



Eric Williams · August Niederhaus

Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
<u>ule 1: A New Class</u> Pages 6 to 33	 A1 Understand and use basic introductions, greetings, and goodbyes A1 Ask and answer simple personal questions; describe yourself simply A1 Ask and answer basic questions A1 Understand and use words and phrases about family, personal details, and simple everyday situations 	p.8 * Unit 1 * New People In the first unit, students learn to introduce themselves and greet the people they're talking to, give basic information about themselves and people they know, and end a conversation appropriately.	 What's your name? I'm the teacher. Titles Where are you from? Bye. 	Basic kinds of people Common questions and ways to answer Words and phrases used in greetings, introductions, and goodbyes Common jobs, marital statuses, and titles Country names and nationalities
<u>Module 1: A N</u> Pages 6 to	A1 Understand and use common classroom language A1 Understand and use numbers to count A1+ Understand and use simple words in descriptions of objects (for example, colours)	* Unit 2 * p.20 The Classroom Students learn to discuss the classroom environment, including physical objects in it as well as some common things outside classes that are relevant to them and their classmates.	 What do you have in here? What do you have outside? Whose is it? The Things Around You Where is it? 	School supplies Numbers Colours Classroom objects Prepositions of location
<u>Module 2: Life and School</u> Pages 34 to 61	 A1 Build a vocabulary of words and phrases about family and personal details A1 Describe your family in short, simple spoken or written phrases A1 Understand, ask, and answer simple personal questions such as <i>How old are</i> <i>you?</i> A1 Understand and use days of the week and months of the year A1 Understand and use numbers as ages and dates 	p. 36 * Unit 3 * About Family Students expand on their ability to talk about life outside the classroom by discussing family, including family members and their appearance. p. 48 * Unit 4 * School Life	 In My Family Technology and Media Family Photos That's his wife. Appearance Ages and Birthdays Studying 	Family members Technology and media Demonstratives Extended family Appearance Months Dates and ordinal
<u>Module</u> Pa	 numbers as ages and dates A1 Give personal information, such as age and basic information about family A1+ Describe your family simply (for example, the members, how old they are, and what they do) A1+ Indicate time using phrases such as <i>in November</i> 	This unit teaches students to talk about their own daily school lives as well as those of family members of similar ages, with special focus on students' class-related plans, habits, and timetables.	 Do you have classes on Friday? Going to University I study at night. 	numbers Days of the week School-related verbs and verb phrases Schools and year levels Parts of the day (<i>morning</i> , etc.) Daily activities

Gra	mmar and Structures	D istening / D eading	Writing / Speaking
Lesson 2Short forms (contractions)Image: Contractions of the second of the secon		 & 1: Meeting a tutor, a teacher, or a careers advisor & 1: Greeting a classmate 1: Short forms and intonation 1: A phone call to hotel reception 8: Chats and text messages & 1: Goodbyes & 1: A list of names 	 Pilling out name tags Pilling out name tags Pilling an opinion Stating an opinion A visa application A visa application Solution Labelling a map Saying goodbye Writing a chat
	questions Questions and statements with <i>there is</i> and <i>there are</i>	 & 1: A shopping list A simple survey & 1: Descriptions of school environment and supplies Labelled pictures A note with instructions 	 W&S: Describing your environment and possessions W: Listing what people have W: Marking up text S: Asking what things are called S: Asking about the location of things W: Writing a note that gives instructions S: A guessing game
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	answers some and any Questions with who Plurals	 8.1: Descriptions of families and their members 1: A video call 8: A family tree 8.1: Descriptions of photos 8.1: Descriptions of people's appearance 	 W: Names and information about family members W: Listing what people have S: Talking about photos W&S: Doing interviews S: Describing people's appearance S: Describing a picture W: Drawing and labelling a family tree Writing about your family
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Simple present in affirmative statements Simple present in questions and answers 3 rd person singular subjects in simple present affirmative	 (a) (a) (a) (a) (a) (a) (a) (a) (a) (a)	 Writing invitations on cards or as notes & S: Listing study habits and interviewing people about them & S: Filling out and summarising a timetable Filling in a chart with information you hear, and then using the chart to report information & S: Describing the lives of family members

Contents _____

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
<u>Module 3: Around Campus</u> Pages 62 to 89	 A1 Understand and use numbers in times A1 Understand simple words and phrases like excuse me, sorry, and thank you A1 Use short, memorised phrases for specific purposes with reasonable accuracy A1+ Indicate time using phrases such as three o'clock A1 Build a basic vocabulary of words and phrases about personal details and simple everyday 	* Unit 5 * p. 64 Doing Things at School Here students learn to talk more about things they do around campus between classes or after classes, including getting from one class to another or finding a place to study.	 Telling Time What do you do after classes? Where do you go after classes? In That Building Directions 	Words and phrases related to times of day, including things done at those times Names of classes/subjects Adverbs of frequency Parts of a building Verbs and phrases used to give or get directions
<u>Module 3</u> Pa	situations A1 Very simply describe where you go to school A1 Write about yourself and where you go to school using short, simple phrases A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help	* Unit 6 * Places on Campus This unit expands on students' ability to talk about things they do around campus by introducing more places on campus, both inside and outside, for studying or relaxing.	 The computer lab smells new. Could I speak to Dr Roberts? In the Common Room At the Student Centre It's a really nice day. 	Places and things in a building Telephone language Things in a common room Common questions with <i>how</i> Things outside of buildings on a school campus
<u>Module 4: Done for the Day</u> Pages 90 to 117	 A1 Understand and use numbers in prices A1 Buy things in shops where pointing and gestures can support what is said A1 Ask and answer questions about things shops have A1 + Ask people for things and give them things A1 Very simply describe where you live A1 Join simple phrases with words like and A1+ Describe what you like and don't like A1+ Describe what you can and can't do 	* Unit 7 * p.92 Study or Eat? Students have things to do before they leave school. They often need to eat or get books from the library to use at home. Here students learn to talk about some things they do before leaving campus. * Unit 8 * p.104 Away from School After classes and studying are done, students go home. In this unit, they learn to discuss how they get there and things they see on the way, as well as to describe their home and what they do there.	 Are you going to the cafeteria? In the Library At the Cafeteria At the Restaurant At the Café At the Café Going Home On the Way Arriving Home Hobbies at Home Dinner Time 	More places and things on campus Language used in the library Kinds of food and ways of cooking Language used in a restaurant or with purchases Addresses and types of houses Modes of transport Words and phrases found on signs Parts of a house Hobbies Household chores

Gram	nar and Structures	D istening / R eading	Writing / S peaking
Lesson 1 Lesson 2 Lesson 3 Lesson 4	their answers Simple present: go and do; before and after phrases how often and adverbs of frequency More where questions and their answers	 Reading about the details of people's routines Reading clocks to tell time Labelled pictures Descriptions of buildings Reading and listening to directions 	 S: Telling time S: Talking about when things happen Y: Filling out a class timetable & S: Describing habits S: Describing buildings Yriting directions and drawing a map Describing other people's routines
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Adjectives before nouns Adverbs of frequency with be More how questions: how + adjective/adverb	 & : Descriptions of buildings on campus and places inside them & : A phone conversation : Taking notes on things you hear & : Conversations asking for information : A university brochure 	 \$\cong & \leftsymbol{S}: Describing rooms, offices, and other places in a building \$\cong Pronouncing phone numbers and other numbers \$\cong & \leftsymbol{S}: Having a short conversation on the phone \$\cong & \leftsymbol{S}: Using notes to help you describe a place \$\cong Asking questions to get information \$\cong & \leftsymbol{S}: Describing weather and places that are outside
Lesson 1 Lesson 2 Lesson 3 Lesson 4	want and would like Questions with what and what kind (of) Questions with what and which	 & 1: A conversation about where someone is going & 1: A request for help from a librarian & 1: Conversations about what to eat or drink 1: People ordering food in a restaurant Reading about books in a bookshop 	 S: Discussing what people and animals are doing Discussing what you want or would like Talking about food, cooking, and eating Taking notes and using them to write a paragraph Listing things you buy or want & S: Things you want to do Discussing what is required for certain activities Role-playing a transaction in a bookshop
Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	information questions, including subject questions Negative imperatives; conjunction <i>or</i> Conjunctions <i>and</i> and <i>but</i> Simple present: <i>like</i> in statements and questions	 & 1: A conversation between a taxi driver and a passenger Reading signs Reading paragraphs and listening to monologues Descriptions of houses A description of how to make an omelette An advert for a house 	 S: Giving an address Talking about people who are travelling somewhere Writing classroom rules Describing houses S: Describing and discussing hobbies S: Taking notes and talking about things you and your classmates can do Writing a how-to paragraph Writing an advert

MODULE

A NEW CLASS

Module 1 Goals

Understand and use basic introductions, greetings, and goodbyes

Ask and answer simple personal questions; describe yourself simply

Ask and answer basic questions

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

Understand and use common classroom language

Understand and use numbers to count

Understand and use simple words in descriptions of objects (for example, colours)

Module 1 Overview:

A New Class

Module 1 Goals

- Understand and use basic introductions, greetings, and farewells
- Ask and answer simple personal questions; describe yourself simply - Ask and answer basic questions
- Understand and use words and phrases about family, personal details, and simple everyday situations
- Understand and use common classroom language
- Understand and use numbers to count
- Understand and use simple words in descriptions of objects (for example, colors)

Warm Up

- Draw students' attention to the title of Module 1: A New Class. Tell them they are in a new class. Tell them that this module will teach them how to talk about their class and classmates in English.
- Briefly introduce yourself. Finish by saying, I am a _____. Try to elicit the word teacher.
- Using your own classroom, a photo of a classroom, or a drawing of a classroom on the board, brainstorm things that can commonly be found inside. Students should not be expected to know any of this vocabulary, but try to elicit responses. If necessary, use verbal fill-in-the-blank sentences such as This is a _____ and I am a _____. This is a chance to help students get comfortable by learning about things that they are familiar with.

Extension Picture Talk

• Ask students questions or have them make statements about the picture. Set a goal—for example, draw ten blanks on the board and ask students to fill them up with things from the picture.

Extension Name Game

• Play a memory game to break the ice. You'll need something safe for students to throw in the room, such as a ball. Give the ball to a student and ask the student's name. The student says his or her name and then tosses the ball to you. Say the student's name and then your name. Toss the ball to another student. That student must say the first student's name, your name, and then their own name. The game continues until the last student says everyone's names. You can then do it again in reverse order. Be guick to help struggling students so that they are not embarrassed.

Preview

- The point of this activity is to get students to look through the module.
- Read the first item on the list (names of colors). As a class, find the page where colors are the vocabulary (p. 24).
- Put students in pairs and ask them to find the remaining three items. Monitor to ensure students are searching together.
- For *telephones*, tell students that the s means more than one, so they might be on more than one page. Tell them to look over all of the pages and find all of the phones.
- Recap by asking students where each item is.

1. p. 24 **2.** p. 31 **3.** 11 & 22 **4.** p. 12

Discuss

• Ask a student to read question **1**, or read it yourself and reply using the parts of the sentence: I think the people are students.



- Put students in pairs and tell them to ask and answer questions 1 through 5.
- Monitor to make sure students have understood. Help students who are struggling.
- Question 5 is freer than the others. Help students write a sentence in the blank.
- Recap as a class by having exchanges with the students one at a time.
 - **1.** I think the people are students.
 - 2. In English, the name of my country is Germany.
 - 3. The name of my language is German.
 - 4. In my language, Guten Tag and Wie geht's are greetings.
 - 5. I greet my teachers in English. I say, "Good morning," or, "Good afternoon."

Teacher's Note First Day of Class

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

Unit 1 Overview:

New People

Lesson 1: What's your name?			
Aims:	 Ask for and say people's names Use common nouns related to people Ask and answer basic questions 		
Vocabulary:	Basic kinds of people		
Grammar:	be in simple present		
Lesson 2: l'	m the teacher.		
Aims:	- Greet people and use common greeting expressions - Understand and use contractions		
Vocabulary:	Words and phrases used in greetings and introductions		
Grammar:	Subject pronouns and be contractions		
Lesson 3: T	ïtles		
Aims:	 Give personal details (marital status, job, etc.) Use titles such as <i>Mrs</i>. and <i>Mr</i>. Use negative contractions 		
Vocabulary:	Common jobs, marital statuses, and titles		
Grammar:	Short forms (contractions) in negative statements		
Lesson 4: V	Vhere are you from?		
Aims:	 - Understand and use country names and nationalities - Ask and answer questions about nationality - Ask how, where, and what questions with be verbs 		
Vocabulary:	Country names and nationalities		
Grammar:	be questions with question words		
Lesson 5: B	ye.		
Aims:	- Understand and use farewells - Use possessive adjectives such as <i>his</i> and <i>its</i>		
Vocabulary:	Farewells		
Grammar:	Possessives		
Some Mod	ule 1 Goals in Unit 1		
- Understand and use basic introductions, greetings, and farewells - Ask and answer simple personal guestions; describe yourself simply			

Ask and answer simple personal questions; describe yourself simply
 Ask and answer basic questions

Lesson 1 What's your name?



Warm Up

- Draw students' attention to the title of the unit: New People. Ask students what they say when we meet new people. Direct this discussion toward names. If necessary, act out meeting for the first time with a student and make a point to exchange names.
- Alternatively, ask students to write their names on the board in their first language(s). Draw students' attention to the title of the unit: New People. Ask what we say when we meet new people. If necessary, act out meeting for the first time and exchange names.



* Unit 1 · New People *

C In Your World

Look at the name tags. Write your first name and surname on a tag. Then choose a partner. Ask his or her name and design a name tag for him or her.

What is your partner's name?

HELLO! My name is My name

A Model Conversation Track 02

What is your name?

- Transition by telling students that the model conversation is about names.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students the names of the two people in the conversation (Maya Mandelli and Martín Abreu).

Vocabulary: People Track 02

- Look at each picture and say the word below it. Ask students to repeat. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.

	1. (a) student	(b) woman	(c) last
Key	2. (a) tutor	(b) name	(c) man
-	3. (a) are	(b) classmates	

G In Your World

Setup / Demo

Ask for a few students' names using the question "What's your name?" After a few answers, draw students' attention to the name tags. Using your name, show how the name tag are used. Ask a student to read the sentence "My name is..." and then say his or her first name. Have students write their first and last name on the left name tag.

D Grammar

Simple present: be

be questions	answers to be questions	be statements
Am I a student?	✓ Yes, you are (a student).	You're a student.
Are you a teacher?	X No, I'm not (a teacher).	I'm not a teacher.
Is he a man?	✓ Yeah (, he's a man).	He's a man.
Are we classmates?	X Nope (, you're not classmates).	You're not classmates.
Are you girls?	✓ Yep (, we're girls).	We're girls.
Are they friends?	X No, they aren't (friends).	They aren't friends.

Brief note Yep, yeah, and nope are informal. Use them with your friends.

Use he for a man, she for a woman, and it for a thing.

Grammar Practice

Write be questions. Then (circle yes or no and) fill in the gaps.

1. Q: you John?	A: (Yes / No), Daniel.
2. Q: you teachers?	A: (Yes / No), are teachers.
3. Q: he your boss?	A: Yes, is my
4. Q: Are our teacher?	A: Yes, I'm teacher.
5. Q: ls your cat?	A: No a rabbit.

Use the Language

Introductions

 Think of your first meeting with an important person—a friend, your boyfriend or girlfriend, your manager, etc. Write the first conversation between you and that person.



Activity

Ask students to exchange names in pairs and draw a name tag for their partner on the name tag next to theirs or on a separate sheet of paper.

Feedback

Ask students to say their partners' full names. If they want to, they can also show the name tags they drew.

Extension Class List

- Tell students they are going to make a class list. Give each student a piece of paper or have them use their own.
- Have students go around the room or rotate partners and make a list of all the students' full names.
- Depending on the students' English ability, encourage them to add other information to the list, such as email addresses and phone numbers.

D Grammar

- Briefly go over the table, practicing the exchanges.
- When you get to the third person (*he*), draw students' attention to the Brief note on pronouns. Check understanding by using objects and people in the room, asking students to say the correct pronoun.
- After going over the table, point out the second Brief note. Explain that *yep*, *yeah*, and *nope* can be used in casual situations. Check for comprehension by asking students which words they would use to respond to different people, such as leaders or older relatives.

 Practise further by asking students real-world questions: *Am I a teacher?* Yes, you are.
 Is she a teacher? No, she isn't.

Are you classmates? Yes, we are.

Teacher's Note Formal vs. Informal

- When explaining the Brief note on *yeah*, bear in mind that the concept of formality is important for all English language learners. If you have time, ask students to think of different situations where formal and informal speech is used.
- Remember that students are probably already familiar with formality but may place too little or too much importance on it, depending on their first language.

Grammar Practice

- Do number **1** as a class.
- Ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart when necessary.
- Check answers as a class.

Key	2. Q: Are	A: No, I'm A: Yes, we	4. Q: you 5. Q: this	,
	3. Q: Is	A: he boss		

Check the Workbook

For further practice with subject-verb agreement, use Exercise 3 in Unit 1, Lesson 1 of the Workbook.

Use the Language: Introductions

- Model for the students by completing the activity with your own information. Who is the person you're meeting? How formal or informal is the language you use? Write each side of the exchange on the board so that students have a model.
- Ask students to think of their first meeting with an important person. Then ask them whether they should use formal language or if informal language is okay. Then have them fill in the bubbles and/or write on the lines.
- Put students in pairs. Pairs should exchange books and act out the conversations they wrote. Student A will probably remember the conversation he or she has written; student B can read from student A's book. If student A doesn't remember what he or she has written, students can share books to read the conversations.

Extension Mingle

- Explain to students what it means to mingle. Elicit some situations where mingling is a useful skill, such as parties, conferences, etc.
- Tell students to mingle and introduce themselves to as many classmates as they can.

Lesson 2 I'm the teacher.

Aims

- Greet people and use common greeting expressions - Understand and use contractions

Vocabulary

Greetings

Hello. / Hi. / Hey. How's it going? / How are you (doing)? I'm (very)... Well. Good. Not bad. Okay. All right. (Thanks.) Good morning/afternoon. It's good to see you.

Other common expressions

Please / People call me... / (But) You can call me... How about you? / And you? / Me too. / Not me. I'm sorry. What? / Could you repeat that?

Introductions

Nice/Good to meet you. Welcome. I'm... / My name is... I'm new here. / I'm a new student here. Grammar

Short forms (contractions)

Warm Up

Ask students how they say hello in their first language(s). Ask about different greetings and what greetings to use at different times of the day. Explain that *How are you*? is a normal way to say hello in English. Ask if any students know how to respond to this. By using elicitation or giving examples, write a brief greeting exchange on the board, or show students the common greetings in the textbook.

A Model Conversation Track 03

- Draw attention to the picture and explain that the people are saying hi.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students how the conversation begins (*Hi*.). Ask what Bren and Mr. Pearl say to each other after they say their names (*Good to meet you*.).

B Vocabulary Track 04

- Go over the chart with students. Say each word or phrase and have students repeat them.
- Practise greetings with students. Tell students to focus on answering quickly and matching levels of formality.
- When explaining Good + time of day (e.g., Good morning), be prepared to explain that Good morning and Good afternoon normally mean hello, not goodbye. If goodbyes are discussed, explain that Good night is normally said right before sleeping. At other times in the evening, students should use Have a good night.
- Ask students to fill in the blanks using the expressions from the chart.

Key	1. (a) Good	(b) are	(c) bad	
×	2. (a) call	(b) here	(c) meet	

✓ Check the Workbook

For further practice matching greetings and responses, use Exercise 3 in Unit 1, Lesson 2 of the Workbook.



B Vocabulary

Lesson 2

Read the expressions. Then fill in the gaps, and then listen.

I'm the teacher.

Greetings	Other common expressions
Hello. Hi. Hey. Heyis info	Boople call me (name)
Q: How's it going? / How are you (do A: (I'm) (Very) Well/Good Not bad. Okay. All right. (Thanks	Q: How/What about Q: Andyou? A: Me too. / Not me.
Good morning/afternoon. It's good to see you.	I'm sorry. What? / Could you repeat that?
	Introductions
	ou. Welcome. I'm / My name is w here. / I'm a new student here.
I. Man:	you? me Bob. I'm a me Bob. I'm a new teacher b anks. And you? Woman: It's nice to C you
Cynthia: I'm all right.	Bob.
Cynthia: I'm all right. About You	Bob.

G About You

- Write the exercise on the board and have one or two students model it. Then have students complete the exercise on their own.
- Put students in pairs and ask them to say their sentences to each other. For more practice, rotate partners a few times.

Teacher's Note Using Repetition

The best way to build fluency is through repetition. When you go over the expressions, be prepared to practise greetings and introductions many times so that students are prepared to do this in later activities and in the real world.

Extension Extended Introductions

Now is a good time to discuss the language that students will need to learn in order to introduce themselves. The goal is not to get students to produce perfect sentences.

- Ask students what information they give people when they first meet. Elicit or suggest *job*, *age*, *major*, *hometown*, *nationality*, etc.
- Write a model sentence for each piece of information suggested by students, but leave a blank for students to put their own information in.
- Continue the About You activity by having students give this extra information to their partners.
- Give helpful vocabulary and correction when needed.

D Grammar

Short forms (contractions)

subject pronouns		short forms
1	am	l'm
you	are	you're
he / she / it	is	he's / she's / it's
we	are	we're
you	are	you're
they	are	they're

Grammar Practice

Look at the model conversation and fill in the gaps with the long forms.

1.	Hello.	Bren.	3.
2		a navu studant	4

Pronunciation

Short forms and intonation @Instos

1. Listen to the conversations. Look at the <u>underlined</u> words. Does the speaker use the long form or the short form? Why?



Listen to Speak

2. Listen again and repeat

Listen to two conversations. Which conversation matches the picture? Why do you think so?

Tell your partner. Does your partner agree? Why or why not? Write your answer.



We usually use short form when speaking. Long form are used for emphasis.

not classmates

the teacher

Brief note You can mean one persor or many people.

D Grammar

- Write the phrase I am on the board. Below it, write I'm.
- Explain that this is called a contraction, or short form, and that contractions are often used when speaking.
- Briefly go over the table and practise the contractions.

🖪 Grammar Practice

- Revisit the model conversation with students. Find the phrase *I'm Bren*. Ask students for the long form. Ask students to write the long form in **1**.
- Ask students to fill in the remaining blanks individually or in pairs.
- Check answers as a class.

Š	1. I am	3. We are
¥	2. I am	4. I am

Teacher's Note Contractions

Contractions are very common in spoken English. Be prepared to explain to students that they may hear more contractions than they read or write. Then explain that some contractions are used in speech but never written, such as "there're."

- 1. Draw students' attention to the first Brief note in **D**. Explain that, though the short form is commonly used, people use the long form to highlight and emphasise.
- **2.** Have students read the dialogue associated with each picture. Then go through the underlined phrases and ask students whether each is in the short or long form.
- 3. Play the audio. Have students repeat each line.
 - My name's John. (short form) I'm sorry. What? (short form) My name is John. (long form)
 Are you a new student? I'm the teacher. (short form) You are not. (long form) You're a student, too. (short form)

Extension Paper Chat

- Put students in pairs and have them write a conversation on a shared piece of paper. Let students choose the topic but encourage them to use contractions.
- Tell students to stop writing and look over their conversation. Tell them to underline the contractions they used.

C Listen to Speak O Track 06

- Draw students' attention to the picture. Ask where the people are (*hotel*). Ask what the man is doing (*talking on the phone*). Ask how people talk when they're on the phone (*politely*, *formally*, *clearly*).
- Explain to students that only one conversation will match the photograph.
- Play the audio.
- Ask students to chose the matching conversation. Ask them to explain why.
- Put students in pairs and have them exchange answers and discuss why they think so.

Check the Workbook

For further practice, ask students to find all the contractions in Unit 1, Lesson 2 of the Workbook. Note that Exercise 2, #5 is written incorrectly without a contraction, but could be written correctly with a contraction.

Lesson 3 Titles

Aims				
 Give personal details (marital status, job, etc.) Use titles such as <i>Mrs</i>. and <i>Mr</i>. Use negative contractions 				
Vocabulary				
Marital status married	husband	wife	single	
Jobs doctor	professor	lorry driver	police officer	
Titles Mister (Mr) Doctor (Dr)	Mrs Professor (Prof.)	Ms	Miss	
Grammar				
Short forms (con	tractions) in negativ	a statements		

Short forms (contractions) in negative statements

Warm Up

Write a full name on the board (yours or a volunteer's). Ask students if people use full names when addressing each other. Explain or elicit that friends and family probably use the first name only, but strangers use a title and the last name. Explain or elicit when students should use titles like Mr., Mrs., and Ms. Then erase the first name from the name on the board and ask students what they should say instead.

A Model Conversation OTrack 07

- Transition by saying that the model conversation uses *Mr*. and *Miss*. Ask what the man's full name is (*Jimmy Garza*). Ask what he would be called if only his last name were used (*Mr. Garza*).
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students what the woman's name is (*Angela Wells*). Ask what Jimmy calls her at first (*Miss Wells*). Ask what Miss Wells wants to be called (*Angela*).

B Vocabulary O Track 08

- Go over the chart with students. Say each word or phrase and have them repeat. Explain any words students have difficulty with.
- Elicit other jobs that students know. You can act out certain professions, or elicit verbally: *What do we call a person who* (plays music, designs buildings, puts out fires, etc.)?
- You could also ask students to think of jobs they know and act them out for the class, with other students trying to guess what job it is. It's preferable to have them guess in English, but this may be difficult. If they share a first language, they can guess in that language and then translate it into English.
- Some other jobs appearing in *Blueprint 1*: accountant, artist, (sales) clerk, engineer, host, librarian, mechanic, musician, secretary, server, waiter, waitress, writer.

✓ Check the Workbook

To reinforce visual recognition of the occupation words presented in this activity, ask students to do the word search in Unit 1, Lesson 3 of the Workbook.

C Vocabulary: Titles Track 09

- Read each title from the chart. Explain that *Mr*. is always used for a man, *Mrs*. is used for a married woman, and *Miss* is used for an unmarried woman. *Ms*. is used when the speaker does not know whether a woman is married or unmarried. Explain that *Dr*. can mean a medical doctor or a person with a PhD.
- Play the audio. Have students repeat the words.



A Model Conversation

Read the conversation. Then listen. (1) Track 07

Woman:	Hello, Mr Garza.
Mr Garza:	Oh. Hi, Miss Wells. Please call me Jimmy.
Miss Wells:	Okay, then you can call me Angela.
Jimmy:	All right. And how are you Angela?
Angela:	I'm very well, thanks. How about you?
Jimmy:	Yeah, I'm okay too. Is the teacher here?
Angela:	Mrs Watson? I don't know. I can't see her

Vocabulary

Read the words and phrases. Listen and repeat. Then try to add more jobs. Graces







C Vocabulary: Titles



: Miss Listen and practise. 1. Mr & Mrs Smith 2. Prof. Alvarez 3. Ms Green

Mrs Smith 4. Dr Jones Alvarez 5. Miss Perkins een

D About You

Fill out the first part of a visa application form.

VISA APPLICATION

Visa application time: 9-11 a.m., Mon-Fri Visa pick-up time: 11 a.m-12 p.m., Mon-Fr

What country are you going to?

Extension Titles for Famous People

Brainstorm a list of seven or eight celebrities as a class.
Have students work in pairs or as a class to decide what each celebrity's title should be.

Teacher's Note Ms. and Miss

Ms. is the simple title for a woman, just as *Mr*. is the simple title for a man. It does not give any information about marital status. Distinguish *Ms*. (*Miz*) from *Miss*, noting the important pronunciation difference. Ensure that students have grasped the differences in pronunciation among *Ms*., *Miss*, and *Mrs*.

About You

Setup / Demo

Ask students if they know what a visa is or why they might need one. If they don't, explain. Tell students that many people use English when they travel to other countries, even countries where English is not the primary language, because both the travelers and the local people have probably studied some English. For this reason, many visa forms include English. Therefore, it is useful for students to know how to fill out visa forms in English. Visa forms often ask for information the student has learned to give, such as their title and name. Fill out the form for yourself. Explain your title and marital status, real or imaginary.

Grammar

Short forms (contractions) in negative statements

short forms in negative statements			
l'm not	we're not / we aren't		
you're not / you aren't	you're not / you aren't		
he's not / he isn't			
she 's not / she isn't	they're not / they aren't		
it's not / it isn't			

Grammar Practice

Fill in the gaps with a short form or a title.

- 1. I'm Jimmy. I'm a student. ______ a lorry driver.
- Angela Wells is single. <u>S</u> married. Wells is a student.
 The teacher is a woman. <u>S</u> a man. married. Her name is
- _____ Watson.

Use the Language

Title

Introducing other people

1. Give the people names, jobs, and titles. Are they married?





Brief note

Last name is often used

- Choose a partner. Take turns introducing the people above to your partner. Use affirmative and negative statements.
- 3. Write an introduction about one of your partner's people

13

Activity

Have students complete the form for themselves.

▶ Feedback

Ask students to share their work with the class. If they are reluctant, have them share in pairs first and then ask the more confident ones to share with the class.

Extension Filling Out Forms

- As a class, think of other information that might be needed
- on a visa form: gender, age, phone number, address, etc.
- Have students work in pairs and write the information.

🖪 Grammar

- Write the phrase *you are not* on the board. Below it, write *you're not* and *you aren't*.
- Explain that these are contractions, like the ones from Unit 1, Lesson 2. Reiterate that these are extremely common in speaking.
- Briefly go over the table, practicing the contractions.
- Further explain that either type of contraction ('s not or isn't, 're not or aren't) may be used, and they both mean the same thing.

🗗 Grammar Practice

- Do number **1** as a class.
- Ask students to fill in the blanks individually or in pairs. If they seem to be having trouble, tell them they can look back at the model conversation.

- Note that for **2** and **3**, two contractions are possible for the first two blanks.
- Check answers as a class.
 - I'm not
 She isn't / She's not, Ms./Miss
 - 3. She isn't / She's not, She's, Mrs.

Teacher's Note Linking

Because of the word *not*, this lesson is a good place to introduce the idea of linking. For example, in number **3** of the grammar practice, in the sentence *She's not a man*, the *t* sound at the end of *not* changes to a *d* sound and moves closer to a than to *not*, forming a series of sounds like *Ina da man/*. Consider introducing this to students, not to have them practice and produce it, but to help them better grasp the natural rhythm of English sentences.

C Use the Language: Introducing other people

- Direct students' attention to the first picture. Ask them to make up information about the woman. Encourage creativity. Then have students create and write information for all three pictures.
- Creating the information could be a fast process or a slow one, but be ready to help students by giving suggestions. You can ask leading questions such as *Is it a man or a woman? What are some men's names? Do you think he's married? Why? I Why not?*
- Make your own model introduction for one of the people and present it to the class. Use affirmative and negative statements. Then put students in pairs and have them share their introductions of the people. Remind them to pay attention because they will need to recall this information later. Correct mistakes with the target language, *be* statements, and contractions.
- Have students write an introduction for one of the people based on the information from their partner. Monitor and assist to ensure students write accurately. Have one or two of the stronger students share, or ask for volunteers. Give feedback.

Extension Introduce a Classmate

- Have students make introductions for a classmate. Put them in pairs and have them ask their partner the same information needed to complete **1** in the Use the Language activity.
- Once partners have exchanged information, ask students to introduce their partners to the class. At this point in the semester, students should know each other well enough that the focus can be on speaking and listening fluency rather than on giving or receiving new information.

✓ Check the Workbook

More exposure to introductions and the use of titles is available in Unit 1, Lesson 3 of the Workbook. The listening activities are also meant to test different listening skills and aid in identifying titles correctly when heard.

Lesson 4 Where are you from?

Aims

- Understand and use country names and nationalities
- Ask and answer questions about nationality
- Ask how, where, and what questions with be verbs

Vocabulary

Countries			
Brazil	Canada	Chile	etc.
Nationalities			
Brazilian	Canadian	Chilean	etc.
Questions and Answers Where are you from? I'm from (country). What part of (country) are you from? Where in (country) are you from? What nationality are you? I'm (nationality). How do you spell that? (Answer with letters of the algorithm)			
Reponses That's nice/i That's a nice	nteresting. e / an interestin	g (noun).	
Grammar			
be questions v	with question w	vords	

Warm Up

Ask students what country they are in—or from—and how to say the nationalities of people from those countries. Then, for fun, draw a country on the board and see if students can guess the country you have drawn. If they do, ask them the nationality of people from that country.

A Model Conversation O Track 10

- Transition by saying that the model conversation uses nationalities.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students what country Biyu is from (*Peru*). Ask the class what country her parents are from (*China*).

Vocabulary: Countries and nationalities OTrack 11

- Go over the chart with students. Point out common patterns in the nationalities (~an, ~ese). Explain that nationalities are often used before nouns to help describe things from specific places (for example, Italian food and Korean movies).
- Play the audio. Have students repeat the words.
- Ask leading questions to help students add more countries and nationalities to the list. For example, where are famous people such as Christian Bale (the United Kingdom) or Cristiano Ronaldo (Portugal) from, and how do you say the nationality of people from those countries (British, Portugese)?

Teacher's Note Nationalities

Be prepared to present the patterns of how nationalities are formed from country names (e.g., *America* \rightarrow *American*). The main categories are: ~*n*, ~*an*, or ~*ian*; ~*ese*; ~*ish*; ~*i*. You may wish to present these categories on the board to help students get a handle on the variety. Consider making one more category, for words that don't fit into those patterns: *French, Swiss, Peruvian, Thai, Norwegian*, etc.

Lesson 4 Where are you from?



Common Questions and Answers

- Read the expressions as a class.
- Practise by asking the students about themselves and other people, such as celebrities. If they don't know what part of a country a person is from, they can search the Internet for an answer.

About You

Setup / Demo

Tell students they are going to continue the visa application activity they started in Unit 1, Lesson 3. Demonstrate completing the form with your own information or fabricated information.

Activity

Have students complete the form for themselves.

Feedback

Ask students to share their work with the class. If they are reluctant, have them share in pairs first and then ask the more confident ones to share with the class.

Grammar

be questions with question words

	question word + be + subject +	subject + <i>be</i> +
	How are you today?	I'm very well, thanks.
How?	Where is your boss from?	She's from Istanbul.
Where?	What is your surname?	It's Demir.
What?	Where are we?	We're in the classroom.
WVIIcit:	How are you guys?	We're okay.
	Where in Peru are they from?	They're from Lima.

Grammar Practice

Look at the answers. Use the words in the box to make questions. Remember to capitalise the first letter.

from	going	all right	is	are	you	where	are	you	how	it	
1. Q:						?	A: Fro	om Ank	ara, in T	urkey.	
2. Q:						?	A: Ye	s, I am.			
3. Q:						?	A: Ve	ry well,	thanks.		

G Use the Language

Labelling a map

1. Using the internet, label five countries. Try to label countries with English names that your classmates don't know.



- 2. What countries did you label? Tell your teacher the nationalities of people from those countries
- 3. Do you have any countries/nationalities that your classmates don't have? How many?

Extension What is the purpose of your visit?

• Have students look at the bottom of p.12 again, at their answer to the question *What country are you going to?* Ask them if they still want to visit that country or visit another one.

• Discuss the process of going through customs and ask students the question, *What is the purpose of your visit?* Then brainstorm some answers: *to sightsee, to visit family,* etc.

• Put the students in pairs. One student will role-play as an immigration officer in the destination country. The other student is the traveler. Have the students role-play a brief immigration interview using the information learned in Lessons 2 and 3. Tell students to include the following two questions in the interview, *Where are you from?* and *What is the purpose of your visit?*

Check the Workbook

Unit 1, Lesson 4, Exercise 2 of the Workbook provides a helpful pronunciation activity that focuses on the syllable stress in nationalities. Consider covering this in class when you teach the vocabulary.

