriate. The students then do the same activity in pairs or groups.

I Wanted to Be an English Teacher

The students can listen to the dialog, read it, or do both.

Anticipation questions

What did he want to be?
Why did he become a pirate?

Follow-up questions

What could he do in the Caribbean?
What could you do five years ago?

What didn't he have to do in the Caribbean?
What didn't you have to do five years ago?

Why did he have to get a steady job?
Do you want to have a steady job?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, students take turns being a reporter and interviewing each other about their past. They can start off by using the questions in the dialog and then extend the interview naturally.

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Communication Activities

A. Name a Time

Copy the boardwork from the illustration. In pairs, one student says a time in the past and challenges the other to make sentences about that time, using each of the board prompts.

B. True/False

One student makes a sentence about his/her past, and the other students guess whether it is true or false. This can be played as a class or in teams (the opposing team could get one point for each correct guess).

C. Questionnaire

In pairs, the students ask each other the questions in the questionnaire. The questions review the language targets in both books 1 and 2.

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Crossword

ACROSS

1. light
3. most
6. bed
7. for
8. did
10. forward
11. ago
13. lay
15. well
17. over
18. near
19. sunny
21. that
22. were
23. about

DOWN

1. lived
2. get
3. modern

4. so
5. born
6. before
7. fire
9. after
12. care
13. long
14. soon
15. wrote
16. last
20. you

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.