🖪 Grammar

- Go over the table. Practise the exchanges as a class.
- Explain that *what*, *where*, and *how* are all used in questions. *What* asks about things (in this case, names). *How* asks for an adjective or adverb, such as *good* or *well*. *Where* asks about places. At this point, stick to these simple explanations as the goal here is only to ask and answer these questions using *be*.
- Have students practise the exchanges again in pairs.
- In the table, questions and the *be* verb are not contracted, but in the model conversation, some are. Draw students' attention to this. Ask them to make contractions for the questions in the table.

🗗 Grammar Practice

- Draw students' attention to the first answer. Ask them what question word they will need (*where*, because Turkey is a place). Do number **1** together, use the words from the box.
- Ask students to fill in the blanks individually or in pairs.
- Check answers as a class.

	1. Q: Where are you from?
é	2. Q: Are you all right?
*	7 Outlouvisit going?

3. Q: How is it going?

Check the Workbook

15

For further practice matching questions and answers, use Exercise 3 in Unit 1, Lesson 4 of the Workbook.

C Use the Language: Labeling a map

- Have students look at the map and label one of the countries. Then ask a few of the students if they know the nationality of people from the country they labelled.
- Put the students in pairs and tell them to label as many countries as they can. Remind them to write down the nationalities corresponding to these countries, looking them up if necessary. Check with each pair to see if they need help.
- After each pair has labelled several countries, ask students to count how many countries they have labelled. Check to see whether the countries and nationalities are correct.
- For nationalities the students don't know, look them up together.

Extension Friends Around the World

- Ask students to make a short list of people they know who live in or are from other countries.
- Put students in pairs, and have them share their lists.

Teacher's Note Countries

Before class, do your best to learn some country names that students will likely label. Find a map of the world in English on the Internet and keep it open during class. The class will look up nationalities together, but it would also be good to have a list of nationalities available in class.

Lesson 5 Bye.

Aims

- Understand and use farewells
- Use possessive adjectives, such as his and its

<u>Vocabu</u>lary

Farewells				
I should		go.		
I have to		be goin	ıg.	
l've got to		get goi	ng	
That's all for tod	lay.	We'll stop	o here.	
See you later / te	omorrow / soc	on / then.		
Have a good mo	orning / aftern	oon / day /	night.	
Good night.	Take care.	Bye.	Goodbye.	
Grammar				
Possessives				

Warm Up

Ask students how they say goodbye in their first language(s). Explain that there are a lot of ways to say goodbye in English. Brainstorm a few ways to say goodbye in English. Alternatively, use the first-language goodbyes and ask for more details about them (when they are used, with whom, etc.).

A Model Conversation O Track 12

- Transition by saying that the model conversation uses goodbyes. Draw students' attention to the picture, and ask who the people are. Ask how they might say goodbye to each other.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students how Mr. Khalifa says goodbye (*I have to be going.* See you in tomorrow's class.). Ask students how Kristina says goodbye (*Have a good day.*).

B Vocabulary: Goodbyes

- Go over the chart with students. Say each word or phrase and have them repeat.
- Help students add more goodbyes to the list. Explain that many goodbyes are just variations on the ones already in the table: *Talk to* (instead of *see*) *you later*, *Later* (shortening of *See you later*), etc. Introduce *Good to see you* and *Good to meet you* and discuss the differences—see is used to greet people you know, while *meet* is used when you meet someone for the first time.

Ġ In Your World

Setup / Demo

Tell students to use expressions from the table and previous lessons to fill in the blanks. Briefly demonstrate by writing a suggested answer for the first line on the board. (*Well, I should get going. What about you?*)

Activity

Have students fill in the blanks by themselves. Then put the students in pairs and tell them to practise the conversation. Have the students change partners and practise again without looking at the book.

Feedback

Model an exchange with two or three students.

Suggested AnswersYou:get going, aboutPartner:you tomorrowYou:good night



Vocabulary: Goodbyes

Read the expressions. Try to add more. Then practise with a partner.

At the end of t	he class (teacher)	Goodbye	Other goodbyes
		See you (later / tomorrow / soon / then). Have a good morning / afternoon / day /	
Before	goodbye	night.	
I should I have to I've got to	go. be going. get going.	Good night. Take care. Bye / Goodbye.	

C In Your World

 $\ensuremath{\mathsf{Fill}}$ in the gaps to complete the conversation. Then practise with a partner. Pretend it's the end of the class.

(Teacher: That's all for today.)

You: All right. Well, I should ______. What _____ you?

* Change roles and practise again. Don't look at the book—look at your partner.

Quick Review

Look back at the brief notes in this unit.

- 1. Where are the words? Write the lesson number. aha _____ oh _____ hey _____
- 2. Write 4 informal words:

Extension Goodbyes

- Continue practising the dialogue that students have completed. Ask students to move around the room and use different goodbyes with different partners.
- Ask students which goodbyes they used a lot and which ones they heard a lot. Give feedback.

Check the Workbook

Alternatively to the extension, further practice can be found in Exercise 1 in Unit 1, Lesson 5 of the Workbook.

Quick Review

Ask students to look back through the unit and find the answers. Check answers as a class.

1. lesson 2, lesson 2, lesson 2
2. yep, yeah, nope, hey

Teacher's Note Formal Goodbyes vs. Casual Goodbyes

This part of the lesson provides a good chance to recycle or reinforce formal and casual speech patterns. Each goodbye in the table, and the goodbyes you can come up with, could be considered either a formal goodbye (*Have a good day.*) or a casual goodbye (*See you later.*). Mention this to students, and ask them which ones they think are formal and which are informal. The Quick Review also draws attention to informal expressions, such as *nope* instead of *no*. Grammar Possessives

E

Po be

essives				
essives	singular	plural		
	my	our	Brief note	
Brief note ossessives go efore a noun.	your	your	It's is a contraction meaning it is. Its is possessive.	
	his / Jameson's			
	her / Miss Khalifa's	their / my friends'	the to possessive.	
	its / tomorrow's			

Grammar Practice

Look back at parts A and E. Fill in the gaps with words or letters from the box to complete the table.

5 (1855 1161 111611		1101 3 113 113
name + -'s / -s'	possessive adjective	noun
1. Kristina	2	3
4. my friend	5	6
7. Mr Khalifa	8	9
10. tomorrow	11	12

Use the Language

Goodbyes

Talk to a partner. Describe the situations in the pictures.



How do people say goodbye? Write.

- 1. The woman:
- 2. The father:
- 3. The mechanic:

Read to Speak

English speakers sometimes say *goodbye* using words from other languages. On the internet find three of these goodbyes. Write the words below.

Pick one of these words. Find classmates who have the same word. Form a group and explain the word to your class. What language is it from? What does it mean?

🖪 Grammar

- Use a student's book or pencil. Ask other students whose it is. Elicit responses and give correction. Finally, write the answer using a possessive adjective and a noun on the board (*Farhan's pencil*). Then write *his/her pencil*. Then ask about the classroom and elicit the phrases *the students' classroom* and *our classroom*.
- Go over the table. Have students repeat the possessives.

Grammar Practice

- Draw students' attention to number **1**, *Kristina*. Ask them how to make this a possessive (-'s). Briefly do **2** and **3** with the class, referring to the model conversation.
- Ask students to fill in the remainder of the table using the words from the word box. Remind them to look back at the model conversation and grammar table if they get stuck.
- Check answers as a class.

1. 's 2. her 5. their 6. names 9. class 10. 's	3. friends 7. 's 11. its	4. s' 8. his 12. class	
--	---	---	--

✓ Check the Workbook

Exercise 3 in Unit 1, Lesson 5 of the Workbook provides practice differentiating between types of pronouns. It also recaps other material. This exercise could be used as a followup activity if time allows.

C Use the Language: Farewells

- Draw students' attention to the first picture. Ask students the following questions about the picture: Where are the people? What are they doing? Where do you think they're going? Who are they saying goodbye to?
- Ask the following question about the woman in the photo: *What's she saying?* Once you elicit a farewell, have students write it in the blank below.
- Put students in pairs. Ask them to talk about the remaining two pictures and write farewells.
- Ask the pairs what goodbyes they wrote. Give feedback.

Extension Goodbyes on Different Occasions

- Brainstorm various situations when people say goodbye—for example, when going on a trip, leaving a party or a store, etc. Ask students what phrases people might use in these situations. Give suggestions if necessary.
- Put students in pairs. Have them write a short farewell conversation for one of the situations the class brainstormed and practise it.

Teacher's Note Pronunciation of Possessives

Try not to overlook pronunciation when it comes to possessives. Possessives can be difficult because of gender and number, but they also sound confusing if not pronounced correctly. This is particularly true with the pronunciation of *his*, as *ii*/ and */*i:/ will be difficult to distinguish for most learners. Practise with students so that they consistently pronounce the possessives and, if they struggle, give examples of other words that use the same sounds (*/i/ it, pick; /i:/ eat, see*).

🛱 Read to Speak

17

- Remind students that English is an international language spoken by many people who are not native speakers of English. Those speakers sometimes use words from their own language when they speak English, so English speakers use a lot of words that aren't originally from English.
- Tie this into the lesson by telling students that English speakers sometimes say goodbye using expressions from other languages, such as *ciao* (Italian) or *adiós* (Spanish). Tell them that they are going to search online for other international ways to say goodbye.
- Remind students that they will have to explain each way of saying goodbye (i.e., what language it is from and what it means).
- Have students search online for ways to say goodbye in other languages. Tell them to write the expressions in the blanks and find out details about each.
- Allow a few minutes for students to search, and assist them in the research and note-taking process if necessary.
- Ask students to find a partner who has chosen one of the same words as them. Have them check to see whether they found the same details about the original language and the meaning of the expression.
- Ask a few pairs to report their findings. Write some of the goodbyes on the board if you think students may benefit.

Unit 1 : Active Review

Purpose

The purpose of the Active Review is to give students a chance to work with language learned in the unit by applying it in reallife situations. The activities involve some receptive skills, but the overall focus is on production. Encourage students to be as productive as possible while doing the Active Review.

A Chatting

Warm Up

Ask students what they see on the page. Then ask them who they chat with and what they chat about. Have them think of various software and pieces of hardware that they use for chatting—cell phones, social networking sites, web discussion boards, etc.

Comprehension

- Put students in pairs. Have them role-play the chat aloud. Then ask them to switch roles and read it again.
- Ask the pairs question **1**. Tell them to write the answer in the blank. Then tell students to complete the exercise with their partner, writing down their answers.
- When ready, check answers as a class.

1. Mark

2. Dr. Cruz, the Spanish professor

3. tomorrow at 4 o'clock

B Write a Chat

Activity

- This is the most important part of the Active Review. Be prepared to keep participation going long enough to provide every student with substantial practice.
- Students may use the book, a separate piece of paper, or their phones if they are willing to exchange phone numbers with their partner.
- Demonstrate by having a short exchange with a student or the class. Write the conversation on the board. Then have students pair up and work on their own chat.
- Make sure that students write down their chat so that it can be read later.
- Remind students that they need to describe something or someone in the classroom. This way, when they share later, the class will understand what they are talking about.

Feedback

Find a pair of students who are doing well and ask them if they want to share their chat with the class. After sharing with the class, give them feedback.

Read the chat and answer the questions below. 1. What's the name of the student who takes a Spanish class? 2. Who's from Honduras? 3. When are they meeting? ••••• Carrier 🦈 1:00 PM 100% 💼 B Write a Chat Mark Chat with a partner. Use language from the unit to describe yourself, a Hi Sara. friend, a classmate, or a teacher. Use Hi Mark. How are you? your phone or write on a separate piece of paper. Then copy it here. I'm good. I'm in my Spanish class right now. 🐽 🏟 Carrier 🔶 1:00 PM Brief note 100% Aha. So you can't talk? Write your partner's name here. No, it's fine. My professor can't see me. Okay. So how's class? It's good. My professor is great. Her name is Dr Cruz. Cruz? Where's she from? From Honduras. Honduras? Wow. So are we still mosting tomorrow? Yep. 4 o'clock. Cool. See you then. Message OK Reminder OK Message Some Module 1 Goals in Unit 1 Put a tick (\checkmark) next to the things you can do

Understand and use basic introductions, greetings, and goodbyes
 Ask and answer simple personal questions; describe yourself simply
 Ask and answer basic questions

Extension Chatting Down the Lane

This is a whisper-down-the-lane-style game. The rules are relatively simple. Every student starts with a piece of paper with the sentence "Can you talk right now?" written on it. Students will then pass the paper to the next person. The receiver should reply to this question and pass the paper along. The game ends when the students all get their original papers back. Recap by asking for a volunteer to share their conversation.

Ġ Reminder: Some Module 1 Goals in Unit 1

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

Active Review

Chatting

Fluency

Read to Speak

Read the list of popular baby names from 2019.* Listen to their pronunciations. Then choose ten names and look up their meanings. Which name is your favourite?

Rank	Воу	Meaning	Girl	Meaning
1	Muhammad		Olivia	
2	Oliver		Sophia	
3	Noah		Amelia	
4	Harry		Lily	
5	Leo		Ava	
6	George		Emily	
7	Jack		Ella	
8	Charlie		Isla	
9	Freddie		Mia	
10	Arthur		Aria	
11	Alfie		Grace	
12	Henry		Isabella	
13	Oscar		Isabelle	
14	Theo		Sophie	
15	Archie		Charlotte	
16	Jacob		Evie	
17	Joshua		Рорру	
18	James		lvy	
19	Ethan		Elsie	
20	Thomas		Alice	
21	William		Daisy	
22	Logan		Chloe	
23	Lucas		Freya	
24	Jackson		Sienna	
25	Max		Eva	
				* from babycentre.co.uk

Write to Speak

Who are some popular celebrities in your country? Write five names

C Now Speak

1. Congratulations. You're a celebrity! Use the information above to choose a name for yourself.

What's your name? (first name and surname)

- You and your partner are celebrities. You meet at a party. Introduce yourselves to each other.
- 3. Stand up with your celebrity partner. Introduce him or her to the class.

Fluency

Purpose

The purpose of the Fluency page is to improve students' speed (in terms of both productive and receptive skills) and their pronunciation. They can use language that wasn't learned in the unit if they know it—whatever resources assist them in communicating fluently and successfully.

Warm Up

Ask students to close their books. Then draw a table on the board for categorising names. You can categorise the headings any way you want to, but *common*, *rare*, and *foreign* might work best. Ask students to brainstorm names that fall into each category. When the class has thought of between 4 and 6 names for each category, ask a few students whether they like any of the names and which they like best.

A Read to Speak Track 13

- Have students open their books. Read the list of names one by one or in batches of five, with students repeating when you pause.
- Put the students in pairs. Ask them to look up the names' meanings and write them in their book or on a separate sheet of paper. Then ask students to choose a few names whose sound or meaning they like.
- End this part of the activity by asking a few of the students about their favourite names on the lists and ask them why they like the names.

Write to Speak

- List the name of some celebrities from your country for students.
- Then ask students to individually think of five more celebrities and write their names in their book.
- Monitor to ensure students have understood the activity. Help with spelling and ideas if necessary.

C Now Speak

- Tell students that they are all celebrities now. Tell them to make up full names for themselves. Demonstrate this by choosing a name for yourself.
- Introduce yourself briefly, using your celebrity name and describing what kind of work you do—*I'm a singer*, etc. Then ask students to prepare their own introductions.
- When students are ready, have each of them introduce themselves to the class using their celebrity name. Emphasise that they should do it as quickly as they can, focusing on speed and sacrificing accuracy if need be.

Extension Meet My Kids

19

Optionally, students can role-play introducing their children. Tell them to think of names for their kids, two girls and
two boys, and be prepared to discuss why they chose those
names. Their reasons can be as simple as liking the meaning
or the sound of the name. Give them time to think of reasons,
and then put them in pairs to share. At the end of the activity,
ask a few students to share their work with the class.
`~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Unit 2 Overview:

The Classroom

Lesson 1: V	Vhat do you have in here?
Aims:	 Understand and use numbers Use the indefinite article (<i>a</i>/<i>an</i>) and no article with plurals Talk about possessions
Vocabulary	School supplies and numbers
-	Articles a and an
Lesson 2: V	Vhat do you have outside?
Aims:	 Use simple words to describe everyday objects Ask and answer basic questions about possessions
Vocabulary:	People, pets, and everyday objects
Grammar:	Simple present: have
Lesson 3: V	Vhose is it?
Aims:	 Use simple words to describe everyday objects Ask and answer questions about who things belong to
Vocabulary:	Colours
Grammar:	Possessives: pronouns and questions
Lesson 4: T	he Things Around You
Lesson 4: T Aims:	he Things Around You - Use common classroom language - Ask and answer questions using <i>there is</i> and <i>there are</i>
Aims:	- Use common classroom language
Aims:	 Use common classroom language Ask and answer questions using <i>there is</i> and <i>there are</i>
Aims: Vocabulary:	 Use common classroom language Ask and answer questions using <i>there is</i> and <i>there are</i> Classroom objects Questions and statements with <i>there is</i> and <i>there are</i>
Aims: Vocabulary: Grammar:	 Use common classroom language Ask and answer questions using <i>there is</i> and <i>there are</i> Classroom objects Questions and statements with <i>there is</i> and <i>there are</i>
Aims: Vocabulary: Grammar: Lesson 5: V Aims:	 Use common classroom language Ask and answer questions using <i>there is</i> and <i>there are</i> Classroom objects Questions and statements with <i>there is</i> and <i>there are</i> Vhere is it? Understand and use prepositions to describe where things are
Aims: Vocabulary: Grammar: Lesson 5: V Aims:	 Use common classroom language Ask and answer questions using <i>there is</i> and <i>there are</i> Classroom objects Questions and statements with <i>there is</i> and <i>there are</i> Vhere is it? Understand and use prepositions to describe where things are Use common classroom language
Aims: Vocabulary: Grammar: Lesson 5: V Aims: Vocabulary: Grammar:	 Use common classroom language Ask and answer questions using <i>there is</i> and <i>there are</i> Classroom objects Questions and statements with <i>there is</i> and <i>there are</i> Vhere is it? Understand and use prepositions to describe where things are Use common classroom language Prepositions of location Prepositional phrases of location and prepositional

- Understand and use simple words in descriptions of objects
 Understand and use common classroom language
- Understand and use common classicom lan
- Ask and answer basic questions

Lesson 1 What do you have in here?

Aims

- Understand and use numbers
- Use the indefinite article (*a*/*an*) and no article with plurals
- Talk about possessions

Vocabulary

, , , , , , , , , , , , , , , , , , ,			
School Supplies			
planner pencil USB stick	rucksack notebook umbrella	pack (of sth) folder sticky note	pen highlighter
Numbers			
1-20	10, 20, 30, etc.	20-99	100, 1000
Grammar			
Articles a and an			

Articles a and an

Warm Up

Bring some of the items on the vocabulary list to class, or use objects that are already in the room. Show students each object and ask questions: *What do you call this? Do you have a* ____? *How many do you have?*

* Unit 2 · The Classroom *

What do you have in here?

Authentic Text: A shopping list Read the list. Then listen. Match the pictures with the words on the list. @######

Start-of-term shopping list

Lesson 1





B Vocabulary: Numbers

Read the words. Then practise with a partner.



Fill in the gaps with numbers and names of things.

 What's in your classroom?
 I see _______, _____, _____, _____, and

A Authentic Text: A shopping list Track 14

- Transition by telling the students the items you've just talked about are school supplies. The list in the book is a list of school supplies that someone wants to buy (a shopping list).
- Read each line of the list as a class.
- Play the audio and listen to the list as a class.
- Ask students to look at the pictures and match the items with words on the list.
- Consider giving more examples of using *pack of*, but be aware that this is a more advanced grammar point that can be covered at a higher level.

Teacher's Note Borrowed Words

Many languages use words borrowed or derived from English to describe school supplies. In cases where this applies to your students, check not for just comprehension but for pronunciation as well.

B Vocabulary: Numbers

• Read each number aloud. Pair students up and have them practise.

C Track 15

- Play the audio. Ask students to repeat.
- If students struggle to distinguish between the given numbers, write the pronunciations on the board: *thir-TEEN* and *THIR-dee*. Emphasise the difference in stress, through capital letters, and the sound change from *t* to *d*.

Grammar Articles a and an See the Grammar Reference (p. 119) for more on vowe singular Does it begin with a consonant or a vowe sound? no a а an no **an** Brief note Grammar Practice This -s means the noun is plural. 1. Write a. an. or x. _articles 🖉 b. ____ vowel c. ____ consonant d. __ ___ number e. boards ____ opposite g. ____ boys h. ____ name i. woman j. Australian 2. Fill in the gaps with the words from the box. item language egg k. an m. a n. an Use the Language See Lesson 2 (next 2 pages) for more information about have and has. Making lists List 1: Ask a partner about his or her List 2: Choose a second partner. Listen to information items and list them below. about his or her first partner and write. Do vou have a notebook? My partner has a notebook. Do vou have a(n) He has a(n) Do you have ____s? How many? She has ten _____s 21

D

- Demonstrate this with a student. Say a number and have the student write it. Then have the student say a number, and you write it.
- Put students in pairs for this exercise. Ask each pair to change roles once or twice, depending on the amount of classroom time you have.

📑 💿 Track 16

- Ask students to say the number they see.
- Play the audio and ask students about their pronunciation. Then play the audio again and have them repeat.

🗗 In Your World

- Model verbally and/or in writing: Tell students what you see—for example, "I see three markers." Write "I see _____." on the board, and then write a number and a noun in the blanks.
- Have students complete the exercise. When they finish writing, put them in pairs and have them exchange information.
- Ask students what they see in the classroom and give feedback.

G Grammar

- Go over the chart explaining what the words *plural*, *singular*, *vowel*, and *consonant* mean.
- Give examples using articles and singular forms of the words in activity **A**. Optionally, include plural forms—*a pen, an umbrella, planners,* etc.

🛱 Grammar Practice

• Do **1 a** as a class. (**X**)

- Ask students to fill in the blanks individually or in pairs.
- Check answers as a class.
- Do **2 k** as a class. See the note below—either *egg* or *item* could correctly fill in the blank.
- Ask student to fill in the blanks individually or in pairs.
- Check answers as a class.

y =	1. a. x f. an 2. k. egg	b. a g. x l. language	c. a h. a m. staple	d. a i. a n. item	e. x j. an
ž	55		'		could be <i>egg</i> or

✓ Check the Workbook

For further practice with indefinite articles, use Exercise 3 in Unit 2, Lesson 1 of the Workbook.

Extension Use Your Words

Practise more by having students come up with nouns to follow each article. Write *a* and *an* on the board. Choose one and have students call out words that go with it. List the words under that article or, if your class has a strong vocabulary, don't write—just listen and give feedback. When students slow down in giving words for that article, go to the other.

Teacher's Note Pronunciation of Articles

Be sure to teach the pronunciation of *a* and *an*. *A* is pronounced like */uh/* in front of most consonants but like */ay/* in front of words starting with *y*. *An* is pronounced *uhn*. Both articles are pronounced seamlessly with the noun that follows. Maintaining speed and accuracy is challenging. Modeling can help.

Teacher's Note Nationality Nouns (Demonyms)

For **1 j** (*an Australian*), note that nationalities ending in *~an* or *~i* may be used as nouns, but those ending in *~ish* or *~ese* and most irregular nationalities, such as *French*, *Swiss*, etc., should not be used as singular nouns (an English, a Chinese).

Use the Language: Making lists

- Model this activity by having a student ask you the given questions and then answering.
- *How many* will be covered in Module 2, but model it anyway as a follow-up question. This will ensure that students will also practise numbers while they are in pairs.
- Put students in pairs. Ask them to fill out the first list with their partner's items.
- Encourage students to use words that are not part of the lesson.
- Put students in new pairs. Ask them to fill out the second list with the belongings of their new partner's original partner.
- This time, monitor use of the target vocab and grammar more closely, give on-the-spot corrections, and note common errors with the target language.

Extension Shopping List

- Put students in pairs or let them continue with their current partner.
- Ask students to make a new list. This list should be about the things they need for studying.
- Give a clear question and answer pattern on the board: *Q: What do you need? A: I need ...*
- Make it clear that students should think about their real needs and preferences when it comes to school supplies.
- Check what items appear on everyone's shopping list and give feedback.

Lesson 2 What do you have outside?

Aims						
 Use simple words to describe everyday objects Ask and answer basic questions about possessions 						
Vocabulary						
People and Pets girlfriend boyfriend dog cat						
Everyday Objects bicycle car aeroplane travel card game console laptop computer tablet desktop computer						
Grammar						
Simple present: h	ave					

Warm Up

Draw a simple house on the board. Ask students to think about their own house. What is inside the house and what's outside the house? Give praise for answers, but try to direct the conversation toward words on the vocabulary list.

Authentic Text: A survey question

- Transition by talking about everyday objects, and then tell students they are going to take a survey to see which ones they have.
- Read the directions for the survey, and clarify what they mean by modeling.
- Ask students to fill out the survey for themselves.
- Write *I* have a(n)... and *I* don't have a(n)... on the board. Put students in pairs, and tell them to use the sentences to talk about what they have and don't have. Then ask them to discuss question **2**.

B Vocabulary

- Ask students to write the vocabulary words from A under the correct picture.
- Put students in pairs, and ask them to check each other's answers.
- Check answers as a class. Read each vocabulary word aloud and ask students to repeat.

Teacher's Note Alternative Terms

Be prepared to explain that there are alternative terms for many items (*desktop/PC; laptop/notebook*) and that the word *computer* might be skipped, especially for *laptop* and *tablet*. Also be prepared to note that game consoles might be called by their brand names (*Wii, PS3*, etc.).

G About You

Setup / Demo

On the board, write a short list of three or four things that you have. Use words that are not in the lesson. Possible list:

- earphones
- a coffee cup
- a TV
- an office chair
- ► Activity
- Have students write a list of things they have. Tell students to get ideas by thinking of things they use every day, things they have in their homes, or things they carry with them. Encourage them to use any words they know, not just words from the lesson.

Lesson 2

What do you have outside?

A Authentic Text: A survey question

Read the instructions and fill out the survey form. Then discuss the questions below.

1.2		a girlfriend	🗌 a rabbit
1.2	What do you have? Put a check mark $\langle v' \rangle$ next to all that apply.	a boyfriend	🗌 a cat
		a bicycle	a games console
		a car	a laptop computer
64		an aeroplane	a tablet computer
-		a travel card	a desktop computer
Concession in the local division in the loca		t you have with a	

^{2.} What does "put a tick next to all that apply" mean?

B Vocabulary

Look at the pictures. Fill in the gaps with vocabulary from the survey.



• Monitor to ensure that students use mostly words that aren't included in the lesson. Offer help if students are stuck.

▶ Feedback

Ask students to share their work with the class. If they are reluctant, have them share in pairs first and then ask the more confident ones to share with the class.

Extension My Favourite Things

- Explain what the word *favourite* means. Suggest something you have that is your favourite (a piece of clothing, a dish, a pen or pencil, etc.). Model by saying something like, "I have a black pen. It's my favourite. I use it a lot."
- Give students time to think. Ask them to come up with three things that they consider their favorites.
- Put students in pairs. Ask them to share their favourite things. Encourage follow-up questions. Consider writing some simple follow-up questions on the board, such as:
- Where is it right now?
- Do you have another one?
- Where can I buy one?
- When do you use it?
- Ask students to share their favourite things with the class, and give feedback.

Grammar

Simple present: have

have questions and answers		have statements	Brief note	
Do I / you / we / they	✓ Yes, I do.	l have a car.	Remember to use an	
have a car?	¥ No, I don't.	I don't have a car.	article with a singular	
Does he / she / it have	✓ Yeah, it does.	It has a computer.	noun or -s with a plural one.	
a computer?	✗ Nope.	It doesn't have a computer.		

Grammar Practice

Fill in the gaps with words or letters from the box. Remember to capitalise.

	has	are	does	yes	s	do	а	nope	an	
1. Q	:	she h	ave a rucks	ack?		ih, she do ksack			_ three	
2 . Q	:	you h	nave a list?		A:					
3. Q	:	you _	student	?	A:		. I have		_ English cl	ass.

Fill in the gaps and circle the correct answers. Then practise the conversation with a partner.



Use the Language

Writing about your things

Look back at part C. Choose 4 things you have. Write two sentences about each one.

. It's

Teacher's Note Cultures and Status

In some cultures, possessions can be a sensitive subject because they indicate wealth and status. Avoid talking about status symbols (for example, cars in a country where the middle class cannot afford them). Focus on everyday items

- you know your students have.
- D Grammar
- Go over the table as a class.
- Explain that we use *do* for all subjects except third person singular but that we use *does* for third person singular subjects.
- Explain that have is conjugated in third person as has, which is irregular.
- For does it have, consider the example of buying something, such as a car, house, or other objects that have features. When you buy a car, you might ask, Does it have power windows / a stereo system?
- Remind them to use a or an with singular nouns, as these are not in the table.
- Practise a few exchanges with individual students or as a class.

🖪 Grammar Practice

- Do number 1 as a class. Demonstrate that students should use the words from the box and the patterns in the grammar chart to fill in the blanks correctly.
- Make sure students are using proper capitalisation.

- Ask students to do 2 and 3 individually or in pairs.
- Note that number 3 recycles yes/no questions with be from the previous unit.
- Check answers as a class.

	1. Q: Does	A: has, s	
Key	2. Q: Do	A: Nope	
	3. Q: Are, a	A: Yes, an	

- Ask students to do 4 and 5. Remind students that they do not need to use the word box for these questions and that they should try to complete the exercise without looking back in the lesson.
- Check answers as a class.

4. Do, do, have, don't have, want 5. have, What's her name, have

- Have students practise the conversations in pairs. Challenge the students to change some of the words so that they can talk about other things and personalise the language.
- Challenge students to ask additional follow-up guestions in the conversation.

Teacher's Note Third Person Verb Forms

Be ready to make on-the-spot corrections when students say things like "he have" or "he haves." Many learners struggle for a long time to form a habit of using third-person verb forms correctly.

Check the Workbook

For further practice asking and answering Do you have...? questions, use Exercise 3 in Unit 2, Lesson 2 of the Workbook.

Use the Language: Writing about your things

- In this activity, students will write sentences about the things they have based on their answers to activity C. For example, if a student wrote *cell phone* on the list in **C**, they may write *I have a* cell phone. It's new.
- Write an example on the board.
- Encourage students to write any details that come to mind: where the thing is, what colour it is, whether it is old or new, cheap or expensive, etc.
- Ask students about their lists and give feedback.

Extension Pyramid: Three Most Useful Things

- Introduce the word *useful*. Give a simple definition: *you can* use it for many things, it's helpful in difficult situations, etc. Then give examples of things that are useful, such as pens or smartphones, and explain why they are useful.
- Put students in pairs. Ask them to think of three things that are useful.
- Merge pairs into small groups. Ask students to put their lists together and choose the three most useful items.
- Finally, come together as a class and vote on the most useful things. Discussion could be started by asking students if they have all three things.



23

Lesson 3 Whose is it?

Aims						
 Use simple words to describe everyday objects Ask and answer questions about who things belong to 						
Vocabulary						
Colors red purple grey	yellow pink black	blue orange white	green magenta brown			
Grammar						
Possessives: p	ronouns and ques	stions				

Warm Up

Bring something with you to class or choose something in the room. A bag, desk, computer, or an item of clothing would all be good examples. Elicit descriptions from students by asking questions such as: *What colour is it? Is it black? Is it old? What's inside it? Is it empty? Whose is it? Is it mine?* Write their responses on the board.

Authentic Text: A descriptive paragraph

- Transition by saying that the text describes a rucksack. Direct students' attention to the picture of the rucksack, and ask them what words they think they will read. Write some predictions on the board.
- Ask students to read the paragraph.
- When students are done reading, play the audio.
- Ask students if any of their predictions were correct, and mark the correct ones on the board.
- Ask comprehension questions about the paragraph: Why is the rucksack special? What colour is it? Is it empty? What's inside it? Whose apple is it?

In Your World

Setup / Demo

Use the phrases from the Warm Up section above to write the beginning of a descriptive paragraph on the board. If you did something different to warm up, choose a new object—for example, a desk: *My desk is very small. It's brown and black. There is a pencil on it. The pencil is mine.*

Activity

Ask students to choose something that they have. Tell them to write a descriptive paragraph about it, using the authentic text as a model.

Feedback

Put students in pairs and ask them to share their paragraphs with each other. After students have shared, ask random students questions about their partner's description.

C Vocabulary: Colors Track 18

- Read the names of the colors as a class.
- Play the audio. Have students repeat.
- Ask students if they know of any other colors. Write those on the board.
- Check students' comprehension of colors by pointing to various things in the room, such as folders, books, clothes, or other objects and asking *What colour is that?*

Lesson 3 Whose is it?



A Authentic Text: A descriptive paragraph Read the paragraph. Then listen.

My Rucksack

My rucksack is special because it's very colourful. It's yellow, pink, red, and blue. Right now it's really full. There's an apple in it. The apple is mine. Some other stuff in it isn't mine. There are four colourful pens in it. They're my classmate Juanita's. The orange and red notebook is hers, too. I have a brother, Mike. The tablet in my rucksack is ours. We don't have two tablets because tablets are expensive. Anyway, that's my rucksack. Tell me about yours.

B About You

Write a descriptive paragraph about something that's yours.



Teacher's Note Colours

Students may disagree about what colors things are or ask if there is another word. Try not to focus on rare/unusual colors. Be prepared to explain that there are many words to describe colors, and the ones in the list are just the basic ones.

D In Your World

- Model this activity by telling a student that you see a shirt or something else in the room. Prompt the student to use the follow-up questions in the book, and answer the student's questions.
- Before you begin, draw students' attention to the brief note. Tell them that they may look at the next page to see how to answer questions with *whose*. Model one exchange so that students can practise.
- Put students in pairs and have them do the activity.

Extension | Spy

- Teach students how to play I Spy:
- One player picks an object in view and describes it with the phrase "I spy something (colour)," without directly stating what the object is. For example, "I spy something red."
- The other players can then ask the questions to find out more about what the speaker "spies."
- After explaining the rules, put the students in pairs or let them remain in their pairs from the previous activity.
- Have students play the game until both students in each pair have had two turns.

Grammar Possessives: p	pronouns and	questions	For it Q: W	af note , don't use a possessive hose bowl is it? The dog's.	pronoun. Use the nou
	quest	tions		posse	essives
Whose	noun	is/are	pronoun	Mine.	Ours.
	rucksack	is	it?	Yours.	Yours. [plural] Theirs.
Whose	tablets	are	they?	Hers. / His. The teacher's.	The students'. Mike and Lisa's.
Grammar Pr	actice				
Fill in the gap	s with a wor	d, an <i>s</i> , or an	′s.		
1. Q:	egg is it?		A: It's your e	egg. It's	
2. Q: Is Julia_	rucksack i	red?	A: Yes,	has a red	rucksack.
3. Q: Is it	penc	il?	A: Yes,	_ mine rubl	per is yellow.
4. Q: Whose	pencil	she have	? A: She	her pencil	. It's
theirs / is / it	(1)		atement.	? A:	Yes, it is.
theirs / is / it					
theirs / is / it Use the Lan	(1) (2)				Brief note
	(1) (2) guage				Brief note
Use the Lan Talking about Talk with your	(1) (2) guage t your things	things you ha	ve and things y		Brief note ake notes means write hings you see or hear.
Use the Lang Talking about Talk with your grammar from	(1)(2) (2) guage t your things partner about Lessons 1, 2, a	things you ha ind 3. Take not	ve and things y	7 t	Brief note ake notes means write nings you see or hear. Jse vocabulary an
Use the Lang Talking about Talk with your grammar from	(1)(2) (2) guage t your things partner about Lessons 1, 2, a	things you ha ind 3. Take not	ve and things y	7 ti your partner has. U	Brief note ake notes means write nings you see or hear. Jse vocabulary an
Use the Lang Talking about Talk with your grammar from	(1)(2) (2) guage t your things partner about Lessons 1, 2, a	things you ha ind 3. Take not	ve and things y	7 ti your partner has. U	Brief note ake notes means write hings you see or hear. Jse vocabulary an
Use the Lan Talking about Talk with your grammar from Partner	(1)(2) (2) guage t your things partner about Lessons 1, 2, a	things you ha nd 3. Take not	ve and things ; tes Me 	your partner has. I	Brief note ake notes means write hings you see or hear. Jse vocabulary ar Brief note The speaker is the
Use the Lan Talking about Talk with your grammar from Partner	(1) (2) guage t your things partner about t Lessons 1, 2, a d write things f	things you ha nd 3. Take not	ve and things ; tes Me 	your partner has. I	Brief note ake notes means write hings you see or hear. Jse vocabulary an Brief note The speaker is the
Use the Lan Talking about Talk with your grammar from Partner Remember and Me / Partner: _	(1) (2) guage t your things partner about t Lessons 1, 2, a d write things f	things you ha nd 3. Take not	ve and things ; tes Me 	your partner has. I	Brief note ake notes means write hings you see or hear. Jse vocabulary ar Brief note The speaker is the
Use the Lan Talking about Talk with your grammar from Partner Remember and Me / Partner: _	(1) (2) guage t your things partner about i Lessons 1, 2, a d write things f	things you ha nd 3. Take not	ve and things ; tes Me 	your partner has. I	Brief note ake notes means write hings you see or hear. Jse vocabulary ar Brief note The speaker is the
Use the Lan Talking about Talk with your grammar from Partner Remember and Me / Partner: _ Me / Partner: _ Me / Partner: _	(1) (2) guage t your things partner about i Lessons 1, 2, a d write things f	things you ha nd 3. Take not	ve and things ; tes Me 	your partner has. I	Brief note ake notes means write hings you see or hear. Jse vocabulary an

🖪 Grammar

- Go over the table as a class.
- Practise a few exchanges with students.
- Do not ask *Whose is this?* or *Whose is that?* Demonstratives will be covered later. In order to practise exchanges, you should say, *I see a book. Whose is it?*

Grammar Practice

- Do number **1** as a class.
- Ask students to fill in the blanks individually or in pairs.
- Point out if necessary that number **3** demonstrates the difference between *it's* and *its*.
- Check answers as a class.

 1. Q: Whose 2. Q: 's 3. Q: your 4. Q: does 	A: yours A: she A: it's, its A: has, hers
---	--

• For the second part of the activity, ask students to work individually or in pairs. Ask them to write a question and a statement.

N	1.	Is it theirs?
ž	2.	It is theirs.

Teacher's Note Wh- vs. Yes/No Question Intonation
As you practise questions throughout this lesson, be sure to introduce/reinforce the difference in intonation between types of questions. While <i>wh</i> - questions usually have a falling intonation at the end, yes/no questions normally have a rising intonation at the end.
✓ <u>Check the Workbook</u>

For practice with the intonation of questions, point students to Exercise 3 in Unit 2, Lesson 3 of the Workbook.

Ise the Language: Talking about your things

- Demonstrate this activity briefly by asking a student a *Do you* have...? question—for example, *Do you have a notebook?* Ask follow-up question such as where the object is and what colour it is. Take notes about the student's answers on the board. Then ask another student a *Do you have...*? question. Again, ask follow-up questions and take notes on the board.
- Put students in pairs, and have them do the activity together. Remind them to use vocabulary and grammar from previous lessons.
- Once every student has at least one thing listed, move on to the second part of the activity. Write the first lines of a dialogue on the board to demonstrate.
- Have students work individually, but tell them that they can ask their partners about the conversation they had.
- Have one or two pairs read parts of their conversation to the class, and give feedback.

✓ Check the Workbook

25

For further practice writing sentences using possessive pronouns, use Exercise 4 in Unit 2, Lesson 3 of the Workbook.

Extension Twenty Questions

- Students can practise describing things freely and asking questions about things by playing twenty questions. The rules are:
 - One person thinks of something but doesn't say what it is. For now, tell students to consider only their possessions.
 - The other person can then start to ask yes/no questions to find out what the object is.
 - The goal is to guess the object within twenty questions.
- Demonstrate the game with an example, such as a watch, a rucksack, a computer, or a desk.
- The game could be quite challenging, so remind students to try to use any English they know when they guess or ask questions.
- Monitor the questions that students ask, paying attention for errors that relate to the grammar covered before this point and making notes for explanation after the game is done.

Lesson 4 The Things Around You

Aims								
	- Use common classroom language - Ask and answer questions using <i>there is</i> and <i>there are</i>							
Vocabulary								
Classroom Ol table wall clock front podium announcem	chair/seat blackboard aisle keyboard corner	floor light lecture hall mouse steps	ceiling window back monitor classroom					
Grammar								
Questions and	statements with th	ere is and there a	re					

Warm Up

Tell students to study p. 26 of their books while you write two sentences on the board. Once they begin studying, write *There is ________ (noun) in our room.* Below that, write *There are ________ (noun) in our room.* Tell them to stop studying and close their books. Read the sentences aloud, briefly explaining that *there is* is followed by a singular noun and *there are* is followed by a plural noun. Tell the students to give you words to complete the first sentence, and write them on the board. When responses slow down, go to the second sentence. Tell the students to give you words to complete the sentence. When they slow down, wrap up the activity by reading each sentence a few times, filling in the blanks with nouns the students have given.

Authentic Text: Labelled pictures OTrack 19

- Ask students to open their books and look at the pictures. Ask them what the pictures are of (*classrooms*).
- Tell the students they are going to learn to describe classrooms.
- Read the labels aloud as a class.
- Play the audio. Repeat if necessary.
- Ask students which objects in the pictures are also in your classroom.

Listening: Description of a room O Track 20

- Tell students they are going to hear a description of a classroom. Explain that the description will match only one of the pictures from **A**, and that they should choose which one it is.
- Play the audio.
- Check for comprehension by asking what is in the room described in the audio. Use *is there / are there* questions. Each time you ask about objects from the audio, also ask which of the classrooms has those things: *Is there* a(n) _____ in the classroom on the right? Are there _____ in the classroom on the left?
- If students have not already answered, ask them which picture matches the classroom described in the audio.

Teacher's Note Classroom Objects Realia

While most classrooms contain similar sets of objects, put some thought into what is in your classroom ahead of time. Be prepared to teach words for these items, and consider bringing other items to class and teaching the words for them.

Ġ In Your World

Setup / Demo

Teach students the question "What do you call this in English?" Write it on the board so that students have a model. Explain that we use this question when we want to know the name of an object. Lesson 4

The Things Around You

A Authentic Text: Labelled pictures

Read the labels. Then listen. () Track 19

A classroom clock light window blackboard wall chair/seat table floor B Listening

Description of a room @Track 20

Look at the words chain and seat. Ask your teacher about the word sit.

Listen to the description of a room. Is it the classroom on the left or the right?

C In Your World

- Look around your classroom. Ask your teacher about things. Say, "What do you call this in English?"
- 2. What's in your classroom? Using the labels above and your teacher's answers, make a list.

Things in my classroom

► Activity

- Prompt students to ask you what the things in the classroom are called. Continue until you have given words for most of the common objects in the room (*wall, ceiling, floor, light, board, computer, desk, projector,* etc.).
- Then ask students to write a list of things in the classroom.

► Feedback

Put the students in pairs. Have them check their lists together. Bring the class back together and ask them to say what is on their lists. Write a list on the board based on what students say.

Teacher's Note Functional Phrases

Functional phrases can help students in their daily lives and help your class flow better. Make sure to teach useful questions and sentences like *What do you call this in English*. when you can.

Extension A Good Room

Ask students to describe their ideal bedroom or room. This exercise will introduce new vocabulary and get students to open up.

- Tell students that *ideal* means "perfect for you" and model a response by describing your ideal bedroom. Talk about specific things you want—a flat-screen TV, a comfortable sofa, etc.
- Give students a minute to think about their ideal bedroom.
- Put the students in pairs. Ask them to tell their partner things they want in their ideal bedroom. Their partner should make a list.

D Grammar

Questions and statements with there is and there are

1		Differ flotter
singular noun	plural noun	Notice the difference between
Is there a clock? There is a clock.	Are there clocks? There are clocks.	their, there, and they're. Explain the difference to your teacher.

Grammar Practice

Fill in the gaps with is, are, a, an, or x.

- 1. There ______ umbrella.
- 2. There _____ Australians. 3. There _____ question.
- 3. There ______ question.

 4. There ______ questions.
- 5. There ______ answers.

Circle the correct answers.

- 11. (There / Are) you a student?
- 12. (There / You) is a chair.
- 13. There (is / am) a student.
- 14. Your teacher (is / there is) in his chair.
- 15. (Are / There are) you a teacher?

9. There ______ eggs.
10. There ______ paragraph.

8. There case.

16. (There is / There are) eggs in my pencil case.

_ egg

_____ chair

- 17. (There is / Is there) a folder on my desk.
- 18. (There is / Is there) a folder on my desk?
- 19. (Are / There) there pens and pencils?
- 20. Yes, (there / you) are.

6. There

7. There _

Prewrite

Fill in the gaps with *is* or *are* and a noun. Add an article for singular nouns and an -*s* for plural nouns. Use numbers, too.

- 1. In my university classroom, there
- 2. On my desk, there _
- 3. On the wall, there ____
- 4. There ______ also _____

Use the Language

Writing descriptive paragraphs

Write a short descriptive paragraph about your classroom.

I have the extendence of an end of the table of the second of the

- Have the students change roles, so that the partner is
- describing an ideal bedroom and the first student is writing.
- Have students read the lists about their partners. What items are named most often? Give feedback.

✓ Check the Workbook

For further practice with classroom vocabulary, use Exercise 2 in Unit 2, Lesson 4 of the Workbook.

D Grammar

- Remind students of what they learned about *is there / are there* in the Warm Up section above. Go over the table, and then practise with students using a variety of nouns.
- Explain to students that we use *is there* to ask about one object, for example *a projector*, and *are there* to ask about more than one object, such as *chairs*.
- Avoid using any in your models, as this will be covered later.

Grammar Practice

- Do numbers 1 and 2 as a class.
- Reinforce correct use of *a* and *an*, which was covered earlier in the unit.
- Ask students to fill in the blanks individually or in pairs. Remind them that they should think about singular and plural in order to choose *is* or *are*.
- Check answers as a class.

Š	1. is an	2. are x	3. is a	4. are x 9. are x	5. are x	
¥	6. is an	7. is a	8. is a	9. are x	10. is a	

- Do number **11** as a class.
- If necessary, go over the grammar table again to review the proper word order for questions beginning with *Is there* or *Are there*.
- Ask students to circle the correct answers individually or with a partner. Explain that some of the questions are about things the students learned in previous lessons.
- Check answers as a class.

Š	11. Are 16. There are	12. There	13. is	14. is	15. Are
ž	16. There are	17. There is	18. Is there	19. Are	20. there

Teacher's Note Are there any ...?

Any is natural and sometimes required in *are there* questions. However, this concept is not taught until the next unit, so for now, avoid using *are there* questions that require this word.

✓ Check the Workbook

For further practice forming statements and questions with *there* is and *there are*, use Exercise 1 in Unit 2, Lesson 4 of the Workbook.

Prewrite

27

- Direct students' attention to the first blank. Elicit possible answers from the students and write them on the board.
- Have the students complete the exercise.
- Put them into pairs and ask them to share their sentences with each other.
- Ask each pair to share a sentence, and give feedback.

C Use the Language: Writing descriptive paragraphs

- Tell students that they will write about their classroom. Tell them that you want them to focus less on producing correct English and more on communicating their ideas.
- Remind students of descriptive language they have learned, such as colors and possessives. Then elicit descriptions of the classroom and write a few on the board.
- · Let students write paragraphs individually.
- Put students into pairs. Ask them to read each other's paragraphs and compare the things that they included in their descriptions.
- Have students tell you what they put in their descriptions. Ask follow-up questions and give feedback.

Extension In My Home

- Ask students to use *there is* and *there are* in statements to discuss things that are in their homes.
- The focus of this activity is on speaking, not writing, and on getting students comfortable with using these structures in conversation.
- Model by talking about things in your home or an imaginary one.
- Put students in pairs. Have them say what is in their home, and have the partner take notes. Then switch roles.
- Ask students to describe what is in their partner's home. Give feedback.

Lesson 5 Where is it?

Aims

Understand and use prepositions to describe where things are
 Use common classroom language
 Vocabulary

Prepositions of Location

on in (inside) next to (beside) in front of behind on the left side of between on the right side of under around

Grammar

Prepositional phrases of location and prepositional phrases

Warm Up

Pick up something in the classroom, such as a pen or pencil. Put it on the desk and ask students where it is. Try to elicit the word *on*. Then put the object in a bag or drawer and again ask where it is. Try to elicit "inside." Continue trying to elicit prepositions of location. Finish by writing the word *prepositions* on the board and listing some of the words you have elicited.

A Text Markup

- Remind students of the Use the Language activity from the previous lesson (describing your classroom). Tell them they are going to read the description and check for things that they have learned so far in this unit.
- Ask students to read the paragraph.
- When students have finished, direct their attention to the numbered instructions. Explain that they are going to find things in the text and mark them.
- Do number **1** as a class. Highlight only the indefinite articles, as the definite article has not been covered yet.
- Put the students into pairs. Ask them to complete the rest of the activity.
- Go over the paragraph as a class.

B Vocabulary: Prepositions of location **O** Track 21

- Go over the activity with students. Explain that these words are prepositions of location. They are used to describe where things are, and they are followed by a noun.
- Play the audio. Have students repeat.
- Check students' comprehension of each preposition by putting one object in various positions in relation to other objects. For example, put a pen behind a desk, then under the desk, etc.
- Ask students to look through the paragraph in the activity **A** and circle every preposition.

C In Your World

- Model this activity by having a student ask you, "What do you see?" Respond that you see a rucksack. Prompt the student to ask you, "Where is it?" Respond—for example, by saying that the rucksack is on the floor. Then reverse roles with the student.
- Put students into pairs. Have them do the activity, changing roles several times so that they describe the locations of several different objects.
- Ask a few different pairs, "What do you see?" Give feedback that is focused on the correct use of prepositions.



Teacher's Note Prepositional Phrases

Prepositional phrases are a foundational concept in language learning. Try to ensure that students have a good understanding of the basic prepositions introduced here. Emphasise to students that there are a lot of prepositions, but that these basic ones are by far the most useful. Consider explaining that *next to* is a preposition made up of two words. If you do, tell students that there are several prepositions like this in English and that they will be introduced later.

✓ Check the Workbook

For further practice with prepositions, use Exercise 1 in Unit 2, Lesson 5 of the Workbook.

Extension Draw My Drawing

- Have students draw a table and a chair on a piece of paper. They can draw these things in any position they want.
- Explain that they will add to the drawing and tell a partner about it.
- Tell students to add things such as furniture, windows, books, appliances, or people to the picture. Give them time to do so.
- Once students have finished their drawings, put them in pairs. Have them take turns describing their drawings while their partner tries to draw the same image.
- When they are done, compare partners' drawings and give feedback.

Grammar			Brief note
	location and preposition	al phrases	The noun after the preposition is called the preposition's object.
Prepositions of I	ocation tell us where things ar	e. They often come afte	r the verb be and before a noun.
	My <u>rucksack</u> <u>is</u> <u>under</u> subject be prep.		
	noun is called a prepositional p fter the preposition, you don't		rases tell us where the subject is. t is.
	My pencil is in a		
Where is the pe	ncil? Do you know?		
Between the pre	eposition and the noun, you of	ten see an article or a p	ossessive adjective.
	on a wall	in my rucksack	
Two (or more) n	ouns come after the prepositio	n between.	
Brief note	The blue <u>pen</u> is betwe	en the red <u>pen and</u> the	white <u>pen</u> .
The "two nouns" after between can be one plural noun. For exam between the chairs.	The book is between t	he pens. (Plural -s mean	

Grammar Practice

Circle the correct phrases and sentences. Put an ${\it XI}$ on the left side of the wrong ones. Then rewrite them correctly.

1.	between the desk	 6.	An egg is in.	
2.	between desks	 7.	It's in my hand.	
3.	on floor	 8.	It's in my desk.	
4.	on the floor	 9.	My classmate is next	to me.
5.	My pencil is in.			

Use the Language

Talking about your environment

Write sentences about your classroom or campus. Use prepositional phrases.

Find a partner. Don't show your sentences to your partner. Read only the prepositional phrases. Your partner has to guess the subject of your sentence. It's okay for your partner to ask questions.

D Grammar

- Go over the grammar explanation with students. Explain further and give additional examples. To check for comprehension, have the student give examples as well.
 - Give examples that follow the pattern from the grammar explanation: *The computer is on the desk. The bag is under the table. The teacher is in front of the board.*
 - Explain that knowledge of an object's location comes from two words: the preposition and the noun.
 - Make it clear to students that *between* often has a compound object—it's followed by a noun, the word *and*, and another noun.
- Tell students that the preposition and the noun after it, along with any words in between, are called *a prepositional phrase*. Stress that they are common, important elements of description in many languages. If possible, give examples from the student's language or have the student give you examples.
- Practise with students using objects around the room.

Grammar Practice

- Explain that in this activity students will circle correct phrases or sentences. They will put an X next to incorrect phrases and rewrite them correctly in the blank.
- Do numbers 1, 2, and 3 as a class.
- Numbers 1 and 2 should illustrate proper use of *between*.
 Number 3 is incorrect simply because there is no determiner before the noun. For some nouns this is okay (*in school*, *at work*), but these are complexities that will be addressed at higher levels. For now, explain the general rule that there should be a determiner before the noun.

- Optionally, look at number **4** as a class. Based on your explanation of number **3**, students should recognise that number **4** is correct.
- Put students in pairs. Ask them to do the remainder of the activity. Monitor for comprehension and lend assistance as necessary.
- Check answers as a class.

Key	 3. x, on the floor 5. x, My pencil is in [determiner] [noun] 6. x, An egg is in [determiner] [noun] 												
	Teacher's Note	Determiners				-				-	-		

This lesson will require some use of *the*, which has not yet been covered. *The* is a determiner, a class of words that comes before nouns and gives information about them. Tell students that these are the kinds of words that go between prepositions and their objects. They include possessive adjectives and articles, and some other types of words that students will learn later.

Use the Language: Talking about your environment

- Tell students to think of things in the classroom or on campus. Ask students to write prepositional phrases describing where these things are. For example, write on teh board *next to our classroom...* Then ask students to complete the statement.
- Ask students to work individually to think of things.
- Monitor until every student has written at least four correct prepositional phrases.
- Put students into pairs. Ask them to read their prepositional phrases to their partner. Explain that the partner should guess what the things are. Tell students to ask questions if they can't guess from the prepositional phrases.
- Have students change roles once before giving feedback.

Extension My Bedroom

29

- Use the method from the previous activity again. However, this time tell the students to do it for objects that are in their bedrooms or rooms.
- Go around the room, giving pairs help with ideas and correcting vocabulary.

Unit 2 : Active Review

\Lambda Notes

■ Warm Up

- Tell students to think about their shared rooms or bedrooms. Ask them if they have a computer, a planner, and other important things anywhere in their room, and have them describe where they are.
- Give an example for struggling students, such as, "There is a laptop in my bedroom. It's on the table next to my bed." Offer suggestions with familiar items, including vocabulary from previous lessons.

Read the Notes

- Transition by telling students that Prof. Keats has to explain where some important things are in his office. Read the intro to
 Ask students why Prof. Keats is at home, what they think he needs, and why. Have students guess where these things might be.
- Ask them to read the paragraph.
- Ask a few comprehension questions: What's in Prof. Keats's office? Where is his computer? Is there one notebook? Where are the notebooks? Where are the folders? What's in the refrigerator?

Fill in the Blanks

- Put the students in pairs and ask them to complete the activity.
- Students are free to write as much as they can in the blanks, as there are several things on the desk and on the floor in the reading.

1. has a (laptop) computer / two piles of notebooks /
13 notebooks / a red pen
2. There is/are four folders / a rucksack / a fridge

B Write a Note

Activity

The goal of this activity is for students to use the language from the unit by modeling the note in activity \mathbf{A} .

- Explain to students that they are sick and need to write a note asking someone for help.
- Have students write individually.
- Ask a stronger student to read his or her paragraph aloud, or put students in pairs and ask them to read to each other. Move around the classroom and give feedback.

G Reminder: Some Module 1 Goals in Unit 2

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

A Notes

Prof. Keats is sick at home. He writes a note to ask his neighbour Mia to get some of his things from work. Read the note.

Hi, Mia.
Thank you so much for doing this. I really have to mark these papers, but
I can't drive my car right now.
My office is Room 243 in the Business Building. You have the key, so you
can unlock it. The light switch is on the wall to the right of the door. On
the desk, there is a laptop computer. Please bring it. There are two piles
of students' notebooks on my desk. One is under a red pen. There are 13
notebooks. Please count them, and please bring all of them. Bring the pen too,
please. Also, I have four folders on the floor to the left of my chair. Please
bring those, too. There is a rucksack behind the chair next to the wall. You can
use it to carry everything.
Mia, I have a small fridge on the floor next to the desk. There are drinks
in it. Please help yourself to one. Thanks again for helping!

Prof. Keats _______ on his desk.
 ______ on the floor of the office.

B Write a Note

Pretend you are sick. Write a note. Describe how someone can do something for you.

C Reminder

Some Module 1 Goals in Unit 2

Put a tick (\checkmark) next to the things you can do.

 Understand and use common classroom language

 Understand and use simple words in descriptions of objects (for example, colours)

 Understand and use numbers to count

Active Review

Communication

Warm Up

Talk with your teacher or in a group. Ask and answer questions about your classroom. Try to use the vocabulary and grammar from the unit.

Listen for Information

1. Listen to a woman describe a classroom. Fill in the gaps or circle the correct answers.

- _ tables in the classroom
- _ students in the room now d. ____
- b. students in the class
- c. What is the teacher's title? (Miss/Mrs/Mr)
- e. Which class?_ f. What word is on the board?
- (only / oily / hola)



2. Listen again. Follow the instructions

- a. Draw the teacher.
- b. Circle Nancy's chair.
- d. Draw a purple book on Laura's desk
- c. Write only, oily, or hola on the board.
- e. Draw a pen on Thomas's desk.

31

f. Draw two apples on Larry's desk.

Discuss

- 1. Look at a partner's book. Is it the same or different?
- 2. Now show your teacher your work. Is it correct?
- 3. What's the difference between in front of and at the front of? Discuss with a partner or your teacher.
- 4. What's the difference between your classroom and the one above? Discuss with a partner or your teacher.

Communication

\Lambda Warm Up

Ask questions that force students to describe your classroom. You have done this throughout the unit, so here ask specific, challenging questions: What are some things in this room? Where is the ____? What colour is the ____? How many ____ are there?

B Listen for Information Track 22

- Direct students' attention to the blanks and ask what words could go into them: In the first item, "desks" is plural. What could go into the blank? The student should answer that a number can go there to count the desks. Note that items c and f do not require predictions.
- Play the audio. Monitor to see if students are getting the answers. If not, play the audio again.
- Once students have answered the questions, briefly check as a class

	a. Eight	d. No
e)	a. Eight b. Sixteen c. Mrs	e. Spanish (class)
	c. Mrs	f. hola

• Play the audio once more. This time, consider pausing occasionally to give students time to draw.

C Discuss

- 1. Put students in pairs and have them compare drawings.
- 2. If the technology is available, project the classroom image onto the board and ask students to draw. Give feedback. Otherwise, ask students to show you their pictures.



- 3. The difference is that in front of means one thing is positioned near another thing, but at the front of means that one thing is inside another thing (such as a room or group).
- 4. This is a final opportunity for students to freely produce language from the unit. You may wrap up with questions, such as What colour are the chairs in this room? What colour are the chairs in the picture? How many desks are there in this room? How many in the picture?

Module 1 : Review

Choose whether to have students complete this activity in pairs or individually. Ask them to try to fill in the blanks from memory before flipping back through the module. Once they finish, go over the activity as a class.

- 1. From Unit 2, Lesson 3, p. 24: (possible) red, yellow, blue, green, purple, pink, orange, magenta, grey, black, white, brown
- 2. From Unit 2, Lesson 5, p. 28: (possible) on, in (inside), next to (beside), in front of, behind, between, under, around
- 3. From Unit 1, Lesson 3, p. 12: (possible jobs) doctor, professor, lorry driver, police officer (possible titles) Mrs., Mr., Ms., Miss, Dr., Prof.
- 4. From Unit 1, Lesson 4, p. 14 See lesson

Note that for **5** and **6**, possible vocabulary may be found in more than one place in the unit.

- 5. From Unit 2, Lesson 1, p. 20, and Unit 2, Lesson 3, p. 24: school supplies, electronic devices, and other items in the rucksack description
- 6. From Unit 2, Lesson 2, p. 22: electronic devices, pets, boyfriends, girlfriends, travel card, bicycle

B Grammar

Allow students to use their book to fill in the blanks. Answers do not have to exactly match details of the dialogues in the book as long as students demonstrate understanding of the language covered in the module.

		1. lt's 5. from	 are their 	 call Have 	4. isn't 8. Khalifa's
1	e l	9. an	10. a	11. have	12. don't
1	-	13. Whose	14. There	15. front	16. behind
1		17. to	18. and		

A Vocabulary Remember and write... 1. ...five colours. 2. ...five prepositions. 3. ...three jobs and two titles. 4. ...three countries and the nationalities of people from there. _/__ 5. ...three things people can have in their rucksacks. Then flip through the module and write two more. 6. ...three things people can have outside the classroom. Then flip through the module and write two more. B Grammar Look back at the module. Fill in the gaps.

Module ① Review

____ good to meet you. 10. You need _____ 1. rucksack. 2. Martín, ______ you the tutor? 11. I ______ a boyfriend. 3. Please _____ me Angela. 12. I ______ have a girlfriend. 13. _____ cat is he? 4. Angela _____ married. l. ______ are Chinese students in my class. 5. Where are you ______, Biyu? 14. ____ 6. What are _____ names? 15. I sit in _____ of you. 7. ______ a good day. 16. You sit _____ me. 8. I'm in Mr _____ class tomorrow. 17. He sits next _____ me. 9. I need ______ umbrella. 18. I sit between you _____ _ him.

C Introductions and the Classroom

- 1. Your partner is a new student. Introduce yourself and tell your partner about your class. Then answer his or her questions.
- 2. Now change. You are the new student. Ask your partner questions about your class.

D Guess the Statement

- 1. Write a true statement about your class—the room, your teacher, or a classmate.
- 2. Tell the class what your statement is about-the room, the teacher, a classmate, etc.
- 3. Now your classmates guess your statement.

E Put it Together

5

Write five sentences about the picture below.



G Introductions and the Classroom

• Help students think of some information they should give in an introduction. Give students some time to prepare what they want to say.

33

- Put the students in pairs. Tell them to introduce themselves to their partners and ask questions when their partners introduce themselves.
- Monitor to ensure that students show understanding of introductions as taught in the module.

D Guess the Statement

The goal of this activity is to get the whole class saying true statements about your class.

- Ask the students to write a statement about the room, the teacher, or a classmate. Encourage creativity and suggest ideas to students who are stuck or haven't written something appropriate. Give some examples, such as *There are 12 chairs in this room. The teacher's name is Mr. Peterson. Yusef is in front of me.*
- Go around the room and ask each student to say what their statement is about: the room, the teacher, or a classmate.
- When a student says what their statement is about, students should take turns guessing what the statement is by making statements about the chosen topic. To prevent this from taking a long time, allow students freedom to ask more about the topic of the statement, what grammar it uses, etc.

Put It Together

This activity should give students a chance to use language from the module to express themselves freely. Any sentence the student writes about the picture should be accepted as a possible answer, and feedback should focus on grammatical acceptability.

- To help students get going, ask them to think of questions they have about the picture: *Who are the people? What do they look like? Where are they? What do they have?*
- Suggest vocabulary categories from the module that students could use to help them write about the picture—for example, prepositions, words about people, or names of colors.
- Ask a few students to read one of their sentences aloud. Write five sentences on the board and give feedback. Ask students to point out things in the sentences that they learned in this module, as well as anything they did not learn.

LIFE AND SCHOOL

Module 2 Goals

MODULE 2

Build a vocabulary of words and phrases about family and personal details

Describe your family in short, simple spoken or written phrases

Understand, ask, and answer simple personal questions such as How old are you?

Understand and use days of the week and months of the year

Understand and use numbers as ages and dates

Give personal information, such as age and basic information about family

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

Indicate time using phrases such as in November

Module 2 Overview:

Life and School

Module 2 Goals

- Build a vocabulary of words and phrases about family and personal details
- Describe your family in short, simple spoken or written phrases
 Understand, ask, and answer simple personal questions like *How* old are you?
- Understand and use days of the week and months of the year
- Understand and use numbers as ages and dates
- Give personal information, such as age and basic information about family
- Describe your family simply (for example, the members, how old they are, and what they do)
- Indicate time by such phrases as in November

Warm Up

- Draw students' attention to the title of Module 2: Life and School. Tell them that this module will help them learn things they can say to describe their lives, such as their age, their family, and their timetable.
- Draw a person on the board to represent yourself. Draw some people around you, such as friends or family members. Write a few words to describe yourself, such as your age, your job, etc.
- Ask students to use a blank sheet of paper and draw a similar chart about themselves. Let students work alone, but monitor and assist with vocabulary and ideas.
- Ask willing students to share, and have an open question-andanswer exchange about what they drew/wrote on their paper.

Extension Picture Talk

.

• Ask students questions or have them make statements about the picture. Set a goal, such as writing ten blanks on the board and asking students to fill them up with things from the picture.

Extension Three Things about Me

- Say three things about yourself. Age, job, and what you do on weekends would all be good basic choices, but use other information if you think the students are capable.
- Write the information on the board. Ask students to use the same categories to do the same on their own piece of paper.
- Have students go around the room to read and discuss each other's information.
- Recap by asking two or three students to report information
- about someone they met.

Preview

- Read the first item on the list (plural spellings). As a class, find the page where plural spellings are listed (43).
- Put students in pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

1. p. 43 **2.** p. 42 & 46 **3.** p. 50 **4.** p. 48







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

plural spelling rules

Preview

a family tree

a woman practising guitar

the names of months

Discuss

- Talk about the questions with a partner.
- 1. Who do you think the people are? *I think ... are ...*
- In your language, what word means family? In my ..., the word ... means family.
- 3. What family members do you have pictures of? I ... of my ... and my ...
- Who in your family is still at school or university? My ... is still at ...
- What do students at your school or university do at the weekend?
 At my ..., most students ... at the weekend.

Discuss

- Ask a student to read question **1** and reply using the statement.
- Put students in pairs and ask them to ask and answers questions **1** through **5**.
- Monitor to make sure students have understood. Help students who are struggling.
- Recap as a class by having exchanges with the students one at a time.
 - **1.** I think the people are family members.
 - 2. In my language, the word *parivaar* means *family*.
 - 3. I have pictures of my parents and my siblings.
 - 4. My younger brother is still at school.
 - 5. At my university, most students go out at the weekend.

Teacher's Note Personal Information

A lot of personal information will be exchanged throughout this module, particularly in Unit 3. Do your best to keep the atmosphere light and allow students to keep information private if they wish.

Unit 3 Overview:

About Family

Lesson 1: Ir	n My Family				
Aims:	 Describe your family using words for immediate family members Understand, ask, and answer questions using how many 				
Vocabulary: Family members					
Grammar:	how many questions and their answers				
Lesson 2: Te	echnology and Media				
Aims:	 Use words for media and devices Use some and any in statements and yes/no questions 				
Vocabulary:	Technology and media				
Grammar:	some and any				
Lesson 3: Fa	amily Photos				
Aims:	 Use demonstrative pronouns to describe people and things in pictures Understand, ask, and answer questions with <i>who</i> 				
Vocabulary:	Demonstratives				
Grammar:	Questions with who				
Lesson 4: T	hat's his wife.				
Aims:	 Use words for extended family members Understand and use demonstrative adjectives Develop fluent use of plurals 				
Vocabulary:	Extended family				
Grammar:	Plurals				
Lesson 5: A	ppearance				
Aims:	 Describe appearance using words for hair and eye colour and facial hair Understand and use prepositional phrases describing appearance 				
Vocabulary:	Appearance				
Grammar:	Describing appearance using with prepositional phrases				
Some Mod	ule 2 Goals in Unit 3				
 Build a vocabulary of words and phrases about family and personal details Describe your family in short, simple spoken or written phrases Give personal information, such as age and basic information 					

about family

Lesson 1 In My Family



* Unit 3 · About Family *

Lesson 1 In My Family



Carmen's family



C In Your World

Write the names of some of your family members below. Then choose a partner. Tell your partner about your family. Write down the names of some of your partner's family members.



Warm Up

Draw students' attention to the title of the lesson (In My Family). Write on the board, *My* <u>'s name is</u>. Give a few examples using your own information or Carmen's, which can be found in the vocabulary presentation below. Ask each student to say the name of one of their family members.

A Model Conversation Track 23

- Transition by telling the students that the model conversation is about family.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation.
- Ask students comprehension questions about the conversation. (Does Carmen have any brothers? How many? How about Luis?).
- Point out the Brief note about the word *actually*. Ask students which statement it is used in (*I have three brothers, actually*). Ask students which statement is being corrected (*You have a brother?*)
- Mention that *mom* means *mother* and *dad* means *father*, and that people use these words a lot.

B Vocabulary: Family members **O** Track 23

- Read the names of the people in Carmen's and Louis's families. Ask students to say the family member word after you read the name.
- Play the audio of the model conversation one more time. Ask students to fill in the blanks.
- Check the answers as a class.
D Grammar

how many questions and their answers

how many questions	answers to how many questions	
How many brothers do you have? How many children do you have?	I have three brothers. I don't have any children.	Brief note See Unit 3 Lesson 2 to
How many siblings does Louis have?	He has one sibling.	learn more about any.
How many people are there in your family?	There are six people in my family.	

Grammar Practice

 Put the words in order to make questions with how many. Then check the correct answers.

 Questions
 Answers

 1. sisters / you / have / how / many / do
 Yes, I have a sister.

 2. how / children / many / do / you / have
 I have two children.

I have some children.

My family is small.

Four people.

3. there / are / how / many / in / your / family / people

Use the Language

Filling in a table

Talk about your family and your partner's family. Then fill in the boxes below.

's family		
Name:	Name:	
Relationship:	Relationship:	
Other information:	Other information:	
Name:	Name:	
Relationship:	Relationship:	
Other information:	Other information:	
Name:	Name:	
Relationship:	Relationship:	
Other information:	Other information:	

0	 sisters mother/mum 	 brother sister 	

• You may wish to teach the words *sibling(s)*, *child(ren)*, and *parent(s)*. *Siblings* is used in the conversation. Tell students that Nicolas and Patricia are Carmen's parents. Tell them that Andres, Samuel, and Sebastian are Carmen's siblings. *Siblings* and *children* will be useful later in the lesson for *how many* questions.

C In Your World

Setup / Demo

Model the interaction of the activity with a student. Start by drawing boxes on the board like the ones on the textbook page. Write some of your family members' names or use Carmen's family. Ask a student for some of their family members' names. Write these names in the other box.

Activity

Put students in pairs and ask them to exchange names of some family members. Tell them any family members are okay to talk about (not necessarily immediate family members only). It is okay to help students with extended family vocabulary as it could act as a preview of Lesson 4: That's his wife.

Feedback

Ask students to name some of their partner's family members using the sentence structure from the warm up, but with *my* changed to *her/his* (*Her/His* _____ *name is* ____).

D Grammar

- Go over the table. Practise the exchanges. Point out that the answers all have a number in them unless the answer is *I don't have any*. Tell students they will learn about *any* in the next unit (also indicated by a Brief note).
- If you would like to practise the grammar more, use the structure with common nouns such as *pencil, pen, notebooks, chairs,* etc. Don't overwhelm students, but help them generalise the grammar so they know that it is useful.
- Point out the inversion of *there are* to *are there*. Clarify that this structure can be used in *wh* and *how* questions.

🖪 Grammar Practice

- Do number **1** as a class.
- The Answers column for number **1** can be used to show students that *how many* is an information question, not a simple *yes/no* question. Ensure that this distinction is clear. Explain that *Yes, I have a sister* is a correct answer for the question *Do you have a sister*?
- Ask students to do numbers 2 and 3 together in pairs.
- If needed, lend assistance for number **3** with the inversion of *there are* to *are there*, which may be hard to grasp at first.
- Check answers as a class by having one student read the question and another student say the correct answer.

1. How many sisters do you have?
✓ I have one sister.
2. How many children do you have?
✓ I have two children.
3. How many people are there in your family?
✓ Four people.

✓ Check the Workbook

37

For further practice with *how many* questions, use Exercise 5 in Unit 3, Lesson 1 of the workbook.

• Point out that the correct answers all have numbers in them.

🗗 Use the Language: Filling in a table

- Model how to fill out the table. Draw an example table on the board, hold up a book, or project the page, depending on your classroom's technology.
- Write a name on the board. Use either a student's name (*Marco's Family*) if they are okay with it, or *Carmen* or *Louis*. Start by asking questions (*How many* or *Do you have a*) about the family in general before asking for names and other information.
- Demonstrate rather than explain. If a student says, "My mother's name is Erica," write *Erica* next to *Name*: and *mother* next to *Relationship*:.
- For other information, suggest age, job, and where they live. Encourage students to say whatever they can.
- Review by asking students to recall information about one of their partner's family members.

Teacher's Note Discussing Family in the Classroom

- Family can be a sensitive topic. Ask students to avoid sensitive questions and to be quick to drop a topic if the listener seems uncomfortable. When a student doesn't want to answer, teach them the following polite refusal: *Sorry, I usually keep that private.*
- If a student is an only child, they will not have much to talk about. Help these students out by giving them other vocabulary such as *aunt*, *uncle*, *cousin*, etc.

Lesson 2 **Technology and Media**

Aims		
- Use words for media and device - Use <i>some</i> and <i>any</i> statements a		ions
Vocabulary		
Technology and mediaphonenotebook computeronlinepicture	headphones photo	digital camera selfie
Grammar		
some and any		

Warm Up

Ask students if they have a phone (cell phone / smartphone). Write *smartphone* on the board. Ask students to look at the picture. Ask them what the woman has (a tablet). Write tablet on the board. Ask students for more examples of these kinds of things and brainstorm a short list as a class. You can stop here, or extend the warm up to include old technology (mp3 players, CD players, etc.) depending on students' level and familiarity with the topic.

A Model Conversation O Track 24

- Tell students that the conversation is about family pictures. The people keep these pictures on their devices like the ones listed in the warm up.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students comprehension questions about the model conversation (Where is Jihyun from? Does she have pictures of her family? Whose picture does Jihyun show Gabriel? Where does she have the picture?).
- Don't forget the Brief note on *Just a second*. Explain that this is a friendly way to tell someone to wait. You can also present Just a moment and Just a minute as alternatives.

Teacher's Note Talking About Technology

Technology is a useful topic in an English class because it affects everyone. Take advantage of chances to talk about things that most of your students are familiar with, such as social media or digital photography.

Check the Workbook

For more practice with vocabulary, use Exercise 1 in Unit 3, Lesson 2 of the workbook.

Vocabulary: Technology and media O Track 25

- Ask students to look at the pictures and read the vocabulary words aloud.
- Play the audio. Have students repeat.
- Point out the Brief note above the vocabulary. Explain that a notebook computer and a laptop computer are the same thing, and that many people simply say laptop.
- Provide clarification for other items if necessary.
- Online means on the Internet. Give examples such as, I watch videos online
- A picture can be any image (photograph, drawing, painting, etc.), but a photo is a specifically an image from a camera.



Vocabulary: Technology and Media Read the words. Then listen and repeat.



your family?

second... Here.

he do?

science.

I miss them, but I have some relatives

here. And I talk to my family online

Yes. I have some on my phone. Just a

He's a student. He studies computer

Brief note "Just a second" means w

Oh, your brother looks clever. What does

In Your World

Write the four pieces of technology from part B in the gaps below. Use an article if necessary. Put a tick next to the ones that you have. Then choose a partner and ask which ones he or she has

1	have	My partner has
]	□
]	□
]	
]	
38		

C In Your World

Setup / Demo

Write the four pieces of technology from the vocabulary on the board (a phone, a notebook computer, headphones, a digital camera). Ask students if they have a phone. If they say yes, put a check next to phone. This will demonstrate what students should do during the activity. You may chat a little bit more (What kind of phone? Do you like it? etc.) to show students that they may do this as well.

► Activity

- Ask students to write the pieces of technology in the blanks on both lists (I have... and My partner has...). Students have learned the indefinite article, so be sure that students write this for the three items that require it.
- Tell students to ask their partners if they have each item on the list.

Feedback

Ask students, "Does your partner have a..." using different nouns from the list. Give feedback. To make it a bit more interesting, try to find what the most and least common items are.

• Grammar

some and any

Brief note	
	ffirmative statemer gative statements.

questions with any	answers	statements with some and any
Do you have any pictures of your family?	✓ Yes, I do. ✗ No, I don't.	 ✓ I have some pictures on my tablet. ✗ I don't have any pictures on my tablet.
Does she have any relatives here?	✓ Yes, she does.✗ No, she doesn't.	 ✓ She has some relatives here. ✗ She doesn't have any relatives here.

Grammar Practice

Is the grammar in these sentences correct or incorrect? Write *correct*, or underline the mistake and write the sentence correctly.

- 1. Do you have some brothers?
- 2. I have some pictures of my family.
- 3. He doesn't have any children.
- 4. I don't have some siblings
- 5. Does he have some sisters?

Listen to Speak

Listen to two conversations. Which conversation matches the picture? Who are the speakers in each conversation?

Tell your partner. Does your partner agree? Why or why not? Write.



Extension Technologically Speaking

- Ask students what devices they have and what they use them for.
- Write a few activities on the board, such as surf the Web, read Facebook, watch YouTube, etc. Use your own ideas or
- those that you know will be relevant to your students.
 Write What do you do on your _____ on the board. Tell
- students they can use the question with *smartphone* or *computer*.
- Model the activity by practicing with a student.
- Put students in pairs and have them ask each other what
- they use their devices for.

D Grammar

- Go over the table with students. Practise the exchanges.
- Draw attention to the Brief note, as it explains an important point about the difference between *some* and *any*.
- For many students, these negative forms are still relatively unfamiliar. While working through the grammar table and grammar practice, keep the focus on accuracy.
- Ensure that students are using the plural form after *any* and *some*.
- You can easily extend the table to make the practice include a wider range of things.

	-
Teacher's Note Use of any in Questions	
As you teach the grammar, remember that <i>any</i> is used only to ask about things people have more than one of. In most cases, we wouldn't ask <i>Do you have any…</i> ? about parents, boyfriends, girlfriends, or large items such as houses— normally people have only one of these. There may be no need to mention this to students, but be prepared to correct and explain if a student asks a question like this.	

🖪 Grammar Practice

- Do number **1** as a class. Ask the students if the sentence is right or wrong (*wrong*). Ask students where the mistake is (*some*). Ask them what word should be there instead (*any*). Ask them to write the correct sentence in the blank.
- Ask students if number **2** is right or wrong. They should answer that it's right. Tell them to write *correct* in the blank.
- Put the students in pairs and ask them to do the remaining three sentences together.
- Check answers as a class. Ask students which sentences are wrong (2 and 3). Ask students to read the correct versions of all of the sentences aloud.



correct
 I don't have any siblings.

5?

✓ Check the Workbook

For more practice with *any* in questions, use Exercise 3 in Unit 3, Lesson 2 of the workbook.

Listen to Speak 💿 Track 26

- Have students look at the picture. Ask them what the woman has (*tablet*), what she is doing (*video chatting / calling*), and who they think she is chatting with. We don't know, but students may guess that it's her daughter. This word wasn't covered in the unit, but if they seem to be guessing at this relationship, teach them the word.
- Tell students they will hear two conversations and that they need to choose which conversation matches the picture.
- After playing the audio once or twice, put students in pairs. Tell them to discuss which conversation they think matches the picture and why.
- Review the conversation by asking comprehension questions: What does the woman talk about? Who does she talk to first? Who does she talk to second? How do you know? What words does she use?
- Have students write their opinions and reasons in the space provided. Move around the room giving assistance.
- Finish by asking one of the students to read his or her opinion. Ask the class whether they agree.

Extension Making Questions

- Have students write five questions using *any*. Encourage them to think of nouns not used so far in the lesson.
- Monitor their writing to ensure accuracy, and give help when needed.
- Put students in pairs and have them ask and answer the questions they wrote.
- Review the activity briefly by asking a few students what
- questions they asked and how their partner responded.

Lesson 3 Family Photos

Aims			
 Use demonstrative pronouns to describe people and things in pictures Understand, ask, and answer questions with who 			
Vocabular	у		
Demonstra		_	
this	that	these	those
Grammar			
Questions with who			

Warm Up

- Draw students' attention to the title of the unit, Family Photos. Explain that when we show photos to people, we need to say who the people are.
- Find a photo that can be used as a family photo.
 - Use a real one if you're comfortable.
 - Use one from the Internet.
- Choose a photo from the unit, such as Carmen's family in Lesson 1 or the picture on the Unit Preview page.
- Ask students the question *Who is this?* After they answer, ask *Who is that?* Students should rapidly get the hang of these exchanges. Finish by asking who the people in the picture next to the model conversation are (Eisha and Antoni).

A Model Conversation Track 27

- Tell students that they will listen to a conversation about family photos.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask the students if they have figured out what pictures the speakers are looking at (the pictures in **C**). Use *Who's this?* and *Who's that?* Elicit answers such as *That's Eisha's sister*.

Teacher's Note Pronunciation of Demonstratives

The demonstratives *this* and *these* are difficult for many learners to pronounce. The voiced *th* /ð/ may be pronounced /d/ or /z/ depending on the L1. Also, the /l/ in *this* and the /i/ in *these* are conflated in almost every L1. Finally, if the /z/ at the end of *these* is wrongly pronounced /s/, combined with the other problems, *this* and *these* will be indistinguishable. If necessary, do pronunciation drills. Model for students as much as possible.

✓ Check the Workbook

For further practice recognising the difference between /i/ and /i/, use Exercise 5 in Unit 3, Lesson 3 of the workbook.

B Vocabulary: Demonstratives **O** Track 28

- Go over the pictures with your students. Ask them to read the demonstrative pronouns aloud.
- Play the audio. Have students repeat.
- Ask students if the cup labelled *this* is close or far away. Ask them about the cup labelled *that*. Do the same for the loaves of bread (*these*) and the cookies (*those*). Explain that *this* and *these* are used for closer things, while *that* and *those* may be used for something farther away. Explain that this is a general rule, but it's common to ignore location and distance in real conversations.

Lesson 3 Family Photos

Model Conversation

Read the conversation. Then listen. @Irack22

Antoni: Do you have any pictures of your family

	on your computer?	
Eisha:	Err. Well, here's one.	Brief note
Antoni:	Who is this next to the chair?	We say "err" when we're
Eisha:	That's my sister.	thinking,
Antoni:	Wow, she looks like you.	
Eisha:	A lot of people say that. Oh, a this one too.	nd there's
Antoni	Who are they?	

Eisha: They're my parents, and that's our cat.

B Vocabulary: Demonstratives

Read the words. Then listen and repeat.





Brief note You can abbreviate that is to that's, but don't abbreviate the other demonstratives.

C Demonstratives in Conversation Read. Then listen and repeat. @maxes



Practise using this, that, these, and those with the classroom vocabulary from Unit 2.

About You

Do you have a picture of a friend or family member?

Yes: Present the picture to your partner. No: Choose one of the pictures from Modules 1 or 2. Pretend you know the people. Use demonstrative pronouns to introduce the person or people in the picture.

• Point out the Brief note. Explain that in writing *that* is the only demonstrative that can be contracted.

G Demonstratives in Conversation **O** Track 29

- Ask students to read the sentences next to the pictures aloud.
- Play the audio. Have students repeat.
- Ask students to look back at the classroom vocabulary in Unit 2, Lesson 4. Put students in pairs and have them make sentences using the vocabulary. Give an example before you start. (*That's the ceiling. That's her chair. This is my desk. Those are lights.*)

D About You

Setup / Demo

- Ask students if they have a picture of a friend or family member. If they do not, ask them to choose a picture in Module 1 or 2 and pretend.
- Demonstrate the activity by showing students a picture (either your own or from the book) and telling them who it is (*This is my mother / best friend / dog /* etc.).
- Tell the students that if they finish one picture quickly, they may find and use other pictures.

► Activity

Put students in pairs and ask them to show their pictures to each other and say who the people are. Encourage students to use a picture with more than one person in order to get more practice. **Feedback**

Ask students who they saw in their partner's picture.

Grammar

Questions with who

subject	question	answer
singular	Who is the person in this picture? Who is this next to the chair? Who is that?	Thisis my mum. That
plural	Who are they? Who are those?	These

Grammar Practice

Use demonstrative pronouns to write *who* questions about each picture. Then think about answers. Practise asking and answering the questions with a partner.



Use the Language

Talking about photos

Choose a partner. Look at the first picture. Ask your partner about the picture. Who are the people? After your partner tells you, change roles and talk about the second picture.



So, who are the people in the pictures? Write a sentence about each person

Picture	1:	
Picture	2:	

🖪 Grammar

- Go over the table with students. Practise the exchanges.
- Explain to students that the demonstrative in the question and answer need not match. (If someone asks, "Who is this," the other person does not have to use *this* in their answer. They can use *that*.)
- We use *they* like a demonstrative pronoun when asking about people. The table covers this, but emphasise the point. If necessary, return to the previous activity to clarify and/or ask comprehension questions (for example, *Can I use "Who are those" to ask about people?*) Tell students that when answering questions about people, they can use *these, those*, or *they*.

🗗 Grammar Practice

- Do number **1** as a class. Ask students what they should write in the blank (*are they*).
- Let students complete the remaining three items.

Key	1. are they	2. is this/that
ž	3. are they	4. is this/that

- Ask students to work alone to come up with fake answers for the questions (for example, *Those are my brothers* for number 1).
- Put students in pairs and have them practise asking and answering the *who* questions and demonstratives.

C Use the Language: Talking about photos

- Tell students they are going to do something similar to the previous activity, but this time they should try to give more information about the pictures. Ask them to come up with details about the people, such as names, marital statuses, and jobs.
- Model by prompting a student to ask you about the first picture. Answer with something such as *This is my cousin Jonathan*. He lives in California. He's a student, and he really likes skateboarding. That's his girlfriend Shelli. She likes skateboarding, too.
- Give students time to come up with information. Encourage them to say as much as possible, and be ready to help students who want to say something but don't know how.
- Put students in pairs. Tell them to talk about the pictures.
- Once students have exchanged information, tell them to write one sentence about each picture in the blanks. Tell them they may write what they said or what their partner said.

Extension Photo Album

41

- Ask students to find more pictures in the book, on their phones, or on the Internet.
- Put students in pairs and have them write captions for the photos.
- Monitor and help individual students correct their writing.
- Write some specific errors on the board and correct them as a class. Then wrap up by asking willing students to present their photos and captions.

Lesson 4 That's his wife.

Aims				
 Use words for extended family members Understand and use demonstrative adjectives Develop fluent use of plurals 				
Vocabulary				
Extended family grandparents uncle children	, grandfather aunt	grandmother cousin	parents divorced	
Grammar				
Plurals				

Warm Up

Start two lists on the board, one labelled *immediate family* and one labelled *extended family*. Elicit and write words like *mother*, *father*, *sister*, *brother*, etc. on the board under the *immediate family* list. Ask students if they know other family relationships. Ask what we call your father's brother, father's sister, etc. Try to get a list of seven or eight words for various relatives.

A Model Conversation Track 30

- Tell students that they will listen to a conversation about extended family.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask the students where the speakers are (at a party). Ask who Noah introduces (his extended family). Continue asking comprehension questions to cover the vocabulary used (*exhusband*, *uncle*, *ex-wives*).
- Finally, point to the pictures next to the conversation and ask who the people are. This will provide an opportunity for students to show understanding.

Teacher's Note Further Vocabulary

Extended family opens up a surprising amount of new vocabulary that students may ask for. Words for *in-laws*, *stepbrothers / stepsisters*, and *half-brothers / half-sisters* are all things you should be prepared to explain, but avoid presenting them at this early stage.

Vocabulary: Extended family

- Tell students that they are looking at a family tree. This is a chart that shows someone's immediate and extended family relationships.
- Read the words for family members and have students repeat.
- Explain terms such as *divorced* (not married anymore), *ex-wife* (a woman was your wife but isn't now), and *ex-husband* as necessary.
- Do number **1** as a class. Ask students to find Nina and Olivia and check how they are related to Noah. Elicit the answer (*cousins*) and write it in the blank.
- Put students in pairs and have them do **2–6** together. Remind them that they may refer to the conversation.
- Check answers by having students take turns reading the sentences aloud.

e V	 cousins uncle 	2. aunts	3. husband	
¥	4. uncle	5. married	6. grandparents	

.esson 4	That's his wife.

Model Conversation

Read the conversation. Then listen. 🗐 🛲 🚥

- Noah: Thanks for coming, Lili! How's the party? Lili: It's very nice. Thank you for inviting me. Your family
- are interesting. Who are those women? Noah: The two women with long brown hair? They're my
- cousins. Lili: Oh, okay. Who is the older woman they're with? The
- Lili: Oh, okay. Who is the older woman they're with? Their mum? Noah: Right, My aunt, But her husband Jim isn't here. And the
- Noan:
 Right. My aunt. But her husband Jim isn't here. And t man at the table is my uncle.

 Lili:
 Who's that woman with him, holding the glass?
- Noah: That's his wife, my Auntie Sue.

B Vocabulary: Extended family

Read the words. Then fill in the gaps below.



G Demonstrative Adjectives **O** Track 31

- The goal of this activity is to help students recognise the sounds of demonstrative adjectives in conversation. It also introduces demonstrative adjectives as distinguished from demonstrative pronouns.
- Tell students they will hear sentences using one of the four demonstrative pronouns in the table. Ask them to fill in the blanks.
- Check answers as a class.

1. these 2. this

• After checking answers, have students repeat the phrases in the table in order to practise pronunciation.

✓ Check the Workbook

For further vocabulary practice, use Exercise 1 of Unit 3, Lesson 4 in the workbook.

Extension Using Demonstrative Adjectives

Ask students to write down as many phrases with demonstrative adjectives as they can about things in the classroom. This will help preview plural spellings, covered in the second half of this lesson.



42

Grammar

Plurals

plural spellings			egular plurals
	+5		
cousin	cousins		
grandparent	grandparents		
-X, -S	$r, -ch, -sh \rightarrow +es$	child	children
box	boxes	crind	ciliaren
glass	glasses	person	people
$-y \rightarrow +ies$		man	men
family	families		
baby	babies	woman	women
-f	$f, -fe \rightarrow +ves$		
wife	wives		
vourself	voursel ves		

Grammar Practice

Fill in each blank with the correct form of the words in brackets. Then listen and check your answers.

- 1. Who are the women holding (glass)
 - I have more than 20 (cousin) _
 Yuki just had twins—two (bab
- Do you have any (child) _____
 - _____?
- 3. All of my (grandparent)
- Casper has (wife) _____ calle Sue.

 Yuki just had twins—two (baby) ________ at once!
 Several (family) _______ live in my

- 7. Several (family) ______
- _____ called 8. My teachers are all (woman)

Listen to Speak

Listen to the man. Answer the questions. @Track 33

1. How many aunts does the man have?

2. How many uncles does he have?

Use the Language

Interviews

Using language from this unit and other (English) language you know, interview your partner about his or her extended family. Take notes on what your partner says. Then open your book and fill in the table below.

Relation	How many?	Names	Other details
Aunts			
Uncles			
Cousins			

D Grammar

- Go over the table with students. Practise saying the plurals.
- Explain that, for plurals formed with s, the only pronunciation difference is between adding /z/ or /s/ and adding /iz/ or /az/. But in terms of spelling, there are several different patterns.
- Explain that some nouns have their own special rules (irregular plurals). Let students know that these can be memorised, but the more they practise, the better they will remember them.
- If time allows and if the students seem capable, ask them if they can add any nouns to the categories.

Teacher's Note Consonant Combinations

Plurals introduce some difficult consonant combinations that are necessary for students to practise. In this lesson, there will be chances to practise /ts/ and /vs/. Help students pronounce these correctly by modeling and drilling.

Grammar Practice 💽 Track 32

- Do number **1** as a class. Ask the students for the plural of *glass* (*glasses*).
- Put the students in pairs and ask them to complete the activity together.
- Play the audio. Ask students to check their answers as they listen.
- Check spelling—ask the class to spell the words together, or ask a confident student to spell them aloud. Write correct answers on the board to demonstrate the spellings.

Š	1. glasses	2. children	3. grandparents	4. a wife	
		6. babies	7. families	8. women	

✓ Check the Workbook

For further practice recognising demonstratives and plurals in conversation, use Exercises 3 of Unit 3, Lesson 4 in the workbook.

Listen to Speak 💽 Track 33

- Tell students they will listen to a conversation about extended family. Ask students to write the number of aunts and uncles the man has.
- After listening once, check how many students are sure of their answers. If necessary, play the audio again and pause immediately after the answers. Ask students for the correct answers.
- If you do not need to replay the track, check answers as a whole class.

1. three aunts

43

2. two uncles

C Use the Language: Interviews

- Demonstrate how this activity should be done by prompting a student to ask you the first interview question (*How many aunts do you have?*). Answer the question and continue the interview, making sure that students know how to ask for names and other information (jobs, marital status, etc.).
- Put students in pairs. Have them interview each other. They should take notes but not fill in the table.
- Have students work alone to write the interview information in the table.
- · Finish by asking students about their partner's extended family.

Extension Continue the Interview

- If you'd like to practise more, let students continue the interview by adding other relationships inside or outside their family. Anything that is plural would be okay, such as *friends, roommates, coworkers, grandparents, classmates,* etc.
- The students can continue in the same manner as in the Use the Language activity and skip the step that requires them to take notes or fill in the chart.

Lesson 5 Appearance

Aims

- Describe appearance using words for hair and eye colour and facial hair
- Understand and use prepositional phrases describing appearance

Vocabulary			
Appearance Hair colour blond	red	brown	black
Hair length long	short		
Facial hair beard	goatee	moustache	
Height short	tall		
Grammar			
Describing appea	arance using wi	th prepositional ph	irases

Warm Up

_ _ _ _ _ _ _ _ _

Teacher's Note Appearances

This unit will cover individual's physical appearance. Take care to avoid potential situations where someone may become offended by a comment.

Ask students to look at the picture at the top of the lesson. Ask if anyone knows the hair colours of the people and can say how long their hair is. Tell students that they are going to learn words about appearance.

Authentic Text: A Descriptive Paragraph

- Tell students that the paragraph describes the people in the picture.
- Ask students to read the paragraph.
- Play the audio one time.
- Confirm that students have understood by asking comprehension questions: *Who is the woman with the long brown hair*? (*younger sister*) *Who is the woman with the short hair*? (friend) *Where does she work*? (university)
- Point out the Brief note, and emphasise that *meet up* means not doing anything special, but just spending time together.

Comprehension Track 34

- Play the audio again. Ask students to fill in the blanks.
- Check answers as a class.

1. the beard 2. long

g **3.** short hair

C Vocabulary: Appearance Intervention

- Go over the chart with students. Read the words aloud and have students repeat.
- Confirm comprehension by quizzing students on the hair colour and length, as well as the facial hair, of people in photos from previous lessons.
- Ask students to describe their classmates' hair colour and facial hair to transition into the next activity.



A Authentic Text: A descriptive paragraph

Read the paragraph. Then listen. 🗐 🔤 🛤

Hanging Out with Friends

These are my friends. Actually, the woman with long brown hair is my younger sister. She's 22 years old. That man next to her with the hat is her boyfriend. He's also my friend. This guy, with the beard and the grey T-shirt, is my friend Seth. He's an artist and a musician. The woman with short hair is another friend. I work with her at a university. We meet at this coffee shop to talk and laugh. It's always fun to meet up together. Brief note

> "Meet up" means spend time relaxing and having fun.

B Comprehension

Listen again and fill in the gaps. (a) Irack 34

-	
1. The man with	is an artist.
2. The woman with	hair is her sister.
The woman with	works with her.

Vocabulary: Appearance

Read the words and phrases. Then listen and repeat.



D In Your World

- The goal of this activity is to help students personalise the language and apply it to their lives. It's okay if conversations are short, but encourage students to say as much as they can—including language that they've just covered.
- Put students in pairs. Ask them to take turns describing the appearance of other people in the class.
- There will be opportunities to teach additional vocabulary for students who want to describe more than just hair and facial hair. Remind them of the colours they learned earlier, which can be used to describe clothes. However, try not to overwhelm students.
- Ask individual students to describe the hair colour, hair length, and facial hair of their classmate for the class and give feedback.

Teacher's Note Describing Appearance

• Some English words for hair colour are not entirely intuitive (*red, blond, grey*). Help students learn these words and avoid describing hair as gold, yellow, white, etc.

Describing appearance using with prepositional phrases

		who question using with
A man has a beard. Who is the man?	\rightarrow	Who is the man with a beard?
A woman has red hair. Who is the woman?	\rightarrow	Who is the woman with red hair?
		one statement using with
A man has brown hair. He's my friend.	\rightarrow	The man with brown hair is my friend.
A woman has glasses. She's my mum.	\rightarrow	The woman with glasses is my mum.
simple description		description using with
that man, the one who has long hair	\rightarrow	the man with long hair
There is a man with a beard.		There are women with long hair.

Grammar Practice

Using the chart above, fill in the gaps.

- 1. that girl, the one who has blonde hair
- 2. that man, the one who has a goatee \rightarrow
- 3. that teacher, the one who has black hair

Write to Speak

Look at the picture below. Write a description.

H Use the Language

Describing a picture

- Choose a picture from Units 1–3 of this book. Write the page number below.
 My picture is on page _______
- 2. Remember what the people in that picture look like. Then close your book
- Choose a partner and describe the picture. Your partner flips through the book and guesses the page that the picture is on.
- Now change roles. Try to guess which picture your partner is describing. Write the page number below.

My partner's picture is on page

Extension Guess Who

- Explain Guess Who-style rules: one student thinks of a person in the room and others ask questions to uncover
- who the person is.
- Model a short round with a student.
- Put students in pairs and have them play Guess Who about their classmates and celebrities they are familiar with. You could also prepare a sheet with photos of several people to use in class as well.

🖪 Grammar

- Go over the table with students.
- For the left column, explain that these are long versions of sentences, and people don't normally talk like this.
- For the right column, explain that this is the actual way people would say the information on the left. Read these sentences and have students repeat.
- Point out the Brief note. Explain that *the* is used when the listener will be able to see who you are talking about. Explain that *a* is used when you are talking about a new person, and the listener will not know who it is until you explain more.

Grammar Practice

- Do number **1** as a class. Ask students to use the chart to help you make a phrase about the girl.
- Put the students in pairs and ask them to do numbers **2** and **3** together.

- Check answers as a class. Ask students to read their phrases aloud. Write the answers on the board so that students can self-check.
- For number **2**, students may use either a goatee or the goatee in natural English. If they are following the table and the authentic text, they should use a. At this level, you should explain that the isn't wrong, but it's better to use a. (*The* technically means we know which goatee is being discussed, implying that the goatee is somehow noticeable.)
 - **1.** the girl with blonde hair
 - **2.** the man with a/the goatee
 - 3. the teacher with black hair

Check the Workbook

For further practice describing appearance using *the* and *with* prepositional phrases, use Exercises 1 and 2 in Unit 3, Lesson 5 of the workbook.

G Write to Speak

- Ask students to look at the picture in H.
- Help students write a description of the picture. Get started by writing *There are three people* on the board.
- Continue by asking about the people's appearance in the photo and asking about what they are doing.
- Let students work alone. They may produce sentences such as There are three people. There is a woman with long black hair, a man with black hair, and a woman with brown hair. The man has some facial hair. They are students.
- Encourage students to write as much as they can, but don't force them to write more than what has been covered.

🛱 Use the Language: Describing a Picture

- Tell students they are going to describe a picture from unit 1-3.
- Demonstrate by finding a picture of a person in unit 1-3 and describing it. Ask students if they can find the person. Depending on how challenging it is for the students, make the range of units bigger or smaller.
- Put students in pairs. Have them find a picture, without showing their partner.
- Have students close their books and describe the person. Have the partner find the picture.
- Tell students to change roles once.
- Finish by asking students what page their partner's picture was on.

Extension Family Traits

- To wrap up the unit, combine appearance and family vocabulary in a speaking activity. Ask students to look back to the family members they talked about earlier in the unit. Tell them they are going to describe the appearance of their family members.
- Put students in pairs. Have them describe a family member they are close with.
- Ask students to think of similarities they share with their chosen family member.
- Encourage students to use all the English they can.
- Finish the activity by asking some students about their partner's family traits.



Notice when to use a and when to use the.

Unit 3 : Active Review

A Family Tree

■ Warm-Up

- Draw a stick figure on the board. Say that it's you.
- Draw parents using a family tree structure. Ask who they are. Try to elicit parents, father, and mother.
- Draw a sibling or two. Use your family information or make it a made-up family. Ask who the people are and try to elicit brother, sister, and maybe sibling.
- Tell students that they will be reading a family tree and drawing their own.

Read the Notes

- Ask students to find Jason and circle him. This is number 1.
- Ask students what John's relationship to Jason is (grandfather).
- Put students in pairs and have them answer the rest of the questions.

Fill in the Blanks

- Put the students in pairs, and ask them to answer the questions.
- Check answers as a class.

	Key	 grandfather Jared and Melissa 	3. Sharon 5. two	
--	-----	--	-----------------------------------	--

B Draw a Family Tree

Activity

- Tell students to work alone and draw their family tree. Students may need help. Give guidance on the board to get them started if necessary. Let students know that they can leave out some people if there are too many.
- Once students have completed their family trees, put them in pairs.
- · Have students talk about their families together, asking followup questions about marital status, ages, and jobs.

Feedback

- · Ask students about their partner's family.
- Instead of asking one student to thoroughly explain his family tree, try to get a sentence or two from as many different students as possible.
- Consider asking specific questions to random students (to one student: Does Christina have any cousins? How many? to another student: How about Carlos's family? Is it big? Does he have any uncles? What does his uncle do?).

C Reminder: Some Module 2 Goals in Unit 3

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



- 2. John is Jason's
- 3. Who is Jason's aunt?
- 4. What are the names of Jason's siblings?
- 5. How many cousins does Jason have?

Draw a Family Tree

Family Tree

Now draw your own family tree. Tell your partner about each person. Are they single or married? What do they do?

My Family

C Reminder

Some Module 2 Goals in Unit 3

Put a tick (✓) next to the things you can do

Build a vocabulary of words and phrases about family and personal details Describe your family in short, simple spoken or written phrases Give personal information, such as age and basic information about family

Active Review

A Read to Write

Read Jason's paragraph about his family.

My Family

My parents' names are Monica and Peter. My dad, Peter, is an accountant. My mum, Monica, is a teacher. I have two siblings. Jared is my older brother. He is 25 years old, and he works as an engineer. He isn't married, but he has a girlfriend. My younger sister's name is Melissa. She's 19, and she's still a student, so she isn't married. She's at university, studying business.

Prewrite

Prepare to write by answering the questions.

Question	My answers
What are your parents' names?	
What does your father do?	
What does your mother do?	
How many siblings do you have?	
What are their names?	
How old are they?	
What do they do?	
Are they married?	

Now Write

Write a short paragraph about your family. Write everything you can write in three minutes. Then stop.

Read your paragraph to the class. Listen to your classmates. Whose paragraph is the longest?

Fluency

47

A Read to Write

- Tell students they are going to read about the family on the previous page. It is a paragraph Jason wrote about his family. Let students know that they will have to write a similar paragraph.
- Ask students to read the paragraph by themselves.

B Prewrite

- Ask students to answer the questions about their families. They should do this by themselves as well.
- Ensure that students know they are preparing to write. The sentences they make in this activity will be the main content of their writing, so it's important to think the answers through.
- Encourage students to use all the language they can, not just answer the questions as quickly as possible with words covered in the unit.

G Now Write

- Tell students that they have three minutes to write a paragraph using the information from the prewriting.
- Tell students to write alone.
- During the three minutes, check on students to make sure they are writing. The focus here is on speed, so it is important that every student is trying to write.
- After three minutes, stop the students.
- Come up with an order for the students to present in (birthday order, alphabetical order, by order of where they're sitting, popcorn, etc.). Have students read their paragraph.
- If time allows and if you think the class is comfortable enough, let students ask the presenters questions.
- Finally, figure out whose paragraph is the longest. Don't make a big deal out of this, but give praise and note that speed is an important part of gaining fluency.

Unit 4 Overview:

School Life

Lesson 1: Ages and Birthdays Aims: - Express dates by using the names of months and ordinal numbers - Use when and how old in questions with the verb to be Vocabulary: Months, dates, and ordinals Grammar: Questions with when and how old Lesson 2: Studying - Talk about study-related activities Aims: - Use simple present to make affirmative statements Vocabulary: School-related verbs and verb phrases **Grammar:** Simple present in affirmative statements Lesson 3: Do you have classes on Friday? Aims: - Learn the days of the week and understand a weekly schedule - Ask and answer yes/no questions in present-tense using the auxiliary verb do Vocabulary: Days of the week Simple present questions and answers Grammar: Lesson 4: Going to University Aims: - Understand school grades and years - Use subject-verb agreement for 3rd person in simple present Vocabulary: Schools and grade levels Grammar: Simple present in affirmative statements Lesson 5: I study at night. Aims: - Talk about different times of day - Use on, in, and at to specify when something happens Vocabulary: Parts of the day (morning, etc.) and daily activities Grammar: Prepositional phrases of time Some Module 2 Goals in Unit 4

- Understand and use the days of the week and months of the year - Understand and use numbers as ages and dates
- Describe your family simply (for example, the members, how old they are, and what they do)
- Indicate time by such phrases as in November

Lesson 1 Ages and Birthdays

Aims						
 Express dates by using the names of months and ordinal numbers Use when and how old in questions with the verb to be 						
Vocabulary	/					
(truncated) January first	February second	March twenty-third	April thirty-second			
Grammar						
Questions with when and how old						

Warm Up

• Ask students, "What is the first month of the year?" After getting a response, write "January is the first month" on the board. Ask, *Does anyone know the third month?*

* Unit 4 · School Life * Ages and Birthdays

A Model Conversation Read the conversation. Then listen. Fuad: Hey, you two. How are you doing? Salma: Well, I'm great. Today's my birthday! Fuad: Oh, really? Salma: Yeah, 23^{ed} April. Fuad: Well, happy birthday! How old are you? Salma: Ym 21. Fuad: Great! Do you have any special plans? Salma: Nope, just a family party. When's your birthday, Fuad? Fuad: It's on 14th October. It's a long time from now.

B Vocabulary: Dates

Lesson 1

Read the words. Then listen to the dates below and practise. @macess

Months January February March April	Dates (1 st -19 th) - Except for 1, 2, and 3, add - <i>th</i> . - Sometimes the spelling changes. 1 first 11 eleven <u>th</u> 2 second 12 twelf <u>th</u>	Dates (20 th and 30 th) (change -y to -l and add -eth) 20 twent <u>ieth</u> 30 thirt <u>ieth</u>
May June July August September October November December	3 third 13 thirteenth 4 fourth 14 fourteenth 5 fifth 15 fifteenth 6 sixth 16 sixteenth 7 seventh 17 sevententh 8 eighth 18 eighteenth 9 ninth 19 nineteenth 10 tenth	Dates (21st-29th & 31st) (say "twenty" or "thirty" and the ordinal number) 21 twenty-first 22 twenty-second 31 thirty-first
 21st January 18th October 	 13th June 26th March 	 11th November 2nd August
C Ordinal Numb	ers	
Change the nu	mbers to ordinals. Some are done f	or you.
	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	
About You		
	hday below. Then choose a partner our partner's birthday is.	r. Tell him or her when your birthday
My birthday:	My partner's	birthday:

• Present a couple of examples of dates to the student, such as today's date and your birthday. Write example sentences on the board, such as "Today is October 9th." Then ask students if they know the dates of any special days or holidays. Correct any errors, especially relating to ordinal numbers.

Teacher's Note Common Problems with Ordinals

Check to be sure students stress the second syllable in teens, such as thir-**teenth**, as distinct from **thir**-ti-eth. This has a strong influence on comprehensibility.

A Model Conversation Irack 36

- Transition by telling students they will read a dialogue with several dates.
- Ask students to read the conversation in pairs.
- Listen for correct pronunciation and give corrections if needed, including attention to contractions *today's* and *when's*.
- Play the audio and listen to the conversation as a class.

Vocabulary: Dates Track 37

- Instruct students to read through the vocabulary lists and note the differences between cardinal numbers (counting numbers) and ordinal numbers.
- Have students read each of the months and ordinal numbers aloud to practise pronunciation.
- Have students read the example dates aloud. Dates should be read as month + ordinal only. However, if some students express dates in alternative ways (e.g., January the twenty-first; the twenty-first of January; Twenty-one January) let them know that these are acceptable variations in parts of the world.

Grammar

Questions with when and how old

questions with when and how old + be						
question word(s) be verb subject answer						
When	is	your birthday? the party?	It's on the 23 rd . It's on 14 th October.			
How old	are is	you? your dad?	l'm 21. He's 65 years old.			

Grammar Practice

Choose the correct answers. Then listen and check.

Questions	Answers
1. When is your mum's birthday?	It's on the eighteenth.It's on eighteen.
2. How old is your brother?	He's twenty-nine.
3. When is the test?	It's on the three. It's on the third.
4. How old are you?	I'm 20 years.

Use the Language

Invitations

Make a birthday party invitation. Write the date of the party, the date of your birthday, and your age on the invitation. Add other information, too. Use the internet for ideas. Show the invitation to your classmates, and invite them to the party. Fill in the table with classmates' names, birthdays, and ages.



Classmate's name	Birthday	Age

G Ordinal Numbers

Make sure students spell the ordinals correctly.



About You

Setup / Demo

Read the activity's instructions aloud to the class. Optionally, have students spell out the dates (not 23rd, but *twenty-third*). Check that students understand. If they don't, give examples on the board.

Activity

Ask students to do the activity in pairs. When they read their birthdays aloud, ensure that they express themselves in complete sentences.

Feedback

Recap by asking students to report their own birthdays or their partners' birthdays to the class.

Extension What Do You Do?

- Ask students to talk more with their partner about the things they do on their birthdays. As they speak, make note of any common errors that students make so that later you can give corrective feedback.
- For a more challenging task, have students discuss what they do *first, second,* and *third* in various other contexts. For instance, they may ask, *What do you do first in the morning?* or ...after school?

🖪 Grammar

- Briefly go over the table with students
- When you get to the *answers* column, point out to students that the word order for questions and answers is different: "Is it...?" versus "It is..."
- Check to see if students understand the contractions. "What does *he's* mean? That's *he* _____."
- Ask a volunteer to answer in another way. For example, "I'm 21" could be "I am 21," or "I'm 21 years old."

Teacher's Note When is/are + noun

The emphasis in the table is on *When is* + noun. Students are not

- yet expected to understand more sophisticated syntax such as
- "When is he arriving?" or "When are you going to graduate?"

*-----

Grammar Practice 💽 Track 38

- The questions and answers give examples of the grammar point in the table, but successful completion requires memory of the ordinal-numbers vocabulary lesson. Students should be able to distinguish between ordinals used for dates and cardinal numbers used to state age.
- Ask students to place a check mark next to the correct answer to each question. They should work individually and then compare answers with a partner.
- When ready, go over the answers as a class.

Image: 1 stateImage: 1 stateImage: 2 stateImage: 1 stateImage: 1 stateImage: 2 stateImage: 2 stateImage: 2 stateImage: 1 stateImage: 2 stateImage: 2 stateImage: 1 stateImage: 2 s

✓ Check the Workbook

49

For further practice matching questions to answers, use Exercise 3 in Unit 4, Lesson 1 of the workbook.

C Use the Language: Invitations

- Have each student write an invitation for himself or herself.
- Check the students' written work, and suggest additional information that might be useful to include on an invitation.
- Then allow the students to show their invitations to one another. This is a mingling activity, so students must move around and work with several partners.
- Students may ask each other questions as they go around with their invitations. If students are too quiet while mingling, prompt them with a few ideas, such as "What do you eat on your birthday?" or "Where is a good place to go on your birthday?"
- You can close the activity by asking whether anyone had the same birthday as a classmate or who had birthdays in the same month. Which month has the most birthdays? Whose birthday was not long ago, and whose birthday is soon? The teacher can tell his or her birthday to the class as well.

Extension When Is It?

Get students to use the grammar point by asking their own questions and answering them. You can prompt them by supplying noun phrases for them to work with, but let them construct the questions.

- Examples:
- · Your next day off, or school holiday
- The last day of the year
- The best day of the year
- A major sporting event (league championship, or a local team's game against a rival)

Lesson 2 Studying

Aims						
 Talk about study-related activities Use simple present to make affirmative statements 						
Vocabulary						
study discuss	read take notes	write practise	learn take a test			
Grammar						
Simple present in affirmative statements						

Warm Up

Tell students that you will talk about studying and the things people do in class. Brainstorm with the students to see if they can tell you some of the things that students do in class. Write the verbs and phrases they know on the board. See if any student can use one or two of the phrases in a complete sentence. If not, give a simple example such as "We read in class."

A Model Conversation Track 39

- Tell students they will read a conversation about studying.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students to close their books and summarise as well as they can what Maria and Sabrina study and some of the things they do in class.
- On the board, write some of the sentences and phrases that students use in their summary. Make any necessary corrections.

B Vocabulary Track 39

- Tell students that you will play the dialogue again and it will help them answer the questions that follow.
- Instruct student to use the given vocabulary to fill in the blanks in the sentences.

iscuss

• Begin playback of the dialogue. Check answers as a class.

	1. (a) learn	(b) practise	
Key	2. (a) take	(b) notes	(c) di
*	3. (a) write	(b) study	

✓ Check the Workbook

For further practice with verbs, use Exercise 1 in Unit 4, Lesson 2 of the workbook.

G About You

- Put students in pairs
- Tell students to place check marks next to the activities that they do every day and complete this individually before speaking with a partner.
- Now have students exchange information orally only. Discourage them from looking at one another's books while doing this exercise so they focus on speaking and listening.
- You can encourage students to extend the conversation by talking about other things they do every day.

Lesson 2 Studying

A Model Conversation

Read the conversation. Then listen. (Interest)

Marcus: Do you have an English class this term, Sabrina? Sabrina: Yes, I do. I learn a lot in that class. Marcus: What do you do in there?

Sabrina: Normal things, really. We learn new grammar and vocabulary, and we practise speaking all the time.

- Marcus: Do you read a lot? Sabrina: No, not that much. But I take a lot of notes, and we discuss interesting topics. How's your Arabic class?
 - Marcus: It's difficult, but good. It's a beginners' class. We write Arabic letters and learn to read new words.

Sabrina: Wow. That sounds hard.

B Vocabulary

Listen to the conversation again. Then fill in the gaps with vocabulary words or phrases.



C About You



Teacher's Note Using too

Pay attention to students' responses to see that they are not making errors in the use of *too*. If a student incorrectly uses *too* with a negative statement or to disagree—such as "I don't take notes too"—then you can instruct them not to use *too* in these cases.

Extension What Do We Do In This Class?

Tell students that they will now apply what they've learned to talk about what they do in class.

- Have students work in pairs.
- They are not to use their books for this activity—only what they remember.
- Tell students that it is their goal to give more correct answers than their partners.
- Students will take turns making a sentence that answers the question "What do we do in this class?"
- They will continue until one partner surrenders by:
- Saying "I don't know," or
- Repeating an answer that has already been given, or
- Saying something that they do not actually do in class.
- Correct students' errors, but a student does not lose for a grammatical error.

D Gramma

Simple present in affirmative statements

singular subject			plural subject		
subject	verb	more information	subject	verb	more information
1	take	notes.	We	discuss	interesting topics.
	write	stories.	You	read	well.
	practise		study	hard.	
You	learn	quickly.	They	take	a test every month.
				Brief note	
				See Linit 4 Less	on 4 to learn about statements with

Grammar Practice

Use the words in the box to make statements. Use each word once. Then make a statement without using the verbs in the box. (Hint: Check other lessons. For example, in Unit 4 Lesson 1, there are *make*, *show*, *invite*, etc.)

he che and it

	notes	they	speaking	I	take	learn	we	grammar	practise
1.									
1					ords from t	he box)			
2				(w	ords from t	he box)			
3.					oras ironir e	ne boxy			
					ords from t	he box)			
4					(verb not in	box)			

Use the Language

Good study habits

Look at the list of good study habits. Add to the list, and put a tick next to those that you have. Then interview a partner and put a tick next to the habits that your partner has.

		Brief note	
Me	My partner	Good Study Habits Habit	A habit is something that you do often.
		taking notes in every class	
		reading everything again after class	
		writing a list of the things you need to learn	
		practising all the time	

D Grammar

- Read through the table with the students. Read each complete sentence and have students repeat the complete sentences.
- Ask students to try changing one of the sentences by using a different subject from the table: "*I take notes*... What if we change it to *we*?... *We take notes*. Does anything change with the verb? The verb stays the same."
- Ask "Are there any subjects missing from this table?" Some students may notice: *he*, *she*, and *it* are missing.
- Explain that *he*, *she* and *it* will be covered in a later lesson in this module.

Teacher's Note False Beginners and Common Errors

Depending on students' prior experience, some may already know how to use 3rd-person singular. This is not to be a significant focus in this lesson. An important thing to watch for at this stage is false beginners—students with prior English experience whose errors keep them at close to a beginning level in their development. Make sure they are not introducing *-ing* endings inappropriately in sentences such as "You practicing often," and give immediate correction if needed.

🖪 Grammar Practice

- Read through the directions carefully with the class, and confirm understanding.
- The given words in the box are to be used to complete the first three sentences only.
- In the correct answers, the core of each sentence is a predicate that does not vary: *practise speaking*, *learn grammar*, *take notes*. Answers will only vary in that the subjects can be interchanged freely.
- *Practise grammar* is a possible predicate, but the instructions require students to use each word only once, and *learn speaking* is not a natural construct. Students don't yet know that *learn* + infinitive is common, and *learn* + gerund is not. They can understand the answers as fixed phrases which are familiar from the dialogue on the previous page.
- Note that the fourth sentence is essentially a separate exercise, but that it mimics the form of the previous sentences.

(I / They / We) practise speaking.
 (I / They / We) learn grammar.
 (I / They / We) take notes.
 (Original sentences will vary.)

✓ Check the Workbook

51

For a more challenging exercise that reinforces correct syntax, use Exercise 2 in Unit 4, Lesson 2 of the workbook.

Use the Language: Good study habits

- Have students write their own survey items individually first.
- Let them know that it's okay to write some good study habits that they don't actually do themselves!
- When surveys are complete, they can interview their partners.
- We have not yet taught students to ask "Do you..." questions. The teacher can allow or encourage students to ask in this way if they are able, or the survey could be presented as affirmative statements "You take notes in every class," to which the partner can reply yes/no or true/false.
- This exercise is also an opportunity for students to practise using *too* for things that both partners do.
- In the end, you may want to open up some of the survey questions to the whole class and get a show of hands from students who answered yes. Is there anything that everyone does? Is there anything that no one does?

Extension Guess What I Do

For additional practice, students can work in pairs and take turns guessing about their partners. The guesses can be expressed as affirmative statements: *You come here by bus*. *You live in an apartment*. Partners can answer simply *yes* or *no*, but they can be encouraged to try complete sentence responses.

Lesson 3 Do you have classes on Friday?

Aims							
 Learn the days of the week and understand a weekly schedule Ask and answer yes or no questions in present-tense using the auxiliary verb do. 							
Wednesday eek weekdays	Thursday weekend						
Simple present questions and answers							
	questions in present-te Wednesday eek weekdays						

Warm Up

Ask students what day it is today, and write the answer on the board in a sentence: "It is _____." Then write a three letter abbreviation for another day of the week (for example, *SAT*). Ask "If you see this on a schedule, what day do you think it means?" Give students a chance to answer and supply the correct answer if they don't know.

Authentic Text: A planner

- Have students read through the days first. Read them aloud and have students repeat.
- Ask students to look quickly at the text. Ask them what this is. Some may know it as a schedule. If not, direct their attention to the activity title and explain that this shows what a person does each day of the week.
- Now have students read aloud the activities that are planned for each day.
- Tell students: "This is my schedule. Tell me, when do I do yoga?" Seek a volunteer to answer. The target answer is "You do yoga on Saturday," though students may only be able to answer "Saturday" initially. You can model a correct sentence again by responding, "Yes, I do yoga on Saturday."
- Try a couple of more items, such as "When do I study history?" The planner does not include verbs, so the teacher's model sentences can show how to use the material as a basis for a more complete expression.

B Vocabulary: Days of the week **O** Track 40

- Have students listen to an audio recording of the days of the week.
- Have students repeat. Take time to get the most accurate pronunciation.
- You can reinforce what the students have learned by having them close their books for a few minutes and writing a few of the abbreviations on the board to see if students can remember the pronunciation.

Teacher's Note Pronunciation Tips

Students will have different pronunciation challenges, but give special attention to Wednesday (two syllables, /'wɛnzdeɪ/), the *th* in Thursday (Θ), and the *t* in Saturday.

G Vocabulary: Words with week

- Ask students to explain the chart. Then fill in the blanks.
- If the chart's meaning remains unclear, explain to students that Monday is a weekday, Thursday is a weekday... Each of the days from Monday to Friday is a weekday. The workweek is all of the workdays taken together, and the weekend is both Saturday and Sunday.



B Vocabulary: Days of the week

Read the words and abbreviations. Then listen and repeat. @mask40

monday	tuesday	wednesday	thursday	friday	saturday	sunday
MON	TUE	WED	THUR	FRI	SAT	SUN

C Vocabulary: Words with week

Read the words and phrases. Then fill in the gaps below.



In Your World

Choose a partner. Ask and answer the questions below. Then write your partner's answers.

Q: What day of the week do you like most? What do you do on that day?

52

(b) Friday

(b) weekend

In Your World

2. (a) weekday

3. (a) Sunday

1. (a) working week

- Put your students in pairs and have them ask and answer the questions.
- Also have each student write his or her own answers as sentences so you can give correction.
- Note that students are not yet ready to write one another's answers because they haven't covered 3rd person singular.

Extension My Routine

If students need additional practice with days of the week and activities, have them talk about what they do on various days of the week. Possible questions could include:

- When do we study English together?
- What do you do on Sundays?
- When do you exercise?

Grammar

- Have students look over the table, and answer any questions they have.
- Explain briefly how *do* can be used before the subject to make questions. However, this doesn't work with all verbs (such as *be* and *can*, which students will learn in later lessons.)

Grammar

Simple present questions and answers

	simple pr	answers			
Do/Does	Do/Does subject main verb		more information	aliswers	
Do	l	need	a better mark?	Yes, you do. / No, you don't.	
	you	have	classes on Friday?	Yes, I do. / No, I don't.	
	we	have	a test tomorrow?	Yes, you do. / No, you don't.	
	you [<i>plural</i>]	need	some help?	Yes, we do. / No, we don't.	
	they	take	notes in classes?	Yes, they do. / No, they don't.	
Does	she	study	at weekends?	Yes, she does. / No, she doesn't.	
	he	work	on Thursday?	Yes, he does. / No, he doesn't.	

Grammar Practice

Change the simple present statements into simple present questions.

- 1. Sarah studies every weekend.
- 2. Esteban goes to parties on Saturdays
- 3. We take a quiz every Monday.
- 4. I have classes on Friday.

G Use the Language

Filling out a timetable

Work with a partner. Fill out the weekly timetable with your partner's information.

		н									
MON											
TUE		 									
WED	 										
THUR	 										
FRI	 										
SAT	 										
SUN	 										

• This is their first exposure to the 3rd-person singular subjects, so point out to them that *he* and *she* use *does*, while other subjects use *do*.

🗗 Grammar Practice

- Read the instructions aloud and confirm understanding. Explain that students are to write only *yes/no* questions.
- When students have completed their work, check question number **1** as a class. Correct students, and then give the class another minute to check their other answers and attempt to self-correct.
- · Finally, check the remaining answers as a class.
 - 1. Does Sarah study every weekend?
 - 2. Does Esteban go to parties on Saturdays?
 - 3. Do we (or you) take a quiz every Monday?
 - **4.** Do you (or I) have a class on Friday?

Teacher's Note First Encounter with 3rd-person Affirmative

Students may deduce the correct way to write questions based on the presentation in the table, but some students are likely to try "Does Sarah *studies* every weekend?" in their first attempts. By correcting this as a class and encouraging students to self-correct based on feedback, students should start to pick up the pattern. *Does* agrees with the subject, so the main verb is just the root.

Check the Workbook

For further practice, use Exercise 1 in Unit 4, Lesson 3 of the workbook. Exercises 2-4 on the same page will introduce a more complex reading-comprehension activity applying the same grammar.

C Use the Language: Filling out a timetable

- Put your students in pairs, read the directions, and confirm understanding.
- Most of the conversation will be in the form of simple declarative statements about what the students do each day.
- You can prompt the students to ask for more detail with follow-up questions. Listen to students as they talk and suggest questions for them to ask. Emphasise "Do you..." questions. Examples of possible follow-up questions are:
 - I exercise on Thursday. → Do you run? Do you lift weights? Do you exercise for a long time?
 - I cook every day. → Do you cook well? Does your family eat your food?
 - I go to work on Saturday. → Do you take the bus? Do you like your job?

Extension Guess Who I Am!

53

A challenging but fun exercise is to play a guessing game in which one student pretends to be a famous person and other students ask *Do you...*? questions about that person, until they can guess who the other student is. If they need a hint, then the student can give a hint. For the first round, it would be good for the teacher to participate and model good questions such as, *Do you live in Europe? Do you sing? and Do you have long hair?*

Going to University Lesson 4

Aims						
- Understand school grades and years - Use subject-verb agreement for 3 rd person in simple present						
Vocabulary						
infant school year seven	primary school first-year	secondary school third-year	university			
Grammar						
Simple present ir	n affirmative state	ments				

Warm Up

- Ask students how many years a student usually goes to school (up to and including secondary school). Do they number their years one through twelve, or do they have another system? Explain that in the British and American school systems, years are usually described as one through twelve.
- Tell students, "Year one is first grade. Year two is second grade." Then ask, "What is year three?... Does anyone know which grade is the last grade in secondary school?..."
- If you know anything about another school system, you can share a few details about that as well.

- Pair up students and have them read through the dialogue, each reading one of the roles.
- Play the audio and have students read along one more time.
- Can any student guess the meaning of *sibling* from the context? If not, explain that Davi's sisters are his siblings. Isabel's brothers are her siblings. Siblings are brothers or sisters.
- Ask the students a few comprehension questions about the rest of what they heard, and answer any questions they may have.

B Vocabulary: School & year levels Track 42

- Look over the table as a class.
- Explain what the different levels are in school and point out that these may differ in various parts of the world. Answer any questions students have.
- Bring attention to how ordinal numbers are used for years 1 through 12.
- Have students read and repeat infant, junior, primary, and secondary for correct pronunciation.
- Explain that students will now hear some recorded sentences, and they should use the audio to help them complete the sentences beneath the table.

y e	 third year year 4 	2. year 7
ž	3. year 4	4. year 13

C About You

- Have students pair up.
- Ask students to write their own information in their books and report their answers to their partners.
- Students may follow up by talking about how their relatives feel about school (Do you like ...? Does she like ...?).
- Check what students have written and give correction.

Model Conversation

Read the conversation. Then listen. Minister

- Davi: So, do both of your brothers go to university too? Isabel: No, my younger brother is at secondary school. He's in his final year. My older brother works for a tech company. He's a software engineer
- Davi: Oh, that's great. Isabel: What about your family? How many siblings do you have?
- I have two older sisters. Alice goes to this university, actually. She's in her final year.
- Isabel: Oh. What does she study?
- Davi: Maths. And she plays sport here, too Isabel: Nice.
- Davi: Yeah and Giovanna is a tutor But she also attends university part-time.

Vocabulary: School year groups

Read the words. Then listen and fill in the gaps. Greater

	primary school (infant)	primary school (junior)	secondary school	sixth form college	university	
nursery school	reception year 1 year 2 year 3	year 1 year 4 year 8 year 2 year 5 year 9 year 2 year 6 year 10		year 12 year 13	first year second year third year	
. Markus is	in his	of univers	ity. 3.	Valentina is in	at primary scho	
. Seohyeon school.	is in	at seconda	.,	Elizabeth is in college.	at sixth form	

About You

Choose a partner. Tell her or him what year you are in or your job. Then think of a family member or relative and give the same information.



Teacher's Note Not In School?

If any participant in this class is not currently a student, or if they have no relatives in school, then prompt them to answer differently:

- My last year of school was: __
- (For graduates) I am a graduate of _____

And they can do the same for relatives.

Extension The Best Years

Have students briefly discuss the best years in school. They can even speculate about higher-level education that they haven't completed yet. Simple questions include:

- Do you think secondary school is better than primary school?
- Do you think primary school is fun or boring?
- Do you think university is exciting?
- Do you think third-years have more fun than first-years?



D	Grammar		Brief note	
	Simple present in affirmative statements		Look back at p. 43. Verbs	
	3 rd person singular subjects	other subjects	with 3 rd person singular subjects	
	My older brother works for a tech company.	I work for a tech company.	follow the same spelling rules as	
	Alice goes to this university.	You go out at weekends.	plural nouns.	
	It sounds difficult.			
	She plays sport here, too.	We study a lot.		
	Giovanna also attends university part-time.	They play football a lot.		

Grammar Practice

Are the sentences correct or incorrect? Write correct, or underline the mistake and write the sentence correctly.

- 1. He go to this university.
- My sister studies biology.
- 3. Jonathan are a doctor.
- 4. She work for a finance company.

Use the Language

Giving personal details

1. Listen to a student introducing Jihoon. Write the missing information. Track 43

Jihoon				
Year/Grade				
Age	19			
Major				
Other information	 from Korea on weekends, goes out with friends, reads, or 			



2. Talk to a partner. Write information about them in the *My partner* table. Then choose another classmate and exchange information about your partners.

My partner:	My classmate's partner:	
		55

D Grammar

- Go over the table, reading each of the sentences aloud and prompt students to repeat.
- Ask students what difference they see between sentences in third-person and second and first person.
- Ask students to attempt changing the subjects in a few of the sentences. Can they produce the complete sentence correctly?

Teacher's Note Irregularities

There are a few irregularities to watch out for in the table,
which students may need help with. These include: the
irregular present tense have, which some may incorrectly
change to <i>haves</i> ; the <i>be</i> verb, which they have encountered
before; plus the spelling of study \rightarrow "studies" in 3 rd -person.
`

🖪 Grammar Practice

- Have students work independently on exercise E.
- Go over the answers as a class.
- Be sure to write the corrected sentences on the board so students can confirm spelling as well as syntax.

He goes to this university.

- 2. Correct
- 3. Jonathan <u>is</u> a doctor.
- **4.** She <u>works</u> for a finance company.

Check the Workbook

For further practice writing sentences with 3rd-person subjects, use Exercise 4 in Unit 4, Lesson 4 of the workbook. Exercise 1 on the same page gives practice with listening and correct pronunciation of verbs ending in *-s*.

Language: Giving personal details Track 43

- Briefly instruct students that they will hear an audio clip to help them complete the information in the first table.
- Play the audio once and give the students time to write out the information.
- Have volunteers repeat back what they heard and check their answers as a class.
- Put students in pairs.
- For **2**, remind students to only use the chart on the left-hand side with the first person they speak to. They will use the other chart after changing partners. Students can ask for the same kinds of information that Jihoon answered in problem 1.
- Now switch partners so everyone has someone new to work with.
- Ask students to interview their new partners about what their previous partners said.
- Students should write down the information that is reported to them.
- Listen as students report the information and make on-the-spot corrections for any errors. Pay close attention to errors related to subject-verb agreement.

Extension What Do They Do?

- Continue with activity **F**, but have students make up different people. Have them create unique characters and personal information as a class. Write their ideas on the board. Students may have a limited vocabulary, but try to include things such as profession and family.
- Have students make statements regarding what these people do. For example, *Frank is a farmer. He grows vegetables.*) Give correction for subject-verb agreement.

Lesson 5 | study at night.

Aims							
- Talk about different times of day - Use <i>on</i> , <i>in</i> , and <i>at</i> to specify when something happens							
Vocabulary							
morning go out go to class	afternoon get ready go to bed	evening have lunch go home	night wake up have dinner				
Grammar							
Prepositional ph	rases of time						

Warm Up

Start class with a couple of brief questions:

- Who here is an early bird? (Explain if necessary that an early bird likes to wake up early.)
- Who is a night owl? (A night owl stays up late at night.)
- What do you do in the morning?
- What do you do at night?

A Model Conversation Track 44

- Have students read through the dialogue with partners.
- Play the audio and have students listen with their books closed.
- Ask students a few comprehension questions, including: Which of them studies more? Who do you think is a good student?

Do you study like Marisa, or Bhavin?

B Vocabulary: Times of day **O** Track 45

- Have students open their books again, listen to the audio, and repeat what they hear.
- Ask students to identify which of the four times of day is different. They should notice that we say at night while all of the other times use in the...

G Vocabulary: Daily activities

- Read the directions aloud and confirm understanding.
- Have students complete the exercise independently.
- In some cases, there may be more than one correct answer, so use your common sense.

D Quick Review

• Ask students to look over the Brief notes throughout the module to find answers to the given questions



Teacher's Note Habit and Routine

Other adverbs besides "often" may also be acceptable to complete the sentence, "A habit is something that you do " You can model another example of a routine adverb by asking students: "What do you frequently do?"

Lesson 5 I study at night.	
A Model Conversation	21
Read the conversation. Then listen. 🗐 🔤 🔤	1 - Var
Marisa: So, most of your classes are in the morning?	ANTIT DESCRIPTION
Bhavin: Actually, all of them are.	
Marisa: Then what do you do in the afternoon?	
Bhavin: Well, I have a lot of homework. I'm really busy this month. I have	a big test on the 21st.
Marisa: Don't you ever go out?	
Bhavin: Nope. I study at night, too. And on Friday, I plan my homework to On Saturday and Sunday, I study even more.	imetable for the weekend
Marisa: Wow.	Brief note
Bhavin: How about you? Don't you study?	We say "wow" when
Marisa: Of course I do. But mostly in May, before exams.	we're surprised.

Vocabulary: Times of day

Read the phrases. Then listen and repeat. @Instast





d

Vocabulary: Daily activities

Read the words and phrases. For each activity, write the time of day when it is usually done. Use the times of day from part B.





go home



have dinne

go to classes

Ouick Review

Look back at the brief notes in this module.

1. What word or phrase means... "nice"?

go to bed

2. A habit is something that you do.

Extension That's Cool!

Tell students that they will practise making sentences about doing different things at different times of the day.

- Explain that the sentences *do not have to be true*. They are just making sentences for fun, and they can be strange.
- Put students into small groups of two, three, or four for this exercise.
- Write an example sentence on the board to get them started:
- I eat ice cream in the morning.
- Tell students to take turns with their partners making sentences with this model. Start with what they do and when they do it.
- Partners should react in one of three ways:
- That's cool.
- That's strange.
- That's typical.
- Students can discuss more depending on their abilities.

🗄 Grammar

- · Go over the table with students.
- Explain that some of this is review but adds specific dates and seasons.
- Also bring attention to how day and time of day can be combined into phrases such as "on Monday morning..."



Grammar

Prepositional phrases of time

time of day	days & dates
in	on
I have classes in the morning.	I exercise on Monday, Wednesday, and Friday.
She works in the afternoon.	Sofia studies on Saturday.
We have dinner together in the evening.	We always have quizzes on Monday.
at	The party is on the 16 th .
Alejandro goes out at night.	The test is on Friday, 21st December.
day + time of day	months & seasons
on	in
I have maths class on Monday morning.	l study hard in December.
I do all my homework on Sunday night.	Classes start in January.
She always does yoga on Saturday afternoon.	Every year, we visit Japan in the summer.

Grammar Practice

Write the correct preposition in each blank. Then check your answers with a partner.

_ May.

8. I meet friends _____ Friday night.

_ Wednesday.

57

- 1. Most of my classes are _____ the morning. 5. Classes end ____
- 2. The school year starts _____ August. 6. We practise speaking _____ 7. The picnic is _____ Saturday.
- 3. I usually read _____ Sunday morning.
- 4. I don't go out _____ night.

C Use the Language

Summarising a timetable

Write your timetable for a normal weekday. Then write one for a normal Sunday.

My Normal Sunday
Morning
Afternoon
Evening

Grammar Practice

- Have students complete the activity individually using prepositions from the table.
- Allow them to compare their answers with a partner only after each of them has completed the exercise.
- In cases where two partners arrived at different answers, allow them time to work out which is correct together.
- Finally confirm the correct answers with the entire class.

N	1. in	2. in 6. on	3. on	4. at	
ž	5. in	6. on	7. on	8. on	

Check the Workbook

For further practice with prepositions, use Exercises 1, 2, and 3 in Unit 4, Lesson 5 of the workbook.

C Use the Language: Summarising a timetable

- · Have students write timetables for a typical weekday and typical Sunday. Make sure they use complete sentences.
- · Go around and correct the students' sentences before they report to class.
- Allow students to report either the weekday or Sunday timetable to their classmates.

• When a student finishes reading his or her timetable, ask a classmate to repeat back one of the items from the timetable in a complete sentence. Check to be sure the correct subject-verb agreement is used for third-person singular (the report should begin He or She).

Extension Don't Lie To Me

Have students practise all that they've learned by making original sentences about routine behaviour.

- Put the students in pairs.
- Have students make statements about the things they do and things that other people do.
- The statements can be true, or they can be lies.
- After each statement, the student's partner should say either "That's true," or "That's a lie!"
- The student who made the statement should reveal whether he or she was lying or telling the truth.

Unit 4 : Active Review

A Surprise Party

■ Warm-Up

- Ask students if they know what a surprise party is.
- Ask students what kind of information they would expect to see on a birthday party invitation.
- See if they can give a couple of example sentences or phrases and write them up on the board.

Comprehension

Have students read through the invitation and answer the questions. Go over the answers, and ask a couple of additional questions to confirm understanding, such as *What time of day is the party starting*? and *Why*?

- 1. Hana's birthday is on 12th May.
- 2. The party is on Saturday.
- **3.** She's 18.
- 4. She's a first-year.

Put your students in pairs and have students write out complete sentences about their partners' birthdays in preparation for writing an invitation.

B Write an Invitation

Activity

Check these sentences and have students write out their complete invitations.

Feedback

Remember as you go to listen to students' conversation with one another to check their writing. Be sure they are using correct subject-verb agreement when switching between "I...", "My birthday...", "She...", etc.

G Reminder: Some Module 2 Goals in Unit 4

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

	Hana's birthday is soon. Her friend Chris writes a note to their friend Alicia to invite her to Hana's party. Read the note and answer the questions. Use complete sentences.
	Hi Alicia,
	You know, Hana's birthday is on 12 th May. That's this Saturday. It's a special birthday. She's a first
	year, so it's her first birthday at university! She's only 18! I want to have a surprise party for her. She
	always practises violin on Saturday afternoon, so the party is in the evening. Do you want to come?
ct to see	Chris
	1. When is Hana's birthday?
nrases	2. When is the party?
	3. How old is Hana?
	4. What year is Hana in university?
tional	Plan a surprise party for your friend or classmate. Work with a partner to answer questions about the person.
f day is	1. When is her/his birthday?
uay is	2. What day and time is the party?
	3. How old is she/he?
nplete or	Following Chris's example, write a note. Invite people to your surprise party.
	C Reminder
complete	Some Module 2 Goals in Unit 4
compiete	
	Put a tick (\checkmark) next to the things you can do.
vith	Understand and use days of the week and months of the year Understand and use numbers as ages and dates
correct	Indicate time by such abrease as in Nevember

Surprise Party

Active Review

58

Communication

Listen for Information

Listen to the description of Brad Pitt. Then fill in the gaps. Interest

1. He's an man.	4. His hair is usual	ly
2. He's around years old.	5. Sometimes he h	 nas a
3. He has hair.		
	6. He's	

Brainstorm

Think of two celebrities. Don't write their names. Write three sentences to describe each of them.



Organise

Listen to the description of Brad Pitt again. Number the details in the order that you hear them. Then write the same details about one of your celebrities.

#	Detail	My Celebrity	#	Detail	My Celebrity
	Hair colour			Hair length	
	Facial hair			Profession	
1	Nationality			Age	

D Present

Describe your celebrity to the class. Don't say his or her name.

When a **classmate** presents, ask questions. Then guess the celebrity. When **you** present, answer your classmates' questions.

Communication

59

A Listen for Information Track 46

Read the instructions and then play through the audio so that students can fill in the missing information.

	1. American	2. 53
Key	3. blond	4. short
×	5. beard	6. an actor

Brainstorm

Read the instructions. Confirm that students understand what a celebrity is and that they know what they are expected to do. As students write sentences about their selected celebrities, go around to confirm their sentences are correct. Do not ask or say anything that would reveal who the celebrity is.

G Organise **O** Track 46

Students will now have one more chance to listen to the audio as a model for their own presentations. Have them complete the activity by noting the order in which the information is presented in the audio recording.

	#	Detail	#	Detail
Ň	3	Hair colour	<u>4</u>	Hair length
Key	<u>5</u>	Facial hair	<u>6</u>	Profession
	1	Nationality	<u>2</u>	Age

Present

Students will now take turns presenting the information about the celebrities they've chosen to describe in **B**.

- Ask classmates not to call out their guesses about the identity of a celebrity until the presenter has finished the complete description.
- Students are free to use any language they are comfortable with in the presentation.
- At the end of a presentation, allow classmates to guess. If none can guess correctly, the presenter should come up with an additional clue and speak without any more preparation time.

Module 2 : Review

Do as a class or put students in pairs. Make sure that all the students fill in the blanks. Ask students to fill in the blanks from memory. They may write vocabulary words that were added to the lesson when it was covered.

- 1. From Unit 3, Lesson 1, p. 36: (possible answers) father, mother, sister, brother, aunt
- 2. From Unit 3, Lesson 2, p. 38: (possible answers) tablet, phone, desktop computer, laptop computer
- 3. From Unit 3, Lesson 3, p. 40: (possible answers) this, that, these, those
- 4. From Unit 4, Lesson 1, p. 48: (possible answers) June, July, August, September, October
- 5. From Unit 4, Lesson 4, p. 54: (possible answers) infant, junior, primary, secondary, university
- 6. From Unit 4, Lesson 2, p. 50: (possible answers) read, write, discuss, take notes, learn

B Grammar

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

	1. many	2. have	3. any	4. any	
	5. this	6. wife	7. women	8. with	
Key	9. When	10. with	11. years	12. discuss	
-	13. take	14. Does	15. goes	16. studies	
	17. in	18. on			



Module 🛛 Review

- hair?
- 9. _____'s the party?

18. The party is ______ the 16th.

university.

16. She _____ maths.

17. I study hard _____ December.

- A Vocabulary

- 6. Caspar has a _____ called Sue.
- 7. My teachers are all
- 8. Who is the woman _____ red

C Family Members

1. Write the names of four of your immediate family members and four extended family members below.

Immediate Family

Extended Family

- Your partner is at your house for a dinner party. The family members above are also there. Tell your partner who each person at the party is (their name, age, what they do, and any other information).
- 3. Now change roles. Ask questions about your partner's family members.

D What We Do

Write down two things you do every week and when you do them. Tell a classmate.
In / On ______, I _____.
In / On ______ I

2.	Write down two things your clas	smate tells you.
	In / On	., she / he
	In / On	, she / he

 Now find a partner. Ask your partner about his or her classmate's weekly activities. Answer questions about your classmate's weekly activities.

E My Imaginary Family

Pretend the people below are your family. Write four sentences to explain their appearance, age, year in school, or birthday.

The man with short black hair is my brother Eric. He is 33 years old.

- 1. _____
- 3. _____



G Family Members

In this exercise, students will have an opportunity to review what they have learned about family and share basic information about people.

- Have students complete the tables with information about their families
- Put students in pairs and read the instructions. The partners will role-play introductions. They may need prompting to help them respond with appropriate questions.

D What We Do

Here, students will practise asking and answering questions, using simple present, including some use of 3rd person singular to confirm the correct use of subject-verb agreement. Language should make correct use of prepositions for days and time of day.

- In the first question, students write information about themselves.
- In the second question, students will need partners. They will write information based on interviewing their partners.
- In the third question, students will work with a new partner. They will report and take notes on information about their partner's previous partner.

My Imaginary Family

In the final activity, students will not need much specific guidance. They should write freely.

- Read the instructions and confirm understanding.
- The main thing is to ensure students are pretending that the family in the picture is their own.
- Give on-the-spot correction as you observe the sentences students are writing.
- Have students take turns sharing a few of the sentences they wrote so classmates can see the variety of descriptions used.

AROUND CAMPUS

Module 3 Goals

MODULE 🖊

3

Understand and use numbers in times

Understand simple words and phrases like excuse me, sorry, and thank you

Use short, memorised phrases for specific purposes with reasonable accuracy

Indicate time using phrases such as three o'clock

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

Very simply describe where you go to school

Write about yourself and where you go to school using short, simple phrases

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

Module 3 Overview:

Around Campus

Module 3 Goals

- Understand and use numbers in times
- Understand simple words and phrases like *excuse me*, *sorry*, and *thank you*
- Use short, memorised phrases for specific purposes with reasonable accuracy
- Indicate time by such phrases as three o'clock
- Build a basic vocabulary of words and phrases about personal details and simple everyday situations
- Very simply describe where you go to school
- Write about yourself and where you go to school using short, simple phrases
- Ask and answer simple questions on very familiar topics (for example, student life) with help

Warm Up

- Draw students' attention to the title of Module 3: Around Campus. Tell them that this module will teach them how to describe their daily timetable and the places around them.
- Tell students to think about their schedules. Write the words *morning, afternoon,* and *evening* on the board. This will reinforce what the students were learning at the end of the previous module (times of day). Write what you usually do in each of those times or ask the class to suggest activities.
- Have students write their own loose timetable like this on a sheet of paper. Then go around the room and find out what others wrote. Tell them to add to their schedules as they go.
- Ask the class who has the most activities written on their paper.

Extension Picture Talk

• Ask students questions or have them make statements about the picture. Set a goal, such as writing ten blanks on the board and asking students to fill them up with things from the picture.

Extension Time and Place

- Write times of day on the board in number format, such as 10 a.m., 4 p.m., 9 p.m., etc.
- Ask students to think of places on or near campus, and write them on the board as well.
- Ask students to make a statement about their timetable using the time of day, location, and activity. For example,
- I am eating lunch at the student centre at 11 a.m.

Preview

- Read the first item on the list (four clocks). As a class, find the page where four photos of clocks appear (p. 64).
- Put students in pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

é	1. p. 64	2. p. 85	3. p. 78	4. p. 84

Discuss

• Ask a student to read question **1**, or read it yourself and model a pair. Reply using the given sentence: *I think the people are in a library*.



- Put students in pairs and ask them to ask and answers questions **1** through **5**.
- Monitor to make sure students have understood. Help students who are struggling.
- Recap as a class by having exchanges with the students one at a time, with about three different students per question.
 - **1.** I think the people are in a library.
 - **2.** I study history the most.
 - 3. In the building where I have classes, there is a computer lab.
 - **4.** I talk to my friends on the phone.
 - 5. I go to the park to spend time outside.

Teacher's Note Saying Times

In this module, students will express more specific times than before. On the whole, make sure that you help them build a solid foundation for how to say times, as this can continue to be a problem area throughout lower levels. Ensure that students can say *oh* in times like 5:01, and that they grasp terms like *quarter to* and *half past*. Other issues may come up, depending on students' L1s.

Unit 5 Overview:

Doing Things at School

Lesson 1: To	elling Time	
Aims:	- Ask for and tell the time	
	- Talk about time and everyday routines	
Vocabulary:	Words and phrases related to times of day, including things done at those times	
Grammar:	what time questions and their answers	
Lesson 2: V	Vhat do you do after classes?	
Aims:	 Talk about school subjects Use go and do to talk about everyday routines Talk about routines using before and after 	
Vocabulary:	Names of classes/subjects.	
Grammar:	Simple present: go and do; before and after phrases	
Lesson 3: V	Vhere do you go after classes?	
Aims:	- Use adverbs of frequency to talk about daily	
	routines - Understand, ask, and answer questions with <i>how</i> <i>often</i>	
Vocabulary:	Adverbs of frequency	
Grammar:	how often and adverbs of frequency	
Lesson 4: In	n That Building	
Aims:	 Use words about a school campus Understand and use prepositions of place Ask for and give directions 	
Vocabulary:	Parts of a building	
Grammar:	More where questions and their answers	
Lesson 5: D	irections	
Aims:	 Describe the location of places Understand and use prepositional phrases describing location 	
Vocabulary:	Verbs and phrases used to give or get directions	
Grammar:	More how questions and their answers	
Some Mod	ule 3 Goals in Unit 5	
 Understand and use numbers in times Indicate time by such phrases as <i>three o'clock</i> Build a very basic vocabulary of words and phrases about personal details and simple everyday situations Very simply describe where you go to school 		

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

Lesson 1 **Telling Time**



* Unit 5 · Doing Things at School *

Telling the Time



Vocabulary

Listen to the conversation again. Then fill in the gaps with vocabulary words or phrases.

	- 11-	-	1. It's now.
	67 mg	(0 + 3)	2. Sophia and Miguel's classes start at
	Sex 3	A	3. Miguel's class is
	3.15 p.m. quarter past three	3.30 p.m. half past three	4. Sophia's class is
			5. They are meeting at at
	\bigcirc		 Sophia's classes finish at today.
	4.45 p.m. quarter to five	7.00 p.m. seven o'clock	Brief note
	an a grander		Times before noon end in a.m.; times after noon end in p.m.
	maths	English	
_			
С	In Your World		
	Fill in the gaps. Th	en practise saying	the times by discussing the questions with a partner.
	1. What time is it r	now?	It's
			you finish your class? It's

Warm Up

Write the name of the lesson (Telling Time) on the board. Ask the students what they think this means. Elicit answers and write them on the board. Don't correct any mistakes at this point. Ask the students what the time is now. Write the correct answer on the board. Afterwards, tell students about your daily routine (I wake up at 6 o'clock. I eat breakfast at 6:30, etc.). Ask them some questions about your routine to check understanding.

A Model Conversation Track 47

- Transition by telling the students that the model conversation is about telling time and daily routines (write the word routine on the board and tell them it means things you do every day -remind them of your routine that you told them in the warm up)
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students comprehension guestions about the conversation. (Who is talking? What is their relationship? Where are they? What time is it?).
- Ask students if they have any questions about the dialogue.

Vocabulary Track 47

- Read the times in the chart on the left. Ask students to repeat after you. Point out that there are two ways to read each time (For example, 3:15 and quarter past 3).
- Write a.m. and p.m. on the board. Explain that a.m. is used to talk about time in the morning and p.m. is used to talk about time in the afternoon/evening.

D Grammar

what time questions and their answers

what time questions		Deleterative
What time is it?	lt's 6.15.	Brief note
What time does your class finish?	It finishes at half past one.	You can also say times using only numbers. For example,
What time do you start your class?	I start at quarter to nine.	6.15 is "six-fifteen."
What time do you want to meet?	Let's meet at quarter past six.	

Grammar Practice

Put the words in order to complete the question/answer pairs. Then listen and check. $\ensuremath{\textcircled{\texttt{margenty}}}$

1.	Q: What time do you wake up?	A: at / I / up / wake / past / seven / quarter
2.	Q: class / time / does / what / your / start / history	A: It starts at 11.30 a.m.
3.	Q: eat / what / do / time / you / lunch	A: I usually eat at noon.
4.	Q: What time do you finish for the day?	: A: half / usually / past / I / three / at / finish

Use the Language

Talking about when things happen

Discuss the pictures below using the given words and (English) language you know.



• Play the audio of the model conversation one more time. Ask students to fill in the blanks.

• Check the answers as a class.

	1. 3.15 / quarter past three	2. 3.30 / three thirty	
>	3. math	4. English	

5. the café / quarter to five / quarter to five / the café

6. 7.00 / seven o'clock

G In Your World

► Activity

Tell students to read the questions and fill in the blanks. Give students some help with other times (10 past 3, 25 to 5 etc.) Put students in pairs and ask them to practise asking and answering the questions. If you have time, put students in new pairs and have them practise again. Walk around the class and correct mistakes you hear and answer any questions students may have.

Extension Picture Talk

Have students write a dialogue based on the model conversation and practise it.

D Grammar

- Go over the table. Practise the exchanges with students. Point out that they can use the word *after* instead of *past* (except for the expression *half past* _____, which always uses *past*
- If you would like to practise the grammar more, write some different times on the board and have students ask for and tell you the time. Correct any mistakes you hear. Answer any questions they have.

Grammar Practice Track 48

- Do number **1** as a class.
- Point out that the given question or answer is a clue/hint to help them.
- Ask students to do the rest individually.
- Check answers as a class, perhaps by having one student read the question and another student say the answer.

A: I usually finish at half past three. 🗸

✓ Check the Workbook

65

For further practice, use Exercise 2–4 in Unit 5, Lesson 1 of the workbook.

Use the Language: Talking about when things happen

- Assign students to groups of 3 or 4.
- Ask them to look at the pictures and the words.
- Ask them to discuss each picture as much as they can. They can talk about what time each of the things happen and any other information they want to share. Encourage them to keep the conversation going by asking follow-up questions.
- Review by asking students in each group to share what they talked about.

Teacher's Note Encouraging Follow-Up Questions

Explain that asking follow-up questions using question words like *how*, *when*, *where*, *why*, etc. shows the listener that you are interested in what they are saying. Nodding and smiling are other ways to keep a conversation going.

Extension What Time Do You...?

- Give the groups of 3 or 4 some old magazines they can cut.
- Ask them to choose 5 6 pictures from each magazine that can be used to tell a story about someone's daily routine. They should draw a clock for each event/activity with the time that it happens.
- Ask them to create a storyboard of the person's day by cutting out the pictures and placing them on the board. The students can then share their stories with the rest of the class. Encourage them to be creative!
- Students can vote on which story they liked most.

What do you do after classes? Lesson 2

Aims

- Talk about school subjects
- Use go and do to talk about everyday routines
- Talk about routines using before and after

astronomy

Vocabulary

literature

Names of classes/subjects

philosophy history french chemistry physics music

biology computer science geography

economics geometry art

Grammar Simple present: go and do; before and after phrases

Warm Up

Ask students what their favourite school subject is. Write down the subjects they mention, and help them with any that they need the word for. Point out that these are called *school subjects* (write school subjects on the board). Ask them to talk about their favourite subject with their partner and when they have that class (day of the week, time of the class, etc.).

A Model Conversation Track 49

- Tell students to look at the picture next to the conversation. Ask them to guess who the people are and what they are talking about
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students comprehension questions about the model conversation (Who are Anna and Travis? What are they talking about? What do they do on Tuesdays?)
- Ask them to underline all the school subjects in the text.

Teacher's Note Talking About Subjects

In some ways, talking about school subjects is a good way for students to create connections in class. They can use English to talk about subjects and classes that interest them and meet others who are like-minded. School is a safe topic and everyone has something to say about what classes they enjoy (or don't enjoy!).

Check the Workbook

For further practice using the vocabulary, use Exercise 1 in Unit 5, Lesson 2 of the workbook.

Comprehension

- Ask students to look at the list of the school subjects in the table and read them aloud.
- Ask them to look back at the conversation text and fill in the table with the name of the person that takes each subject.
- Ask them to compare their answers with a partner.

C Vocabulary OTrack 50

- Ask to read each school subject. If they do not know the meaning, have the students try to guess it based on the picture.
- Then, ask them to listen to each word and repeat. Remind them of the proper stress in each word (e.g., biOlogy, geOmetry, geOgraphy).
- Ask students to list other subjects.

What do you do after classes?

A Model Conversation

- Read the conversation. Then listen. @Irack 49
- Anna: So, what other classes do you have?
- Travis: I take biology, history, computer science, and economics. You?
- Chemistry, French, philosophy, and maths. So I guess we only Anna: have English together. Travis: Seems so. Well, anyway, what do you usually do after classes?
- I usually just go home. I take the bus. But on Tuesdays I go to work first. What do you do? Anna:
- Travis: On Tuesdays and Thursdays I play football after classes. Maybe we can study on Mondays after classes sometimes Anna: Sounds like a great idea.

Comprehension

Listen to the conversation again. Write the name of the student (Anna or Travis) next to the subject they take, or write both.

Subject	Student	Subject	Student	Subject	Student
philosophy		history		biology	
economics		maths		French	
chemistry		computer science		English	

Vocabulary: University subjects

Read the words. Listen and repeat. Then try to add more subjects. @Tasks0

geometry	int art	Other subjects
physics	biology	
music	literature	
geography	astronomy	

About You

Answer each guestion with a sentence. Then talk about your day with a partner.

- 1. What do you do before this class?
- 2. What do you do after this class? _

Teacher's Note Specific Vocabulary

Students may want to know more specific words like photography, etc. Give them the answers, but remind them not to worry about remembering all of them.

About You

- Ask students to write the answers to each question in complete sentences.
- Ask students to ask their partners the questions and to talk about their days.

Feedback

is used to talk about something you study/learn. Point out the examples in the model text: I take biology, history, computer science, and economics.

Extension A New Subject?

- Put students into groups of 4. Ask students to think of a subject that they don't have in their school.
- Encourage them to be creative.
- Ask them to write 5 reasons why they think it would be a good subject to include.
- Have each group present their subject and their 5 reasons.
- Vote for the best subject!

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _



Grammar

Simple present: go and do; before and after phrases

Brief note	subject	verb and information	
Some words with similar spellings have	1	go to work	before classes.
different sounds. For example, the -o in go and the -o in do sound different.	You	do your homework	after dinner.
	He/She	goes to a café	after classes
Brief note	lt	does get busy	before 8.00 a.m.
The things you usually do and the order	We	do the laundry	after exercising.
you do them in are your routine.	They	go to the library	before lunch.

Grammar Practice

Circle the correct answers.

- 1. We (do / go) to the library after classes.
- 2. What (do / go) you do on Thursdays after work?
- 3. Where (do / go) you (do / go) after English class?
- 4. I exercise early in the morning, (before / after) classes.
- 5. He (does / goes) to work (before / after) classes two nights a week
- 6. I brush my teeth (before / after) breakfast, just (before / after) leaving home.
- 7. What bus (do / go) you take in the morning? Do you take the same one (before / after) school?

Use the Language

Your class timetable

Write the names and times of some of your classes.

Class	Days	Start	End

Now choose a partner. Tell your partner about your classes. Write down your partner's classes.

Class	Days	Start	End

🗄 Grammar

- Remind students of the word *routine* and its meaning (from the previous lesson).
- Tell them that when you talk about routine, you use the simple present tense of the verb (*I* take the bus to school every day, *I* eat breakfast at 8 a.m.).
- Tell the students that they are now going to focus on the verbs go and do. Refer to the Brief note about the pronunciation of the 'o' sound in both words. These verbs are very useful when you talk about routines.
- Ask students to look at the chart. Read the first example together.
- Take this opportunity to explain the concept of *before* and *after*. Draw a timeline on the board if you need a visual representation of each concept.

Check the Workbook

For further practice, use Exercise 1 in Unit 5, Lesson 2 in the workbook.

Teacher's Note Use of *do* to Emphasise an Action

The last sentence in the chart is a good example of using *do* to emphasise an action: *They do like to study before they go home*. Tell students that when you say a sentence like this, you need to stress the verb *do*. Practise reading the sentence with them a few times.

Grammar Practice

- Do number **1** as a class. Remind the students of the correct form of each verb, depending on the subject (*I go/do, He goes, does, etc.*).
- Ask students to write the correct word in the blank.
- Ask them to check their answers with a partner. Walk around and address any concerns/questions they may have.

nome.

he same

• Check answers as a class.

	1. We go to the library after classes.
	2. What do you do on Thursdays after work?
	3. Where do you go after English class?
	4. I exercise early in the morning, before classes.
Key	5. He goes to work after classes two nights a week.
	6. I brush my teeth after breakfast, just before leaving h
	7. What bus do you take in the morning? Do you take the
	one after school?

Check the Workbook

For more practice, use Exercise 2 in Unit 5, Lesson 2 in the workbook.

G Use the Language: Your class timetable

- Ask students to think about their classes. They can fill in the chart with a list of the classes they take, the day or days they take them, and what time the classes start and finish.
- Ask students to stand up, move around the room, and choose a partner.
- Students should interview their partner about their classes and write the information down in their book.
- If there is time, you can ask students to share any similarities with the class.

Extension

67

- Ask students to write a short summary of their partner's class timetable.
- They must write in complete sentences with correct punctuation.
- This can be done either on the computer or by hand.
- They can then exchange their writing for peer-assisted editing.
- The peer-editor should check spelling, grammatical structure, and punctuation.

✓ Check the Workbook

For further practice, have students complete Exercises 3–4 in Unit 5, Lesson 2 in the workbook.

Lesson 3 Where do you go after classes?

Aims						
 Use adverbs of frequency to talk about daily routines Understand, ask, and answer questions with how often 						
Vocabulary						
Adverbs of frequencyneverhardlyeveroccasionallysometimesoftenusuallyalways						
Grammar						
how often and	how often and adverbs of frequency					

Warm Up

- Write the title of the unit *Where do you go after classes?* on the board. Ask the students to ask you this question all together aloud.
- Share what you do after class/school every day. Make up something funny/creative to gain more interest in the topic.

A Model Conversation Track 51

- Ask students to look at the photo next to the conversation. Ask them to guess where the people in the photo are and what they might be talking about (they are in a library, talking about what they do after class).
- Ask students to read the conversation to themselves—were they right about where they are and what they are talking about?
- Play the audio and listen to the conversation as a class.

Teacher's Note Use of *though* at the End of a Sentence

Students usually ask about the use of *though* at the end of a sentence since it is quite common in conversations. In the text, the example is: *I hardly ever find a desk, though*. You can explain that *though* has the same meaning as *but*. It can come either at the beginning or the end of the sentence – it is common to hear it at the end of a sentence in North American English.

Vocabulary

- Ask students to take a look at the adverbs of frequency in the diagram on the page. Tell them that this line represents the frequency (or how many times) things happen.
- Read each word aloud and have the students repeat after you to practise correct pronunciation.
- Ask students to fill in the chart with the correct adverb that matches the percentage of frequency. Tell them to use the diagram for help.
- Ask students to check answers with a partner and do a quick check as a class.

✓ Check the Workbook

For more practice, use Exercises 1–2 in Unit 5, Lesson 3 of the workbook.

Comprehension Track 51

- Tell the students you are going to play the model conversation again and that they need to put the correct adverb of frequency in the blank.
- Play the audio.

esson 3 Where do you go after classes?



Read the conversation. Then listen. @Indt51

```
Emma: Where do you study after class, Stefan?
Stefan: I always study here at the library in the evenings.
Emma:
```

- Yeah, I see you come in sometimes when I leave. I'm usually here in the afternoon. I hardly ever find a desk, though.
- Stefan: It's usually pretty busy in the afternoon.
- Emma: Yeah. So sometimes I go home early and study there. Stefan: Going home early is nice. I try to go home by nine o'clock, but occasionally I don't go until around ten.
- Emma: Wow! That's a long day.
- Stefan: Yeah. I'm always tired. But I never let it slow m

B Vocabulary

Read. Then write the adverb of frequency next to the percentage of time it represents.



C Comprehension

Listen to the conversation again. Then fill in the gaps using vocabulary from above. 🗐

- 1. Stefan ______ studies at the library.
- 2. Emma ______ visits the library in the afternoon.
- She _____ gets a desk.
 Emma _____ studies at hon
- Emma ______ studies at home.
 Stefan ______ goes home at ten o'clock.
- G. He ______ lets tiredness slow him down!

About You

Write down one thing you never do, one thing you always do, and one thing you sometimes do. Then share with a partner.

1	never
1	sometimes
1	always



- 5. Stefan occasionally goes home at ten o'clock.
- 6. He never lets tiredness slow him down!

✓ Check the Workbook

For more practice, use Exercise 3 in Unit 5, Lesson 3 of the workbook.

About You

Setup / Demo

- Ask students to think about their daily or weekly routines.
- Tell them to complete each sentence in the activity.
- Ask them to share their answers with a partner. Do they have the same ideas?

Extension

Ask students to talk about how they relax after a busy day. What kinds of things do they do to feel better? How often do they exercise? Do they do yoga? Do they take a hot bath? Do they meditate?



Grammar Brief note Now often and adverbs of frequency With adverbs of frequency, placement can be flexible. See the Grammar Reference (p. 122) for more information on how to use them with verbs that are not be. For be verbs, see Unit 6 Lesson 3. How often questions are often, but not always, answered with adverbs of frequency. How often do you go to the cinema? We go to the cinema often. How often does your study in the library? Usually study there. How ofter noes your study group meet? On Mondays and Thursdays. / Twice a week. other words for usually other words for usually

How often does your study group meet?	On Mondays and Thursdays. / Twice a week.
other words for usually	other words for hardly ever
a lot	seldom
often	rarely

Grammar Practice

Put the words in order to make sentences.

1. we / to / often / café / after / go / classes / the	
J	

- cinema / sometimes / I / go / the / to ______
 often / work / do / go / how / you / to ______
- study / past / I / midnight / seldom ______
- how / you / break / do / your / together / often / take _____
- 6. frequently / home / get / I / late / Fridays / on _

G Use the Language

How often do you ...?

Consider the following questions, and then fill in the table below.

- What are some things that you do?
- Where do you go?
- How often?

Adverb	Activities
always	
usually	
often	
sometimes	
occasionally	
hardly ever	
never	
Now discuss your	activities with a partner.

🗄 Grammar

- Go over the table with students. Practise the exchanges.
- Call attention to the Brief note about the positions of adverbs of frequency.

69

• Ask the students to practise the exchanges with a partner.

Teacher's Note Use of a lot instead of usually

• Explain to students that *a lot* comes at the end of the sentence since it is technically not an adverb. For example: *I usually study in the library. I study in the library a lot.*

🗗 Grammar Practice

• Do number 1 as a class.

ð

• Let students complete the remaining items.

- 1. We often go to the café after classes.
- 2. I sometimes go to the cinema.
- **3.** How often do you go to work?
- 4. I seldom study past midnight.
- 5. How often do you take your break together?
- 6. I frequently get home late on Fridays.

✓ Check the Workbook

For further practice, use Exercise 4 in Unit 5, Lesson 3 in the workbook.

C Use the Language: How often do you...?

- Tell the students they are going to think about their own daily routines before, during, and after class.
- Ask them to fill in the chart with as many activities as they can.
- Give students time to come up with information. Encourage them to write whatever they can, and be ready to help students who want to write something they don't know the words for.
- Put students in pairs. Tell them to discuss their answers.
- Encourage students to ask each other follow-up questions to keep the conversation going.

Lesson 4 In That Building

Aims			
- Use words about - Understand and - Ask for and give	use prepositions of p	lace	
Vocabulary			
Parts of a buildin reading room lifts tower	ng common room stairs floors	office corridor	reception lobby
Grammar			
More where quest	tions and their answe	ers	

Warm Up

Put students in pairs. If possible, ask them to take 5 minutes and walk around the inside of the building. Ask them to write down all the rooms/places they see. If this is not possible, ask them to picture the building in their minds and make a list of places/rooms they can remember. Elicit their answers, and write them on the board. Tell students that today they are going to talk about their school campus. (Explain that *campus* means the grounds/land and buildings of a university or college.)

A Model Conversation Track 52

- Tell students that they will listen to a conversation about a school campus.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students quick comprehension questions like: What building are they talking about? Where are the restrooms?
- Finally, point to the pictures next to the conversation and ask who the people are. This will provide an opportunity for students to show understanding and will recycle language from the previous lesson.

Teacher's Note The Use of the Word wing

In the conversation, the woman refers to the *classroom wing*. Here, the meaning of *wing* is section. We use the word *wing* to refer to a large part of a larger space. Sometimes, it can refer to a part of a very large house. Perhaps the students have heard of the show *The West Wing*, which refers to the offices of the President of the United States, located in the White House.

B Vocabulary Track 53

- Ask students to look at the images and the words. Have students read each word aloud.
- Play the audio and ask students to repeat each word.
- Ask students to try and list other places on a campus. Refer back to the warm-up activity for ideas.
- Walk around and provide names for other places on campus if students ask.
- Put students in pairs and have them discuss their list.
- Check answers by having students take turns reading the words aloud.

Lesson 4 In That Building

A Model Conversation

Read the conversation. Then listen.

- Man: See that building? The science labs and classrooms are in there Woman: Oh, right. Just where the map says it is. How many floors does it have?
- Man: The lab tower has five floors, and the classroom tower has three.
- Woman: Do you know if there are toilets nearby?
- Man: Yes, they're in reception near the lifts.
- Woman:
 Oh. Well, my class is on the second floor of the classroom wing

 Man:
 Just so you know, each floor has men's and women's toilets opposite the lifts.
- Woman: That's great to know. Are there stairs too?
- Man: Yes, the stairs are down the corridor from the lifts. There are signs on the doors.

B Vocabulary

Read the words. Listen and repeat. Then try to add more vocabulary about buildings.



C In Your World

Think of a building on your campus. Write three sentences to describe it. Then your partner asks questions and tries to guess which building your sentences describe. Some examples are below.



G In Your World

Setup / Demo

- Demonstrate the activity by using the building you are in. Read each question with the students and elicit the answers.
- Now, explain the activity to students. They must think of a different building than the one you described and have their partner guess which building it is by asking questions about it.
- Do a class check of the activity by giving some examples of buildings and features that students mentioned in their discussion and eliciting responses.

✓ Check the Workbook

For further vocabulary practice, use Exercises 1-2 of Unit 5, Lesson 4 in the workbook.

Extension World Campuses

- Ask students to go online and find a map or image of another school campus. Encourage them to look at other countries and cities.
- They should choose one and look through images of the campus.
- Students must then describe the campus to a partner, noting things that they thought were impressive, surprising, or different from their campus.
- Share their experiences as a class.

D Grammar

More where questions and their answers



Grammar Practice

Circle the correct prepositions

- 1. The science lab is (in / at / on) the building beside the cafeteria.
- 2. The swimming pool is (in / on / from) the sports centre
- 3. The clock tower is (in / on / up) the Student Building.
- 4. The fountain is (inside / through / on) the courtyard.
- 5. Are the toilets (up / down / beside) the information desk?
- 6. The geography lecture is (in / beside / from) the lecture theatre.
- 7. How do we get to the library (down / from / on) the Student Building?
- 8. The theatre is (across / through / inside) the Performing Arts Building.

Use the Language

Library tour

Work with a group. Imagine you are giving a tour of your school's library to new students. Think about the following questions:

• How many floors does the library have?

- Where are the lifts and the stairs?
- Where are the toilets?
- Where are the classrooms?
- Where are the reading rooms?
- Where is the issuing desk?

Tell them where things are in the building Then switch roles.



- Ask students: Where are the restrooms in this building? Elicit their answers.
- Explain that they are now going to learn how to ask and answer questions about where places are.
- Refer to the chart, and go through it with students. Ask them to practise asking and answering the questions with a partner.
- Explain that prepositions of place show where something is located.
- Refer to the Brief note about at, in, and on.

Teacher's Note Prepositions of Place

- Prepositions of place can be tricky to teach. The sentence
- structure is quite different from many L1s. The key is demonstration and practice using real-world locations and
- things. Take time to introduce these and practice often.

🖪 Grammar Practice

- Do number **1** as a class. Remind students of the Brief note from the grammar introduction section.
- Put the students in pairs and ask them to do the remaining seven sentences together.
- Monitor pairs as they work. Explaining why certain prepositions are used rather than others will probably lead to more confusion. Many of the wrong answer choices are intentionally obvious to help students choose the correct prepositions by ruling out the ones that don't make sense.

	1. in 5. beside	2. in	3. on	4. inside
ž	5. beside	6. in	7. from	8. inside

Teacher's Note in vs. inside

- These two prepositions are often interchangeable, with some exceptions. It is best to explain the concept as follows.
- Inside: Includes the idea that someone or something is
- surrounded by walls (For example, *The class is inside the lab today* is correct. *She is inside Brazil* is incorrect. Brazil has no walls; she is not enclosed in Brazil).
- In: Much more general than inside. She is in Brazil is correct.

Check the Workbook

For further practice, use Exercise 3 in Unit 5, Lesson 4 in the workbook.

🗗 Use the Language: Library tour

- Put students into groups (3 or 4 people per group).
- Ask a student to read the instructions aloud.
- Ask another student to read the questions aloud. Answer any questions that they have about vocabulary related to libraries.
- Give students time to complete the activity. Walk around and assist when needed.
- When they have finished, ask one group to role-play their conversation at the front of the class.

Lesson 5 Directions

Aims

- Describe the location of places
- Understand and use prepositional phrases describing appearance

Vocabulary

Asking for and giving directions

/ Sking for and giving an	cellonis
back/behind	at the top /at the bottom / at the end
until	in front
How do I get to?	Do you know where?
to/on the	left/right
Excise me. / Pardon me.	How do I find? / How do I get to?
follow	turn
pass	find
Grammar	
More how questions and the	heir answers

More *how* questions and their answers

Warm Up

Display a map of your school campus. Elicit from students the word *map*. Discuss the features of the map (buildings, landmarks, etc.). Place an X on the map where the class is located. Then, ask students how you can get to another location on campus. Encourage them to give you as many directions as they can. Put students in pairs and ask them to discuss what their first day was like on campus. Were they lost? How did they find their classrooms?

A Model Conversation Track 54

- Ask students to read the conversation in pairs.
- Play the audio.
- Confirm that students have understood by asking them comprehension questions. (Where does the woman want to go? (the psychology building) What floor is the lecture hall on? (second))
- Ask students to underline any words they don't know and to ask their partner if they know the meaning. Then check as a class.

B Vocabulary Track 55

- Explain that they are now going to look at different words and phrases to ask for and give directions.
- Go through the chart together and ask students to read each word or phrase aloud.
- Explain that students are now going to complete the dialogue using vocabulary from the box.

ƙey	 how do I find / how do I get to until 	2. behind 5. Then	3. go 6. left	
*	7. Walk past	8. on your right		

- Check answers as a class.
- Tell students to go back to the model conversation and underline the words/phrases that ask for and give directions.

✓ Check the Workbook

For further practice, use Exercise 1 in Unit 5, Lesson 5 in the workbook.

Le	esson	5 Directions	
A	Model	Conversation	
	Read th	e conversation. Then listen. 🗐 🔤	
	Woman:	Excuse me. Can you help me find the Psychology Building?	1263
	Man:	Of course. This is the Humanities Building. Go back out of the main doors, and walk past the fountain to the footpath. Turn left and follow the footpath until you see a large, brick building on your right. That's the Psychology Building.	
	Woman:	Thanks. That sounds easy. Do you know what floor the main lecture theatre is on?	
	Man:	Sure. It's on the second floor. Go through the main doors, and at the up the stairs. The lecture theatre is just at the top of the stairs.	end of th
	Woman:	Thanks very much!	
В	Vocabu	lary	

Read the words, phrases, and expressions. Then listen and fill the gaps below. (Interest of the second seco

ne hall, go

	qo	aet	take	turn	walk (past)	pass	find	follow
	9-	900			Phrases			
I can't f How do	find / C	? / How d	elp me fin lo I get to.		How can I help How may I help First Then N Then / Next, tal	o you? lext		to the left to the right on the left on the right
			Prepo	sitions a	nd prepositiona	al phrases		
b	ack b	ehind	at the to	o of / at th	he bottom of / at	the end of	until	in front of
Vlan: Woman:	It's 2 . the ma	in lobby	thi turn (s buildin	football pitch? g, so (2) . you get to the (7) s (3)	back doo	rs.	

Choose a place below. Tell your partner how to get to that place from your classroom.



G In Your World

- Put students in new pairs.
- Ask them to choose one of the 4 places in the activity and create a small conversation with their partner asking for and giving directions to that place from the classroom.
- If there is time, have them think of two more places on campus.
Grammar

More how questions and their answers

Brief Hote
Put the verb first when giving directions, advice, or
commands. The subject is assumed to be you,

using how to ask for directions	using imperatives to give directions
How do you get there?	Go down the corridor.
How do I find the cafeteria?	Take the stairs up to the next floor.
How do I reach the issuing desk?	Walk past the lift.
How do we find the library?	Head to the Science Building. It's on your left.
How do I get to the women's toilets?	Go halfway down the corridor. Look to your right.

Grammar Practice

Put the words in order to make sentences.

- Iift / take / down / the / floor / first / to ______
 the / how / I / to / bookshop / get / do ______
 down / walk / corridor / the / turn / and / right ______
- 4. footpath / the / past / follow / fountain / the
- 5. find / I / Student / how / do / the / Building ______

Use the Language

Your campus

In groups of three, draw a map of your campus. Discuss where each building is, and then label the buildings. Put a red dot on the building where your classroom is.



D Grammar

- Explain to students that there are specific grammatical structures that you use when you ask for and give directions: questions with *how* and imperatives. Refer to the Brief note about imperatives.
- Go through the chart with the class.

Grammar Practice

- Ask the students to unscramble the sentences. Do the first one as a class.
- When students are finished, ask them to compare their answers with a partner.
- Then check as a whole class.
 - 1. Take the lift down to the first floor.
 - **2.** How do I get to the bookshop?
- **3.** Walk down the corridor and turn right. / Turn right and walk down the corridor.
 - 4. Follow the footpath past the fountain.
 - **5.** How do I find the Student Building?

✓ Check the Workbook

For further practice, use Exercises 2-3 in Unit 5, Lesson 4 in the workbook.

Use the Language: Your campus

- Put students into groups of 3. Ask them to draw a map of their campus in their book. They should discuss where each building is and draw a dot to indicate where they are now.
- After they finish drawing their map, ask students to imagine that they are new students. Tell them to practise asking for and giving directions from one place to another.

Teacher's Note Giving Directions

Some people find it challenging to give directions in their first language! Be patient and encourage lots of practice outside the classroom as well.

Extension Guess Where

73

Give the class directions to a place from the classroom. The first student who guesses the place has the next turn. Keep the activity relaxed and game-like.

Unit 5 : Active Review

A Directions Track 56

- Have students preview the script. Ask them what they think the conversation is about, based on the title of the exercise and the image. Give feedback and discuss.
- Play the audio. Then tell the students that they must listen again and fill in the missing words.
- Play the audio again. You may have to play it once more since there are many blanks.
- Check the answers as a class.

	Man:	Excuse me. Hi, I'm a new student here. How do I find the Science Building?
	Woman:	Actually, I'm a science student, so I know the building
		well. It's that tall tower over there. It has ten floors . Just
		walk past the library and then take a right. Go down
		the stairs and walk past the fountain, and you're there.
	Man:	Great. Do you know where the reception desk is?
ا وَ	Woman:	It's beside the security office in the lobby .
- I	Man:	Okay. I also have to meet someone in the common room
		there. How do I get to the common room?
	Woman:	It's on the third floor . Take the lift up. Then walk down
		the corridor , past the study room. The common room is
		on the right, next to the toilets.
	Man:	Brilliant! Thanks for your help!
	Woman:	You're welcome. Have a nice day.
_		

Ask for two volunteers to read the conversation aloud.

• Answer any questions that may come up.

A Map of Campus

- Ask students to either go online or to the school office to get a copy of a campus map.
- Have students write down a few places they know how to get to in their books.
- Ask students to imagine that they are new students. They must ask their partner how to get to the places on their list.
- Then have them switch roles and practise again.
- Remind students to give clear directions. Walk around and check to see the directions are clear and orderly. Encourage the students to use words from the conversation.

C Reminder: Some Module 3 Goals in Unit 5

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

	Man:	the conversation with a partner.
		Building?
	Woman:	Actually, I'm a science student, so I know the building well. It's that tall tower over there. It has ten Just past the library and
		a right the the and walk the fountain, and you're there.
	Man:	Great. Do you know where the the fountain, and you re there.
		It's the security in the
	Man:	Okay. I also have to meet someone in the common room there.
	wall.	
	Woman:	It's on the up. Then walk
		down the, past the room. The common room is, next to the
	Man:	Brilliant! Thanks for your help!
	Woman:	You're welcome. Have a nice day.
В	А Мар	of Campus
	you are a	te down some places on your school campus that you know how to get to. Imagine a new student, and ask your partner how to get to those places. Your partner can che or a campus map and use it to give you directions. Are the directions good?
	Switch ro	oles and practise again.
C	Switch ro	

Active Review

Put a tick (\checkmark) next to the things you can do.

Directions

 Understand and use numbers in times

 Indicate time by such phrases as three o'clock

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

A Read to Write

Read the paragraph about Martin Stein.

My Friend Martin's Routine

My friend Martin has an interesting job. He is a television news reporter. He usually wakes up early and goes to the television studio by 8.00 a.m. Then he reads and watches the news or makes phone calls to get ideas for stories. After he gets an idea, he often goes out to meet and interview people. Then he goes back to the studio to write and edit the story. It airs on the news at 6.00 p.m. Martin watches the story and takes notes. He wants the next story to be better. Martin usually doesn't go home before 8.00 p.m. He works a lot, but he enjoys his job.

B Prewrite

Make notes about the routines of people in your life.

A family member Name:	
A friend Name:	
A classmate Name:	
A famous person Name:	
Brief note	

Use your imagination for this last one.

Now Write

Choose one of the people above. Write a short paragraph about that person's routine. Write everything you can write in three minutes. Then stop.

Title : ____

Whose paragraph sounds the most correct? Does your teacher agree?

Fluency

Warm Up

- Write the word *routine* on the board. Elicit actions that are part of most people's daily routines, such as reading the news, drinking coffee, having lunch, going to class, etc. Come up with a typical routine based on students' ideas.
- Ask students to write down their daily routine. You may want to limit it to weekdays to keep things simple.
- Have two or three students share their routines with the class.

\Lambda Read to Write

- Tell students they are going to read a short piece describing Martin's routine. Give them a time limit (90 seconds) to finish the reading.
- Ask the student to underline the key words and phrases that describe Martin's routine (for example, *He usually wakes up early, After he gets an idea... etc.*).

B Prewrite

- Ask students to think of four people (a family member, a friend, a classmate, and a famous person) and to describe their daily routines. Encourage student to be as creative as they can when describing the famous person's routine.
- Have students share their answers with a partner. Ask for a couple of volunteers to share their famous person's routine with the class.

G Now Write

- Tell students that they will have three minutes to describe one of the routines from **B** in a paragraph. Give students a little bit of time to choose one of the people from **B** and gather their thoughts about that person's routine.
- Tell students to write the routines. Let students work alone for three minutes.
- While students write, walk around the room to check students' writing, but don't interrupt the students. Give help if asked.
- After three minutes, call students' attention back. Put students in pairs and have them read their writing aloud to each other. Monitor the pairs and check paragraphs for accuracy.
- Help students correct some of their mistakes, but remind them that the goal was to write a paragraph about a routine in three minutes.

Extension A Home Away From Home

- Have students go online and find a picture of a place they would like to live. It could be in their country or another one.
- Have students work in pairs to imagine a routine in the place they chose. Tell them to note down their ideas.
- As a class, talk about the places students chose and the various routines they came up with.

Unit 6 Overview:

Places on Campus

Lesson 1: T	he computer lab smells new.
Aims:	 Describe locations in your school Use adjectives as complements after linking verbs
Vocabulary:	Places and things in a building
Grammar:	Adjectives and linking verbs
Lesson 2: C	ould I speak to Dr Roberts?
Aims:	 Asking and receiving information over the phone Use adjectives before nouns
Vocabulary:	Expressions for asking for information over the phone
Grammar:	Adjectives before nouns
Lesson 3: Ir	n the Lounge
Aims:	 Describe locations of items in a room Use adverbs of frequency
Vocabulary:	Things in a lounge or common area
Grammar:	Adverbs of frequency with be
Lesson 4: A	t the Student Centre
Aims:	 Ask and answer information questions with how Describe how to get to a specific location
Vocabulary:	Object and items in a student centre
Grammar:	More how questions: how + adjective/adverb
Lesson 5: It	's a really nice day.
Aims:	 Make small talk about the weather Describe outdoor locations Use intensifiers to describe people and things
Vocabulary:	Weather
Grammar:	Intensifiers
Some Mod	ule 3 Goals in Unit 6
- Write about	describe where you go to school : yourself and your school using short, simple phrases swer simple questions on very familiar topics (for

example, student life) with help

Lesson 1 The computer lab smells new.

Aims - Describe locations in your school - Use adjectives as complements after linking verbs Vocabulary water fountain reading rooms office computer lab floor Grammar Adjectives and linking verbs

Warm Up

- If the school has new and old buildings, ask students what differences they notice between the buildings.
- Ask students what buildings and facilities they use the most at their school.

A Model Conversation Track 57

Transition by telling students they will listen to a conversation happening on a school campus.

• Tell students to close their books. Play the audio and ask students to listen to the conversation. Then ask students who is speaking and what room are they describing?

* Unit 6 · Places on Campus *

The computer lab smells new.

A Mo	del Conversation	Brief note
Read th	ne conversation. Then listen. @1760557	Sometimes we use short forms of names. "Steph"
Stephar	nie: Hi, Yakov.	is short for Stephanie.
Yakov:	Oh, hi Steph. How are you?	
Stephar	ie: Not great. I have to write an essay to a place where I can type it up. Is ther building?	
Yakov:	Yeah, there's one on the fifth floor. I corridor, near the professors' offices	
Stephar	ie: Oh, right. I think I know that lab. It l	ooks big.
Yakov:	It is. It's also quiet—great for writing smells new because the computers an	
Stephar	ie: It sounds nice. Is it crowded?	
Yakov:	Sometimes, but it's empty at night.	

Vocabulary

Lesson 1

Read the words and phrases. Listen and repeat. Then try to add more things that are in your building. () Irack 58

Sau		1	Such State	Other thin
reading	office	computer	floor	

Common Adjectives

water

Listen to the conversation again. Fill in the gaps with adjectives from the top row. Then write the opposites from the bottom row.

	quiet dirty	clean small	big loud	long slow	new crowded	fast short	empty old	
	The comput							
	The lab is And it's		5	reat for wri	ting!	iso 3		
	So the comp At night, th					8 4 5.		
D	Your Worl	_						

Choose a room in this building or another building you know. Write three adjectives to describe it. Choose a partner and talk about your room. Then change roles is and

- After students have listened, give them a minute to compare their answers with a partner before getting the attention of the class and getting the answers.
- Have students listen one more time for any additional information or to clarify any questions they have about the questions you gave them.
- Elicit additional information from the students, then give students time to read the conversation individually.
- Alert students to the intonation pattern of Yes/No vs whand how questions. Yes/No questions generally have rising intonation at the end. Wh- and how questions have falling intonation. The conversation has examples of both, so if there is time it would be useful for students to practice the difference.

Vocabulary Track 58

- Before students look at the vocabulary exercise, ask them what rooms or areas they know in English. Write any words that students know on the board.
- Look at each picture and say the word below it. Ask students to repeat. Ask comprehension guestions to ensure students understand. For example: What do we do here? Who uses this area? How many floors are in this building?
- In North American English, the 't' in *water* is pronounced as a d-flap: wadder. When the first syllable in a two syllable word is followed by a 't', the /t/ is pronounced like a /d/. Students don't need to pronounce it this way, but is useful for them to know that it happens. Other examples: butter, fatter, platter
- Ask students to brainstorm a list of other things and places that are in their building.

Grammar

Adjectives and linking verbs

1			
subject	be verb	adjective	
The library Our classroom	is	quiet. small.	
The lifts in this building The computers in the lab	are	slow. fast.	
linkin			
Linking verbs are not action verbs.		,	
subject	linking verb	adjective	Brief note
The reading rooms This test These French fries My bed The computer lab The other classroom	look seems taste feels smells sounds	clean. difficult. fine. / delicious! warm. new. loud.	When we talk about food, fine is normal. Delicious means very good.

Grammar Practice

Put the words in order to make sentences

1.	students / those / are / loud
2.	pizza / my / tastes / great

4. classroom / hot / this / feels

3. lab / the / is / computer / empty

Now use the noun and adjective to make your own sentences.

5. house / big

6. lift/slow

Use the Language

Describing rooms

Write simple descriptions of the pictures. Then choose a partner and talk about your descriptions.

Common Adjectives O Track 57

Setup / Demo

This activity provides practice using common adjectives to describe locations with vocabulary used in the Model Conversation.

► Activity

- Ask students to do the activity in pairs.
- First ask them to see if they can remember what word should fill in the blank.
- Then have them listen to see if they are correct.
- With their partner, they can choose the opposite word.



Feedback

Ask students to use the adjectives from the exercise to describe some of the rooms or locations they talked about in Part **B**. Then give feedback.

In Your World

Put students in pairs. Give them two minutes to complete their sentences. Then they can share them with their partner.

Extension Guess Which Room/Place/Location.

- Have students work in pairs or small groups of 3-4.
- Each student must choose a location in the school. They should not tell their partner the location.
- The partner can ask *yes/no* questions using common adjectives to try to guess which location their partner has chosen. (For example, *Is it big? Yes, it is. / No, it isn't.*)
- If students are working in pairs, they can switch partners after each person has had a chance at guessing. This will give them the opportunity for more speaking and listening.

🖪 Grammar

- Review is/are for singular and plural subjects.
- For linking verbs, point out to students that when a verb is followed by an adjective, that verb is working as a linking verb. Some verbs can be action verbs and linking verbs. For example: *The food smells bad*. (linking verb) *The dog smelled the tree*. (action verb)
- Briefly go over table. Note that the linking verb 'to be' is not stressed in sentences. Have students practise saying the sentences and putting stress on the nouns and adjectives.

Check the Workbook

For further practice with linking verbs, use Exercise 4 in Unit 6, Lesson 1 of the workbook.

Grammar Practice

• Do number **1** as a class.

77 🔳

- Then ask students to fill in the blanks individually. When they are done, ask them to check their answers with a partner.
- When answers as a class.

- **2.** My pizza tastes great.
- **3.** The computer lab is empty.
- **4.** This classroom feels hot.
 - **5.** Example answer: The house is big.
- **6.** Example answer: This lift is slow.

C Use the Language: Describing rooms

- Give students time to work on their own written descriptions of the pictures.
- When they are done, put students in pairs so that they can compare descriptions.
- Students are likely to have fairly similar sentences for the pictures.
- Bring the class together and elicit sentences from the class about the pictures.

Lesson 2 Could I speak to Dr Roberts?

Aims

- Asking and receiving information over the phone - Use adjectives before nouns

Vocabulary

Good morning. This is / Hello speaking.
Hello. My name is / Hello. This is
May I speak to, please? / Is he in?
I don't think is here right now. / Sorry, isn't available.
Could I take a message?
Could I have your phone number please?
lt's / My (phone) number is
Thank you. Have a good day. / Thanks. Talk to you later.
Grammar
Adjectives before nouns

Warm Up

Ask students if they have ever made a phone call in English. Who did they call? Who might they need to call in the future? How do they feel making phone calls in English?

Teacher's Note The Value of Sample Dialogues

Many students feel nervous making phone calls in a second language because they do not have any non-verbal cues available to them. Knowing a script for simple exchanges can help them build confidence because they know what to expect. Even if the phrases used by the other speaker are slightly different, the exchange is likely to be similar.

A Model Conversation Track 59

- Transition by telling students they will practise leaving and taking messages in this lesson. First, they will listen to a conversation between a student and a receptionist.
- Ask students to listen to the audio once with their books closed. Try to identify who the student is asking for and what information he wants.
- Give students a minute to share their answer with a partner, and then go over the information as a class.
- Play the audio to check, and have students listen for the phone number. Check the number with the class.
- Put students in pairs and have them practise the dialogue from the book, taking turns playing the student and the receptionist.

B Vocabulary: On the phone **Track 60**

- This activity provides some alternative ways of expressing information.
- Have students listen to the phrases and repeat them.
- Encourage them to vary their intonation. *Please* sounds more polite if it has a rising intonation, for example.
- After practicing each phrase, play the audio again.
- Have students work with their partner again. This time, substitute alternative phrases in the model conversation.
- Have one or two pairs perform their conversations for the class.

Check the Workbook

For further practice with questions for telephone conversations, use Exercise 2 and 3 in Unit 6, Lesson 2 of the workbook.

Le	esson 2 Could I speak to Dr Ro	berts?	,					
А	Model Conversation							
	Read the conversation. Then listen. Magaza							
	Read the conversation. Then listen. Iterast Lisa: Good morning. This is Lisa in the English Department. How can I help you? Jesse: Hi. My name is Jesse Robles. I'm in one of Dr Roberts' classes. May I speak to him, please? Lisa: I don't think he's here at the moment. Can I take a message? Jesse: Yes, I have a question for him about the essay due this afternoon. Could you ask him to call me back, please? Lisa: Sure. Could I have your phone number, please? Jesse: Yes, it's 0123 826 941. Lisa: 0123 826 941? Jesse: That's right.							
			Brief note					
В	Vocabulary: On the phone Read the expressions. Then listen and practise.		When you know the person you're talking to, say "This is" When you don't know the person, say "My name is"					
	Answering	ļ	Asking for a message					
	Good morning. This is Lisa. / Hello. Lisa speaking.	Can I take	a message?					
	Calling ←	Ask	ing for a phone number					
	Hi. My name is Jesse Robles. / Hello. This is Jesse Robles.	Could I hav	e your phone number, please?					
	Asking to speak to someone	Giv	ing your phone number					
	May I speak to him, please? / Is he in? / Is he there?	My (phone) number is 0123 826 941.					
	Saying someone is busy		Saying goodbye					
	I don't think he's here at the moment. / Sorry, he isn't available.	Thank you to you late	Have a good day. / Thanks. Talk r.					
С	Pronunciation Phone numbers Read. Then listen to the phone numbers below a	nd practis	Brief note We often say <i>oh</i> instead of <i>zero</i> when saying phone numbers.					
		mbers are sp e zero three	ooken using just the numbers:					
	Sometimes people say repeated numbers as 'double' or 'treble': $3551 \rightarrow$ three-double-five-one 0144 \rightarrow oh-one-double-four 01444 \rightarrow oh-one-treble-four							
	1. 0205 686 8021 2. 0307 503 9843	3.	01388 775 6846					
D	In Your World							
	With a partner, write a short phone conversation a simple question, like <i>What time does the class</i> goodbye. Then role-play the conversation. Try to	start? Als	o include a greeting and a					

G Pronunciation: Phone numbers **O** Track 61

Setup / Demo

Listening for phone numbers can be challenging. This activity gives students practice recognising the difference between how English speakers say phone numbers (as opposed to numbers in other contexts).

► Activity

- Draw students' attention to the phone number in the dialogue. Ask them if they notice anything unusual about how the phone number is said.
- Ask students to read the information in the exercise, and then play the audio.
- Have students work in pairs and practise saying the numbers.
- Feedback
- Ask random students to read a specified number for the class.

Extension Practicing Phone Numbers

- Ask students to make up a phone number.
- Have students stand up and circulate through the classroom to collect 5 phone numbers from classmates. They can use the language from the dialogue to ask for the numbers.
- Give students a few minutes to circulate. When time is up, have them return to their seats. Ask them to share a few of the numbers to wrap up the activity.

Grammar

Adjectives before nouns

for	Other adjecti		
article/demonstrative	adjective	noun	
t ne)	polite big quick crowded	woman building question classrooms	
he teacher is a polite won ur classroom is in that big have a quick question. rowded classrooms are us	ı building.		

Grammar Practice

Use the words in the box with *is* and *a* or *an* to make statements.

	chair	comfortable	she	friendly	Dr Roberts	this	busy	professor	woman	
1.										
2										

3. _____

Listen to Speak

Listen to a description of Dr Roberts' office. Fill in the missing adjectives.

Dr Roberts' office is nice. He has 🕕	bookshelves along the wall.
There are two 🛛	_ chairs for students to sit in. He also has a lot of
pictures on th	ne wall. There is a 🕘 lamp
on his desk, and a window behind his c	hair. It helps to make the room bright. On the other
wall, there is a table with 🕒	books and magazines on it. The only
sound is the fish tank in the corner. Oth	nerwise, it's a very 👩 room.
	5 ,

Describe the office in three sentences to your partner.



In Your World

- Put students in pairs. Each pair must write a short dialogue asking a simple question.
- When students have completed their dialogues, give them a few minutes to practise. Have students perform their dialogues for the class. If the class is large, you can limit the number of presentations, or get a certain number of volunteers to perform.

Teacher's Note Intonation

Encourage students to vary their intonation patterns as they practise. You can even allow them to exaggerate the intonation as it will help them to internalise the patterns. A varied intonation pattern sounds less abrupt and friendlier.

🖪 Grammar

- This grammar table points out the common sentence pattern of subject + verb + noun phrase (with an adjective preceding a noun). In many languages, descriptive adjectives are placed after nouns, so this pattern may seem strange to some students.
- Go over the table with the students. If necessary, review the parts of speech. Tell students that the adjective tells us more about the noun. It answers the question, *What kind?*
- Have students read the sentences aloud. For pronunciation practice, you can remind them that content words (nouns, verbs, adjectives, and adverbs) are usually the stressed words in sentences.
- For extra practice, have the students substitute different adjectives in the sentences.

🗗 Grammar Practice

- In this activity, students must choose words from the box to make grammatically correct sentences with an adjective + noun. Go over the directions with students, reminding them to add is to their statements. Also explain when to use *a* and *an*.
- Do number **1** as a class.
- Then ask students to write their sentences individually or in pairs.
- When ready, check answers as a class.

/ A	nsv	vor	c	will.	1/21	~ /
(A)	1120	ver	5 V	VIII	Val	у.
	_	_				·

- **1.** Dr. Roberts is a busy professor.
- **2.** She is a friendly woman.
- **3.** This chair is comfortable.

C Listen to Speak 💽 Track 62

- Tell students they will listen to a description of Dr. Robert's office. Play the audio.
- Now, tell students they will hear the description again. This time, they must fill in the missing adjectives.
- Read the description aloud. Speak clearly and slowly to help students with the exercise. Pause briefly at the end of sentences.
- If necessary, read through a second time. Then ask students if they have questions or need something repeated.
- Have students check their answers with a partner. Then, play the audio again so the class can check their answers.

big, comfortable, old, beautiful, interesting, quiet

• For the second part, put students in pairs. They will talk about the picture and write three sentences describing it. If there is time, students can draw a room and describe it to their partner. Then write three sentences about their partner's room. This can be assigned as homework if there is no time for it in class.

Extension Dream Room

79

Have students choose a room that they like from a magazine or book and write 3-5 sentences describing it.

Lesson 3 In the Common Room

Aims							
- Describe locations of items in a room - Use adverbs of frequency							
Vocabulary							
pool table armchairs	vending machines TV						
Grammar							
Adverbs of fre	quency with the	e verb <i>be</i>					

Warm Up

Ask students if they ever use the student common room (or equivalent area) at their school. What is in the common room? What do they do there?

$\mathbb A$ Vocabulary: Things in a student common room Track 63

The target vocabulary in this lesson focuses on objects that can be found in school lounges or student centres.

- Transition by telling students they will listen to the names of objects that they might find in a typical student common room.
- Play the audio and have student point to the items as they hear the word. Play the audio again, pausing to give students time to repeat the vocabulary.
- Put students in pairs. Ask them to circle the items that they have in their school common room. Ask them to put a check by items they want to have.

B Listening Track 64

- · Give students a minute or two to read the list of places and items.
- Put students in pairs. Then tell them they will hear a description of a student common room. Ask them to listen carefully and wait to start writing until after listening.
- Play the audio file. Give students time to do the activity based on what they remember from the audio.
- Play the audio file a second time. Let students check and correct their answers with a partner, and then play a third time if necessary.
- Go over the answers with the class.

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

C Pronunciation: Compound noun stress O Track 65

Activity

- This activity raises students' awareness of the stress patterns in spoken English.
- For each pair of words, read the phrase with the correct stress. Tell students to listen and put a check mark by the phrase they hear. You can overemphasise the stressed syllable if necessary.
- Go over the answers as a class.

>	1. ARMchairs	2. COFFee table	3. COFFee maker
2	4. VENding machines	5. NOticeboard	6. POOL table



• c. vending machines

d. coffee maker

• e. coffee table

h. common room

• f. sofa

• g. TV

Brief note

common rod a shared spa

- 2. at the front of the room
- 3. in front of the chairs 4. in the kitchen area
- 5. in the corner
- 6. hanging on the wall 7. at the back of the room
- 8. along the back wall

Pronunciation

Compound noun emphasis باملة مخبيب امسم

	Listen and put a tick next to the emphasis you near.					
	1. ARMchairs	armCHAIRS	4 vending maCHINES VENding machine	es		
	2. COFFee table	coffee TAble	5. noticeBOARD NOTiceboard			
	3. coffee MAker	COFFee maker	6. POOL table pool TAble			
D	In Your World					
	Look back at part A. Wh thing not from the lesse		our building? Write two, and add one more			

Teacher's Note Tip

Adding movement to a pronunciation exercise can help students with rhythm and stress in English. For practicing stress pattern, you can have students stand up and stomp their feet or wave a pen or pencil on the stressed syllable.

D In Your World

Students have had the chance to discuss the items they have in their common room in previous activities. Have them write two of the items in the boxes. Then add another item that was not discussed in class.

Extension Map of The Common Room

- Ask students to review the description given in Exercise B.
- Have students work individually or with a partner to draw a floor plan of the lounge based on the description.
- Put students in groups of 3 or 4 and have them compare their drawings.

Adverbs of frequency with be

Adverbs of frequency usually come immediately after be.

subject		adverb of frequency	
There	is	always	food in the vending machines.
There	are	usually	people in the common room.
I	am	often	in classes.
Our tests	are	sometimes	difficult.
The lab	is	rarely/seldom	crowded.
We	are	never	late.

The words usually and sometimes of	can also appe	ear at the beginning	of a sentence.
------------------------------------	---------------	----------------------	----------------

usually or sometimes	subject	be		more information
Usually	there	are		people in the lounge.
Sometimes	our tests	are		difficult.
			Brief note	
				equency can come in different places n more later in the <i>Blueprint</i> series!
Grammar Practice			Tou carricar	in more tater in the blacprint series:
rammar Practice				
	each sentence	. Write	the correc	t sentence on the line belo
nderline the error in		. Write		t sentence on the line belo n I am at the library.
	ople in the lab.		4. Seldon	

Use the Language

Describing places

What do you do on the weekend? Think of a place where you spend time. Take notes in the top box, and use them to describe the place to a partner. Then listen to your partner's description and take notes.



Grammar

- Give students 1-2 minutes to read over the grammar chart. Ask them what pattern they notice in the first chart. Where is the adverb of frequency placed in the sentence? Draw students attention to the placement of the adverb **after** the verb be.
- If necessary, review adverbs of frequency: never (0%), rarely/ seldom (5-10%), sometimes (20-40%), often (40-70%), usually (70-90+%), and always (100%).
- Have students read the sentences in the chart aloud.
- Have students read the sentences aloud. Emphasise the differences between usually and sometimes.
- Give additional oral practice by asking questions and having students answer with responses that are true for them. For example: Are our tests always difficult? Example responses: Yes, they are. No, they are usually easy.

Grammar Practice

- Give students time to read the instructions. Ask them what they need to do in the activity after they have read the instructions.
- Do number 1 as a class.
- Have students work individually, and then check their answers with a partner.
- Question 3 may be challenging as the error is in the verb and students will be expecting an error in the adverb placement.
- · Correct with the class by having students read answers aloud or write on the board.

1. There are always	people in the lab.
---------------------	--------------------

- 2. The common room is never crowded
- There are never events at weekends.
- 4. I am seldom at the library.
 - 5. Our tests are usually easy. / Usually our tests are easy.
 - 6. There is usually someone on the sofa. / Usually someone is on the sofa

Check the Workbook

For further practice with adverbs of frequency, use Exercises 2 and 3 in Unit 6, Lesson 3 of the workbook.

C Use the Language: Describing Places

- Ask students where they usually go on the weekend. Ask them to think about one place. Tell them they are going to describe that place to a partner
- · Have students write about their location individually.
- Put students in pairs. Each student will take turns describing his/ her location. The partner will listen and take notes.
- · Remind students that they do not need to use complete sentences when they are taking notes. They need to write enough details to help them remember key information.
- Encourage students to ask each other questions and extend the interaction.
- As a class, students can volunteer to tell everyone what they learned from their partner.

Extension My Favourite Place

81

For homework or in class, students can write a description of their favourite place. Encourage them to expand on the description by adding when or how often they go there, and what they do there. If the students have pictures, the descriptions and pictures could be posted on the classroom wall or bulletin board so that other students can read them.

Lesson 4 At the Student Centre

Aims				
 Ask and answer information questions with how Describe how to get to a specific location 				
Vocabulary				
front door front entrance cafeteria announcement board office/school supply store	ATM coffee shop bookshop	mailboxes gift shop		
Grammar				
More how questions: how + adjective/a	adverb			

Warm Up

• Ask students where they go to get information about what is happening around campus. Try to elicit the word *student centre*. Ask what else student can do at the student centre.

A Model Conversation Track 66

- Transition by telling students they will listen to a conversation between a student and the worker at an information desk.
- Tell students to close their books, and then play the audio. After, ask students what information the student is looking for and what information he wants.
- Give students a minute to discuss with a partner, and then go over information as a class.
- Play the audio again to check their information. Make sure students note the time stated in the dialogue. Ask to check comprehension.
- Put students in pairs and have them practise the dialogue from the book. Have them take turns playing the student and the receptionist.

B Vocabulary

- Ask students if there is an information desk at their school or student centre.
- Put students in pairs and have students create a list of things they might find in a student centre.
- Once students have had time to create their list, start reading your own list aloud. Use the key below to help. Tell students to put a check by anything that they listed.
- Next, ask students if they thought of any words to add to the list. Write all the suggestion on the board and go over them as a class.

ATM / mailboxes / cafeteria / noticeboard / coffee shop / gift shop / office supply store / school supply store / bookshop

• Wrap up by asking how many students had each word.

Common How Questions

- Draw students' attention to the target language focus of *how* questions by referring back to the model conversation. Ask if the students in the conversation need to pay for the bus. (No, it's free.) What question did the student ask to get that information? (How much does it cost?) Can you think of any other questions we can ask with *How*?
- Have students look at the first column in Exercise **C** and read the '*how* + adverbs'. Then have them read the words in the second column.
- Have students work individually or in pairs to complete the questions in the first box. Do the first one together.
- Have students complete the rest of the questions. When they are done, check their answers as a class.

At the Student Centre Lesson 4 A Model Conversation Read the conversation. Then listen. @Irack 66 Student: Excuse me. Woman: Hi, how can I help you? Student: Is there a shuttle bus to the train station? Woman: Yes, there's one outside. It stops in front of the student centre-right at the front door. Student: Oh. I see. How often does it come? Woman: Here's the timetable. Let's see... The next one is at 4.30. Student: How much does it cost? Brief note Woman: It's free with a student ID. "Free" means you don't pay money for it. Student: Oh. okav. Great. Thanks!

B Vocabulary

What else is usually in a student centre? Think of some things and add them to the list.





Then listen to the words your teacher says. How many did you think of?

Common How Questions

Match the beginnings and endings to make *how*/questions. Then fill in the gaps to complete the answers.

1. Q: How many			a. is it to the city?
2. Q: How much	•	۰	b. does it take?
3. Q: How old			c. does it cost?
4. Q: How often	•	۰	d. siblings do you have?
5. Q: How far	•		e. does the bus come?
6. Q: How long	•	۰	f. are you?

A: three siblings. £7.00 A: It A: 21 years A: It every thirty minutes A: It's thirty miles from here. A: It ______ ten minutes.

About You

Complete the how questions. Then ask and answer them with your partner.

How far is it from your house to...? How much does it cost to...? It's... from my house to... It costs... to...

- Look at the next box. Students should fill in the blanks so they correctly answer the questions. Give students time to fill in the blanks and check their answers as a class.
- Have the students take turns asking the questions and answering with their partners.
- Check the exercise as a class by selecting students or getting volunteers to read the questions and answers aloud.

Teacher's Note Tips for Exercise C

- Students may have difficulty with *sibling* (column 2, point d). Explain that it means brothers and sisters.
- Using *take* to express length of time is highly idiomatic and may be confusing for students. Provide additional practice with this question after completing the exercise by asking students *How long does it take...?* questions. Examples: *How long does it take you to do your homework? How long does it take you to get ready for school in the morning? How long does it take you to make dinner?* **etc.**
 - 1. Q: How many siblings do you have? A: I have three siblings.

- **2.** Q: How much does it cost? A: It costs \$7.00.
- **3.** Q: How old are you? A: I am 21 years old.
- **4.** Q: How often does the bus come?
- A: It comes every thirty minutes.
- **5.** Q: How far is it to the city? A: It's thirty miles from here.
- **6.** Q: How long does it take? A: It takes ten minutes.

Grammar

More how questions: how + adjective/adverb

	with <i>do</i>				vith <i>do</i>				
		adj./a	dv.	do	/does	subject		verb	
		often		do		you		study?	
Hov		often				the bus		come?	
HOV	v	long		do	es	it		take to get into town?	
		much				It		cost to get a taxi?	
_	_		_	_			_		
with be					Quick Review				
	a	dj./adv.	be v	erb	more i	nformation	Look at the <i>how</i> questions in the tw		stions in the two
	far		is		it to the city? the lounge?		grammar tables. Which how questions		
	cro	wded	IS					is covered in	
How	oft	en		you late?		te?		Unit 3 Lesson 1? How	?
	old		are		you? there?			Unit 4 Lesson 1? How	
	ma	ny						Unit 5 Lesson 3? How	

Grammar Practice

Fill in the gaps to form how questions.

1.	How much	it cost?	4.	0
2.	How far	to		tests?
	the train station?		5.	
3.	big	your		get to the camp
	university?		6.	

4. ______ often ______ we take tests? 5. _______ does it take to get to the campus? 6. ______ siblings ______ siblings ______

Use the Language

Asking for information

Choose a place nearby for your partner to go to. Write it on a piece of paper. Give the paper to your partner.

When you receive your paper, ask your partner questions to find out where the place is and how to get there.

 Write some of your conversation below.

 A:

 B:

 A:

 B:

 B:

About You

Have students work individually to complete the questions. When they are done, put students in pairs. Students will take turns asking and answering each other's questions.

Extension Mingle

- Have students stand up and mingle. They must ask and answer the questions they came up with in Exercise D. Have students speak with at least 5 different people.
- students speak with at least 5 different people.
- To add some fun, you can set a timer. Students must try to complete the question exchange with as many other
- students as possible before the timer rings.

🖪 Grammar

- Tell students they are going to look at the grammar for *how* questions: *how* + adjective/adverb. Give them a few minutes to read over the tables.
- Ask students which *how* questions they practised with already in the previous activities. Allow them to look back in their books to check if necessary. Clarify any difficult vocabulary if needed.
- Compare *how* questions with *is/are* and *do/does*. Identify the main verb in the *do/does* questions. Remind students that when there is a verb other than *be*, we need *do/does* to make a question.
- Ask students relevant questions from the charts and get answers that reflect their real lives.

Quick Review

- Put students in pairs. Ask them to look at the units and find the words or phrases that go in the blanks.
- Remind students to check the entire unit, including the Brief notes for the answers.
- When ready, check answers as a class.

🗐 🛛 many / old / often

G Grammar Practice

- Do number **1** as a class.
- Then ask students to fill in the blanks individually or in pairs.
- When ready, check answers as a class. If students are working individually, give them a minute or two to check their answers with a partner before checking with the whole class.

	A 1. do 4. H	bes 2. ow do 5.		3. How is 6. How many do
--	---	--------------------	--	---

Check the Workbook

83

For further practice with *How* + adverb questions, use Exercise 2 in Unit 6, Lesson 4 of the workbook.

🛱 Use the Language: Asking for information

- Tell students that they must choose a nearby location and write it on a piece of paper. Put students in pairs. Each student must give his/her partner the piece of paper.
- Students must ask each other questions to find out where their given location is and how to get there.
- Once they have finished their exchange. Students must work in pairs to create a dialogue using the language they used in order to complete the task.

Extension In the Neighborhood

- Locate copies of school or neighborhood maps. You will need at least one for each pair of students.
- Put students in pairs. Each student must choose a location on the map. Do not let them tell their partners the location. The student must ask questions to help him/her find the right location.
- Once the student guesses the location correctly, they may switch partners.

Lesson 5 It's a really nice day.

Aims

- Make small talk about the weather
- Describe outdoor locations
- Use intensifiers to describe people and things

Vocabulary		
courtyard flowers / flower bed	room bench	halls pavement / footpath
Grammar		
Intensifiers		

Warm Up

Start the class with some small talk about the weather. What kind of day is it? Do the students like this kind of weather? What kind of weather do they like?

Teacher's Note Small Talk

In many English-speaking countries, talking about the weather is an important part of small talk or phatic speech. Weather is a very safe and usually non-controversial topic that enables people to be friendly with each other in a casual situation. English speakers will often ask visitors how they like the weather.

A Model Conversation Track 67

This conversation takes place on the school campus between two students.

- Transition by telling students they will hear a conversation between two people.
- Tell students to keep their book closed. Play the audio one time. Ask students to listen for any words they hear that are weather related. Give students a minute to check with a partner, and then check as a class.
- Play the audio again and pause after each weather word or phrase. Ask students, if possible, to repeat the word or phrase.
- Play the audio again while students read along.
- Put students in pairs and have them practise the dialogue, taking turns speaking each role.
- If there is time, have one or two pairs perform the dialogue for the class.

B Vocabulary Track 68

- Transition into this activity by having students refer to the Model Conversation again and asking them if the students are inside or outside.
- Have students look at the pictures and identify which things they would see on their campus. Play the audio for the vocabulary words and ask students to repeat them. Remember to pay attention to word stress.
- After practicing each word, play the audio again.
- Transition into the next activity by asking what type of weather is shown in the pictures.

C Vocabulary: Weather **O** Track 69

Ask students to read the phrases for weather aloud. Then play the audio and have students listen and repeat.

Lesson		ay.	
A Model Read th Jessica: Ben: Jessica: Ben: Jessica: Ben: Jessica: Ben: Jessica: Ben:	5 It's a really nice da Conversation the conversation. Then listen. The conversation Hey, Jessica. What are you up to? Not much. You? Uh, well, exams start next week. I like the Great idea. It's a really nice day. It's ver Oh, I usually sit under a tree so I don't in the shade. Ah, that sounds nice. Would you like to join me? Well, I should be going. I have a really Okay. Well, have a good day. Enjoy the You tool Talk to you later.	Brief note "What are you up to?" is a casual greeting you?" A common answer is, "Not much." to study out here on til y sunny, though. feel hot. Sometimes th big test, too. But I usu	nere are empty benc
	-		

B Vocabulary

Read the words and phrases. Then listen and repeat. @Increase



Which of the things above can be found on your university campus? Where are they?

Vocabulary: Weather Listen and practise saying the weather phrases. (Interest) There's a storm It's sunny. It's windy The sun is out/shining. It's stormy It's hot It's cloudy lt's foggy. It's warm It's cold. It's snowy. It's raining It's snowing. lt's cool **Ouick Review** Look back at the brief notes in this unit. Find words or phrases that mean... ...food is really good: ...announcement board: ...something doesn't cost anything: ____ ..."How are you?":

Extension On a Sunny Day

- Ask students, What do you like to do when it's ____
- They should answer, When it's ____, I like to ____. Or I like to ____.
- After you have done a few exchanges with the class, say a weather expression plus a student's name. That student must make a question with the expression and ask someone in class. That person should answer with the given expression. Repeat to check other student's comprehension.
- expression. Repeat to eneck other stadents comprehension.

Quick Review

- Put students in pairs and tell students that they will do a review race.
- Give students about five minutes to look through the unit to find the words or phrases that mean the same as the words or phrase given.
- The first pair to finish gets to lead the whole class correction when all the students have finished.



Intensifiers

We use intensifiers to make words stronger. We can put them before adjectives and adverbs.

really/v	really/very/so + adjective		
subject + be verb	intensifier	adjective	Brief note
	really	sunny.	So is used thi
lt's	very	hot.	casual speak not in formal
	so	windy.	

Very and really can also be used between an article and an adjective before a noun.

really/very + adjective + noun				
subject + be verb article intensifier adjective noun				
He's	-	very	smart	professor.
lt's	а	really	nice	day.

Grammar Practice

Put the words in order to make sentences.

1. person / very / a / kind / Marie / is 3. is / hot / classroom / really / our

- 2. are / these / nice / flowers / so
- 4. verv / mv / old / halls / are

6. The trees on the campus are tall.

is way only in ing and writing, writing.

Rewrite the sentences with intensifiers to make them stronger and more descriptive.

5. The campus is big.

is big.

Listen to Write

Listen to a woman describing her favourite place to spend time outdoors. Which place is she describing?



Think of an outdoor place where you like to spend time. Write a description. Then tell a partner

🗄 Grammar

- The grammar chart explains how *intensifiers* can be used to qualify adjectives and adverbs in order to make their meaning stronger.
- Give students a few minutes to read the chart. Ask comprehension questions to ensure their understanding. For example: *It's really hot*. Does that mean it is a little hot or a lot hot? You can use gestures to emphasise the difference.
- Have students practise saying the sentences with extra emphasis on the intensifier in each sentence.

Teacher's Note Using so as an Intensifier

- So is used as an intensifier in casual conversation or informal writing but is rarely used in formal or academic contexts.
- Make sure students understand that intensifiers cannot be used with a noun by itself. Read the sentences in the second chart without the adjective with a questioning expression. Ask students if that sentence is okay. When they say no, ask them for the correct expression. Then ask them why. They should say that you need an adjective (or adverb) with *very*, *really*, and *so*.

Grammar Practice

- In this activity students will put the scrambled words in order to make sentences.
- Do number **1** as a class.
- Then ask students to complete the activity individually or in pairs.
- When ready, check answers as a class.

	1. Marie is a very kind person.
	These flowers are so nice.
Key	3. Our classroom is really hot.
¥	My halls are very old.
	5. The campus is really/very/so big.
	6. The trees on campus are really/very/so
Ke	 My halls are very old. The campus is really/very/so big.

✓ Check the Workbook

For further practice with intensifiers, use Exercise 3 in Unit 6, Lesson 5 of the workbook.

o tall.

C Listen to Write: Describing the outdoors O Track 70

- Tell students that they are going to hear a description of a woman's favourite place.
- Before you play the audio, give students time to look at the pictures. As a class, brainstorm vocabulary and phrases relating to the pictures. Write these on the board.
- Put students in pairs. Play the audio once. In pairs, students should decide which picture was described.
- Ask the students if they heard any of the brainstormed words in the description. Put a check mark by any that students heard.
- Play the audio again. Pause to address any confusion or questions that arose during the activity.
- If necessary, play the audio again to make sure students understand.

Extension Tourist Ad

85

Have students create an advertisement for an outdoor tourist spot. They can find images from a magazine or online. They must write a brief description of the location and try to make it sound as appealing as possible. When all the ads are completed, the class can vote on the location they would like to visit.

Unit 6 : Active Review

A College Brochure

■ Warm-Up

Ask students why they chose this (your) school or university. What made them decide to come here. If they do not understand, you can make a list of local schools and circle the school you are in. Ask students, *Why here? What do you like?*

Comprehension

- Ask students to open their book to the review page and look at the college brochure.
- Put students in pairs and have each pair review the brochure and circle and unfamiliar vocabulary. The following words may be challenging: humanities, media, auditorium, shuttle.
- Go over any unfamiliar words, then have pairs answer the questions.
- Go over answers with the class.

>	 The Science Centre The West Hall 	2. The Student Centre
×	3. The West Hall	4. Sunnybrook Hall

B Write a Brochure

Activity

- Tell students that now they will create a brochure for their university.
- Put students in small groups of 3 or 4. Tell them that the brochure needs to tell students about the university and why it is a good place to study.

Feedback

- When all the groups have completed their brochures, students can walk around and view the other students' work.
- While students are viewing the work, take note of any common errors. When students have returned to their seats, go over the common errors with the whole class.

C Reminder: Some Module 3 Goals in Unit 6

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

University Prospectus Read the university prospectus and answer the questions below. hrs is short for hours. Academic Buildings Halls of Residence University of Wessex The Science Centre Sunnybrook Hall New chemistry & biology labs Media centre Computer science lab Men's & women's rooms Common and reading rooms The West Hall 1112 The Humanities Building Women only TV/film loung Philosophy Department History library The East Hall Student Centre The Language Building Men's & women's rooms Common room with game room & kitchen Gym (open 24 hrs.) Meeting rooms for student clubs Cafeteria & coffee shop School supplies store Lecture theatre Shuttle bus to city centre. Classrooms with media/technology Library of foreign literature International common room Beautiful Campus with open, green spac 1. Which building has a computer lab? 3. Which halls don't have rooms for men? 2. Which building has a place to exercise? 4. Which halls have places to do schoolwork? Write a Brochure Work with a partner. Make a similar prospectus for your university. Reminder Some Module 3 Goals in Unit 6 Put a tick (1) next to the things you can do Very simply describe where you go to school Ask and answer simple questions on very familiar topics (for example, student life) with help Use short, memorised phrases for specific purposes with reasonable accuracy

Active Review

Warm Up

In part B, a student describes his favourite place to study. Put a tick next to the words you think he's going to use. Then write two more words.

quiet	comfortable	ITV	
hot	desk	clean	
coffee maker	window	sofa	

Listen for Information

Listen to a student describe his favourite place to study. Make a list of the things the student mentions and the adjectives he uses.

nouns	adjectives

Listen once more and make sure your list is complete. Check your guesses from part A. Are they correct? Which picture does the student describe?



Prepare

Think of a place where you like to study. Write some notes about it, and prepare to describe it.

Speak

Share your description with a partner.

Communication

A Warm-Up

- Tell students that they will listen to a student describe his favourite place to study.
- Before students listen, they need to make predictions about what they will hear by checking the words they think they will hear in the description.
- Students then need to think of two additional words they think they will hear and write those words in the blank spaces.
- Go through the vocabulary items and take a quick tally of how many students have chosen each word. Ask for the words they have generated themselves and write these on the board.

Listen for Information • Track 71

- Play the audio once. Tell students to circle the words they guessed right in the Warm Up.
- Play the audio again. Tell students to write down the nouns (things) they hear. Put students in pairs and have students check their answers with a partner. Then check as a class.
- With their partner, tell students to try and remember what adjectives the speaker used to describe each noun.
- Play the audio again so that students can check and write down any answers that they missed.
- Have students choose the picture that the student described.

nouns: desk, chair, bookshelves, computer, window adjectives: small, comfortable, bright, cool, clean (picture described is on the left)

G Prepare

- Tell students to think about their favourite place to study and to write some notes about it. The notes could be noun + adjective phrases as in the previous activity.
- When students have finished writing, give them a few minutes to prepare their description by thinking about what they will say using their notes.

D Speak

- Put students in pairs. Students will take turns describing their favourite study location to their partner.
- If there is time, some or all students can share their description with the rest of the class.

Module 3 : Review

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

- 1. From Unit 5, Lesson 1, p. 64: half past three, three thirty
- 2. From Unit 5, Lesson 2, p. 66: (answers will vary) philosophy, chemistry, biology, history, computer science, etc.
- 3. From Unit 5, Lesson 3, p. 68: (answers will vary) always, usually, often, sometimes, hardly ever, never, etc.
- 4. From Unit 6, Lesson 1, p. 76: (answers will vary) cold, hot, quiet, dirty, clean, big, etc.
- 5. From Unit 5, Lesson 4, p. 70: (answers will vary) toilet, lift, sofa, common room, computer lab
- 6. From Unit 6, Lesson 5, p. 84: bench, room / halls, tree, flowers / flower bed, pavement / footpath

B Grammar

Students should flip through the module as they complete this exercise. However, the answers will not always match the exact details from the dialogue. However, they should show understanding of the language covered in the module.

Kov		1. time	2. quarter	3. before / after	4. goes
		5. go	6. do	7. across [down]	8. lift / stairs
	Key	9. are	10. taste [are]	11. speak	12. have
	-	13. number	14. are	15. there	16. much
		17. long	18. really / very	/ so	

A Vocabulary

- Remember and write...
- 1. ...two ways to say 3.30 p.m.
- 2. ...five school subjects.
- 3. ... five adverbs of frequency.
- 4. ... five common adjectives.
- 5. ...two things that are in a university building. Then look through the module and write three more.

Module 🕑 Review

6. ...two things that are outside on a university campus. Then look through the module and write three more.

B Grammar

Look back at the module. Fill in the gap

1. What ______ do you start classe 2. Let's meet at _____ ____ past six. 3. My class is _____ / ____ lunch. 4. He ____ _____ to work two days a week. 5. I usually home after clas 6. Where ____ you go before classes? 7. The toilet is ______ the corrido 8. Take the _____ to the fifth floo 9. The computers in the lab fast.

s.			
es?	10.	These French frie	es good.
	11.	May I	to him, please?
-	12.	Could I please?	your number
	13.	My	is 0308 445 6721.
sses.		Our tests difficult.	sometimes
	15.	Usually the common roc	are people in m.
r.	16.	How	_ does it cost?
or.	17.	How	does it take?
_	18.	lt's	windy today.

C Schedule Interview

First, prepare an interview. Look back to Unit 5. Find questions about habits and routines (for example, *What do you do after classes?*). Write the questions below, or make your own questions. Then interview a classmate about his or her daily routine.

	Questions	Partner's Answers
1.		
2.		
3.		
4.		

D Phone Role-Play

Role-play a phone conversation using the instructions below. Change roles once. Refer back to Lesson 2 of Unit 6 for help.

Student B

Ask to speak to Tom. Ask for Tom to call you back. Give your number.

Student A (caller)

Answer the phone. Say that Tom isn't here. Ask for a message. Ask for the caller's phone number. Say thanks and goodbye.

89

E Describe the Pictures

2.

Write five sentences about the pictures below.



C Schedule Interview

- Put students in pairs. Tell them that they will be interviewing each other about their daily routines and writing the questions in their textbook.
- Ask them to open their textbook to Unit 5 to find examples of question to include in their interview. Students can also create their own questions.
- When students have prepared their questions, the pairs must take turns asking and answering the questions.
- To wrap up the activity, have each student share one thing they learned about their partner's activities and routines.
- Review any common errors that came up during the activity.

Phone Role-Play

- Tell students that they will review telephone conversations. With the whole class, brainstorm what expressions they remember from the lesson and write these on the board.
- Put students in pairs. Ask them to take turns being the caller and the person answering the phone. Students must role-play the conversation using the prompts in the book.
- Remind students that they can refer back to Lesson 2, Unit 6 for help.
- To wrap up the activity, have some students perform their dialogue for the class.
- Do a brief intonation or pronunciation review at the end to address any issues that you noted during the activity.

Describe the Pictures

- Put students in pairs. Give them five minutes to try to remember as much as they can about what they learned in this module without looking in their texts.
- Have the whole class share what they remember.
- Tell students that they are at the end of the module, and for a final activity they will write five sentences about the pictures.
- Some students may benefit from having time to discuss it with a partner before writing on their own.
- When students have completed their sentences, they can share them with a partner.

DONE FOR THE DAY

Module 4 Goals

Understand and use numbers in prices

Buy things in shops where pointing and gestures can support what is said

Ask and answer questions about things shops have

Ask people for things and give them things

Very simply describe where you live

Join simple phrases with words like and

Describe what you like and don't like

Describe what you can and can't do

Module 4 Overview:

Done for the Day

Module 4 Goals

- Understand and use numbers in prices
- Buy things in shops where pointing and gestures can support what is said
- Ask and answer questions about things shops have
- Ask people for things and give them things
- Very simply describe where you live
- Join simple phrases with words like and
- Describe what you like and don't like
- Describe what you can and can't do

Warm Up

- Draw students' attention to the title of Module 4: Done for the Day. Tell them that this module will help them learn things they can say to describe things they do outside of class and after class at the end of the day.
- Tell students to think about what they do outside of class. Start a mind map: Write the phrase "free time" in a circle in the middle of the board. Draw lines out from that circle, and draw circles at the ends of those lines. Write "food," "shopping," and "home" in these circles. Use student suggestions to keep drawing the mind map.

Extension Picture Talk

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

Extension Three Things about Me

- Write three sentence beginnings on the board:
 - I live in ...
 - I live with ... I by myself.
- In my house, there is/are ...
- Finish the sentences with information about yourself. Draw a simple picture of your home and explain it as you go. Try to draw the things that you mentioned in your sentences.
- Ask students to do the same thing on their own. Make sure
- they know that the point isn't to draw well but to connect words with real life. Tell them they can draw their house however they want.
- Ask students to show their work and read their writing in pairs.
- Recap by having one or two stronger students share.

Preview

- Read the first item on the list (*tigers playing*). As a class, find the page where there's a picture of tigers playing (93).
- Put students in pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

🥑 **1.** p. 93 **2.** p. 99 **3.** p. 106 **4.** p. 108

Discuss

• Ask a student to read question **1**, or read it yourself and act out. Reply using the parts of the sentence: *I'm seeing students on campus.*



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

(Example answers)

- **1.** I'm seeing students on campus.
- 2. I want a hat. I can get it at the campus store.
- **3.** I have a desk, bed, and lamp at home.
- **4.** I like shrimp, but I don't like crab.
- 5. I can ski very well.

Teacher's Note Broadening Target Language

As the last module in the book, this is where students can start to branch out more. The range of what they will be expected to say will grow wider rapidly. Moving forward, be sure to give students a strong grounding in the fundamentally important language they will learn here, including new tenses and the verbs *want* and *like*.

Unit 7 Overview:

Study or Eat?

Lesson 1: Are you going to the cafeteria?				
Aims:	- Understand and use words related to activities on			
	campus - Use present continuous in <i>yes/no</i> questions - Talk about what people are doing			
Vocabulary:	More places and things on campus			
Grammar:	Present continuous tense			
Lesson 2: Ir	n the Library			
Aims:	 Understand and use words for things and actions in libraries Use <i>want</i> and <i>would like</i> to ask for things 			
Vocabularv:	Language used in the library			
Grammar:	want and would like			
Lesson 3: A	t the Cafeteria			
Aims:	 Understand and use words related to food and cooking Form questions using <i>what</i> and <i>what kind of</i> 			
Vocabulary:	Kinds of food and ways of cooking			
Grammar:	Questions with what and what kind (of)			
Lesson 4: A	t the Restaurant			
Aims:	 Understand and use words for things and actions in restaurants Form questions using <i>which</i> and <i>what</i> 			
Vocabulary:	Language used in a restaurant or with purchases			
Grammar:	Questions with <i>what</i> and <i>which</i>			
Lesson 5: A	t the Café			
Aims:	 Understand and use words for things in cafés and their costs Develop fluent use of how many and how much Distinguish between how many and how much 			
Vocabulary:	Food and prices			
Grammar:	Questions with <i>how many</i> and <i>how much</i> ; uncountable nouns			
Some Mod	ule 4 Goals in Unit 7			
 Understand and use numbers in prices Buy things in shops where pointing and gestures can support what is said 				

- Ask and answer questions about things shops have

Are you going to the cafeteria? Lesson 1

Aims				
	 Understand and use words related to activities on campus Use present continuous in <i>yes/no</i> questions Talk about what people are doing 			
Vocabulary				
	cafeteria alone / by himself	look for together	meal literature	snacks writer
Grammar				
	Present continuous tense			

Present continuous tense

Warm Up

Elicit the word campus from students. (Ask students where they are right now—classroom, where the classroom is, etc.) Ask students to think of things they do on campus besides take classes. Make a list on the board. Tell students that today they will focus on activities that people do on campus.

* Unit 7 · Study or Eat? *

Are you going to the cafeteria?

Model	Conversation

Lesson 1

Read the c		Brief note	
Samantha:		"Off to" is informal. It means going.	
Ethan:	Oh, hi Samantha. No, I'm not. I'm just going to the library Where are you off to?	/.	it means going.
Samantha:	I'm meeting Kelly and Philip for lunch.	100	NUMBER OF STREET
Ethan:	It's 3 o'clock. Are you having a meal together?		a supported to
Samantha:	No, just a snack. Anyway, come with us.	10	1.024
Ethan:	Sorry. I want a book for my African literature class.	86	19494
Samantha:	Oh, are you studying African literature?	100	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Ethan:	Yeah. I'm taking Professor Dayo's class. We're discussing Western African writers this month.	-	
Samantha:	That's great. Well, they're waiting for me. I should get go	ing.	

Ethan: All right. See you later.

Vocabularv

Listen to the conversation again. Then fill in the gaps with vocabulary words or phrases. @Track 72







Right now means at this exact time; nowadays means in the recent past and the near future.

Ethan and Samantha are discussing their plans. Samantha is off to the 💿 She's meeting her friends Kelly and Philip there. They're having a 🚯 together, not a 🖸 _ ... Ethan is going to the library 📵 He's 🖸 🗕 ____ a book for his African 🚯 ____ _ class.

About You

With a partner, answer the questions about what you're doing right now and nowadays

- How are you feeling?
- Is your English improving?
- Are you studying any other languages?
- Are you reading anything interesting lately? Are you living by yourself nowadays?

Teacher's Note Present Continuous for Future

Learners vary in how straightforward present continuous for future is for them. Be aware that it is used in the model conversation, but it shouldn't be taught or discussed at this level, except to say simply that we can also use be -ing about a very sure plan, usually with another person.

A Model Conversation O Track 72

- Transition by telling students they will read and hear a conversation where students talk about campus activities. Point out the picture to students, and have them predict what the people are doing.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions to check students understanding and get them to use the target language a little bit: What is Ethan doing today? (Meeting friends.) Where? (The library.) What is Samantha doing today? Where? etc. Try to phrase questions to use the present continuous rather than future.

B Vocabulary Track 72

- Look at each picture and say the word below it. Ask students to repeat. Ask students to explain what each word means, or at least demonstrate that they know by making an example sentence or giving contextually related words (for example, "eat" for cafeteria).
- After practicing each word, play the audio again.
- When ready, check answers to the vocab/comprehension activity below the pictures as a class or in pairs.

• Grammar

Present continuous tense

questions			
Be + subject + -ing?	Yes/No, subject + be (not) (+ -ing)	Subject + be + -ing	
Am I dancing well?	Yes, you are (dancing well). You're dancing very we		
Are you going home now?	No, I'm not (going home).	I'm not going home just now.	
Is Jessica studying history this semester?	Yes, she is (studying history).	She' s studying history.	
Are the children sleeping?	No, they' re not (sleeping) .	They're not sleeping. They're playing.	

Grammar Practice

Use be and the -ing forms of the verbs to make questions and answers.

		you a b	book?	A: No, I	
2.	run Q:	the dog	_?	A: Yes, it	_ in the park.
3.	speak Q:	speaking too loudly?		A: No, you	speaking too loudly.
4.	play Q:	those two	a game?	A: Yes,	chess.

Use the Language

What are they doing?

1. With a partner, look at the pictures below and say what the people and animals are doing.



- Student A, close your book. Student B, quiz your partner about all of the Group A pictures. Ask yes/no questions about what the people are doing. Can your partner remember? Examples: "Is Stella eating soup?" "Are the tigers sleeping?"
- Switch roles. Student B, close your book. Student A, look at your book and quiz your partner about the Group B pictures.
 - If students seem to be struggling with any of the words, give examples to clarify, or help place the word in a set (for example, *literature* is a school subject)

	a. cafeteria	b. snack	c. meal
	d. now	e. looking for	f. literature

C About You

Setup / Demo

Tell students that this activity uses the grammar from the lesson: present continuous. Model an exchange and write it on the board so that students have a model: *Is your English improving? Yes, it is. / No, it isn't.* Practise the exchange with one or two students. **Activity**

Ask students to do the activity in pairs. Monitor and give assistance, especially when it comes to *lately* and *nowadays*. Explain that these mean *now*, but over a long period of time. Give examples if necessary.

Feedback

Recap by asking students to report what their partner's answers were. You may wish to have students make sentences, but be content to ask yes/no questions (*Is John studying other languages?*) in third person and get a simple answer.

Extension Making Yes/No Questions

Go further in previewing the grammar by asking students to make three of their own simple questions using the vocabulary. Help by suggesting *Are you looking for*...? After students make the questions, have them ask and answer in pairs.

D Grammar

- Go over the table and practise the exchanges.
- Make it clear to students that this grammar is used for actions that are happening right now (in progress). Distinguish this from present simple. Also say that we use present continuous to describe the actions in a picture we are looking at.
- Be sure that students are saying the *-ing* on the end of the participles.
- Practise more freely by asking what students are doing right now. You can also act out simple things like *sitting*, *dancing*, *sleeping*, *reading*, etc., and have students say what you are doing.

🖪 Grammar Practice

- Do number **1** as a class. Using the word *read* as the action, show that the *be* verb and a participle form the present continuous.
- Then ask students to fill in the blanks individually or in pairs.
- When ready, check answers as a class.

>	1. Q: Are reading 2. Q: ls running	A: 'm not A: 's running
Key	3. Q: Am I	A: aren't
	4. Q: Are playing	A: they're playing

Teacher's Note Tenses

This is a lesson where students will build their familiarity with other tenses. Do your best to ensure that tenses remain clear in the students' minds, since tenses are very important in English. Reiterate as often as possible that the use of present continuous is for things that are happening now, in progress, not finished, etc. This tense is distinct from present simple, which is used for facts, recurring actions, and states.

✓ Check the Workbook

93 🔳

For further practice with present continuous in statements and yes/no questions, use Exercise 4 in Unit 7, Lesson 1 of the workbook.

Use the Language: What are they doing?

- Show students the picture of Stella. Ask them what she is doing (*eating salad*). Tell the students they will ask each other what the people or animals in each of the pictures are doing. Remind them to use *are* for plural subjects.
- Put students in pairs and have them do part 1 of the activity.
- Monitor to ensure accuracy or to provide vocabulary as students will encounter some language that hasn't been covered yet.
- Once students have talked about all the pictures, assign one student from each pair a letter, either A or B. Tell the students to study the pictures for their group.
- Have students follow the instructions for parts **2** and **3**, with each student closing their book in turn and trying to recall from memory what was happening in the pictures.

Extension Describe Your Own Picture

Ask students to do a similar activity to the previous one, but this time choose a picture that they have or that they can find on the Internet. They may try more than one picture and take turns. Recap by asking students to briefly show their picture to the class and explain what the people or animals in it are doing.

Lesson 2 In the Library

Aims - Understand and use words for things and actions in libraries - Use want and would like to ask for things Vocabulary In the library shelf librarian library card waiting list author call number title subject check out / borrow return look for reserve due date check-out date due on loan Grammar Simple present: want and would like, including would like contractions

Warm Up

Ask students where they would go if they needed a book for a short time. Elicit the word *library*. Ask students what else people do in the library. You may want to cover certain vocabulary words in advance because there is a lot of vocabulary in this lesson. Use context to quickly show what words mean (draw a process of *check out* \rightarrow *return*, or draw a book and list the information about it). Tell students they will learn words that are commonly used in libraries.

A Model Conversation Track 73

- Transition by telling students that they will read and listen to a conversation that happens in a library. Ask them to predict a few words they might hear, such as *book, check out, author*, etc.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions. What does Samantha need? (A book.) What's the title? (Things Fall Apart.) Does she get the book? (No.) Why not? (The library doesn't have it.) Etc.

Vocabulary Track 74

- Go over the chart with students. Read the words and ask students to repeat.
- Explain some of the difficult words by eliciting. Most of the words can be covered with an imaginary situation where a person visits the library. Elicit library by asking who they talk to when looking for a book, what word is used for the name of a book (*title*), what we need to show when we take a book (*library card*), etc.
- Put students in pairs. Ask them to fill in the blanks with the vocabulary words. Monitor and actively assist students.

2. librarian

4. title... author

- Check answers as a class.
- shelves
 checked out... due date
 due... check-out date

✓ Check the Workbook

For further practice with vocabulary related to the library, use Exercise 2 in Unit 7, Lesson 2 of the workbook.

C Vocabulary Comprehension **O** Track 75

- Demonstrate this activity by telling students to guess the word you are explaining. Say, "This is a person who works in a library." Prompt students to respond.
- Tell students that they will hear descriptions like this, and they should choose the correct answer.

Lesson 2 In the Library

A Model Conversation

Chil	Read the	conversation. Then listen.
29/14	Ethan: Librarian:	Excuse me. Could you help me find a book? Possibly. Which one are you looking for?
2 parts	Ethan:	I'm preparing for my African literature class, so I'm doing some research. I'd like a book called <i>Things Fall Apart</i> , but I don't remember the author's name.
1 P	Librarian:	It's Chinua Achebe. I'm just going to check the computer Oh, we don't have it right now. I'm sorry.
6	Ethan:	Oh dear! Well, can I reserve the book? I'd like it by Wednesday. I want it before the first day of classes.
	Librarian:	I can put you on the waiting list. Until then, would you like a

irian: I can put you on the waiting list. Until then, would you like a study guide for the book?

B Vocabulary

Read the words and phrases. Fill in the gaps below. Then listen. @Incertal

		-1 - 10	
	Things in	the library	
librarian	shelf (shelves)	library card	waiting list
	Book in	formation	
title	subject	author	catalogue number
	Ac	tions	
check out / borrow	return	look for	reserve
Stat	uses	Da	tes
due	on loan	due date	check-out date
 When you want help. The book you want is The of r At our library, a book 	ny favourite book is M	w. The is 2	is Leo Tolstoy
Vocabulary Compreh		to the library For oac	h question below

Listen to the descriptions of words related to the library. For each question below choose the word that best fits the description:

	1.	subject due date	b. library card d. shelf		waiting list due date	b. su d. ca	bject talogue number	
	2.	author catalogue number	b. subject d. title	4.	reserve borrow	b. lo d. re	ok for turn	
l I								

- Play the audio. Monitor to make sure that students are answering, and pause the audio if they need time.
- Put students in pairs and ask them to check each other's answers.
- Play the audio one more time if necessary. Then, check answers as a whole class.

🥑 1.b 2.b 3.d 4.d

Extension We Don't Have It

- Ask students to think of a book that they want to check out from the library. Have them note all the details of the book they can think of. They may look up the information they need.
- Put students in pairs.
- Have students ask their partners if they have the book. The partner has to say they don't have it, give a reason, and say when they expect the book back.

D Grammar

- Go over the table with students. Explain that *want* and *would like* mean virtually the same thing, but *want* is a simple feeling, and *would like* is basically a polite way to ask for something.
- Note to students the difference between third person verbs and verbs used with any other subject. This should be getting familiar, but it is always good to remind students as this is a very common mistake for most learners.

Brief note We use would like when we want something, but we don't use wouldn't like when we don't want something

want and would like

affirmative						negat	ive		
I / You /	We / They	want		ice cream.	I / You / We / They don't want these sh		these shoes.		
He /	She / It	wants		a toy.	He / She / It doesn't want		sugar.		
I / You / We / They / He / She / It would like some coffee. (See the		(See the bri	ef note	above.)				
The short form of would is often used: I'd like ice c				: I' d like ice ci	ream. / We'd	like son	ne coffe	e.	
					nd answers				
Do I/you/we/they want ice cream			ice cream?	Does	he / sł	ne / it	want	some coffee?	
Yes, do. / No, don't.				Ye	s, (does. /	No,	doesn't.	
Would I / you / we / they / he / she / it			like		S	ome coffe	e?		
	Yor would /No wouldn't								

Grammar Practice

Fill in the gaps using a pronoun, want, or would like. For some questions, more than one answer is possible.

1.	Isabelle and Esther are hungry	some spaghetti.
2.	Peter is not thirsty.	any water.
3.	1	a book about Columbus. I need it for my history class.

4. They ______ coats because it is very hot today.

Fill in the gaps to make questions and answers.

5.	Q:	Nancy and Owen want chicken?	A: Yes, they	
6.	Q:	want new shoes?	A: No, I	
7.	Q:	she like an umbrella?	A: Yes, I'm sure she	
8.	Q: Do we all	soup with dinner?	A: No, David a	salad.

Use the Language

In another place

Now imagine that you and your partner are at the beach, the supermarket, or the bookshop. Practise asking your partner what he or she wants or would like. Then report your partner's answers to the class.



95

- Ask students to read the example sentences aloud.
- Practise more freely by making a few sentences as a class.

🖪 Grammar Practice

- Do number **1** as a class (*They want / would like*). Explain that students need to fill in the blanks to form a correct sentence with *want* or *would like*. Remind them that this is freer than most grammar practices and there will be more than one possible answer.
- Then ask students to fill in the blanks individually or in pairs.
- When ready, check answers as a class.



- For the second part, do number **5** together as a class once again (Q: *Do* A: *do*).
- Then ask students to fill in the blanks individually or in pairs.
- Help with number **6**, as student must add the subject of the question themselves (*you*).
- When ready, check answers as a class.

	5. Q: Do 6. Q: Do you	A: do A: don't
Key	7. Q: Would 8. Q: want	A: would A: we don't wants / would like

✓ Check the Workbook

For more practice with *any* in questions, use Exercise 3 in Lesson 2 of the workbook.

🗗 Use the Language: In another place

- This is a rather free activity that allows students to choose what they want to talk about. Demonstrate by saying you are at the beach and you want a glass of ice water. Encourage students to ask for more information.
- Put students in pairs and have them follow your example for each of the pictures. Again, encourage students to ask for more information using *wh*- questions. Assist students in coming up with the vocabulary they need in order to say what they want to say.
- Recap by asking students what their partner wanted in one of the three situations (*Where is Rachel? She's at the supermarket*. *What does she want? She wants bananas*.)

Extension What You Really, Really Want

- This is an extension of the previous activity, but it allows more input from students.
- Begin by asking the students to list situations that they don't like, find unpleasant, etc. Start the brainstorming for them by writing things like *I have a test, the weather is hot, I'm sick,* etc. on the board. Write all the suggestions as independent clauses.
- Tell the students that they can put *when* before the clauses to say what they want in that situation.
- Write a scaffold on the board: I really want ... when ...
- Have students work in pairs and make sentences using the board material.
- Recap by asking students to report some of their partner's sentences using third person.

Lesson 3 At the Cafeteria

Aims				
	 Understand and use words related to food and cooking Form questions using what and what kind of 			
Vocabula	ry			
Food and	cooking			
pasta	drink/beverage	meat	noodles	
stew	fruit	soup	stir-fry	
cook	bake	boil	chop	
Grammar				
Questions v	vith <i>what</i> and <i>what kin</i>	d (of)		

Warm Up

Ask students where they usually eat lunch. If the university has a cafeteria, elicit the kinds of foods they have from students and write them on the board. Otherwise, ask students what they most often eat for lunch and where they eat it. List the foods and locations on the board. Explain that students will learn words for foods that are normally served in school cafeterias.

A Model Conversation Track 76

- Transition by telling students that they will read and listen to a conversation that happens in a university cafeteria. Tell the students that Ethan and Kelly are talking about the types of food.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions. What food is the cafeteria serving? (Salad, noodles, meat stir-fry, and soup.) Does the man like the soup? (No.) Does he like the stir-fry? (No.) Etc.

Teacher's Note Basics of Food

This is the first lesson that covers only food-related vocabulary. Try not to get carried away with explanations of specific kinds of food, and rather focus on giving students a solid foundation in basic food types, such as meat, pasta, bread, salad, etc.

_ _ _ _ _ _ _ _ _ _ _ _

Vocabulary Track 77

- Look at each picture and say the word below it. Ask students to repeat. Ensure comprehension by asking students to say related words, similar foods, places where they can eat these foods, etc. The four words in the bottom row are related to cooking.
- Explain that *cook* is a general word that means *prepare food*, while the others are actions that might be part of cooking. Ask students to explain what each word probably means based on the picture.
- After practicing each word, play the audio and have students repeat. Monitor pronunciation.

✓ Check the Workbook

For further practice with *want* vs. *would like* and *what* vs. *what kind of*, use Exercise 4 in Unit 7, Lesson 3 of the workbook.

Lesson 3 At the Cafeteria

A Model Conversation Read the conversation. Then listen. @mack106 Samantha: Hi, Ken, Where's Philip? He's studying for an important test. Ken[.] Samantha: Oh. Well, I'm hungry. What are they serving today? Let's see... It looks like salad or sandwiches here. There are Ken: noodles, stir-fried meat, and some kind of soup over there. Samantha: What kind of soup is it? lt's green. I don't know. Pea soup, perhaps. Ken: Samantha: Oh, I don't like that. What about the stir-fry? What kind of meat is in it? Ken: The sign just says "meat." I don't know what kind. Samantha: I like to know what kind of food I'm eating. Let's try the Chinese restaurant on the other side of the campus.

B Vocabulary

Read the words. Then listen and repeat. Stress



Now circle the kinds of food (or drink) and put a tick next to the methods of cooking. (Hint: stew and stir-fry are both foods and ways of cooking.)

Brief note

In questions, use *kind* and a singular noun when you want only one answer; use *kinds* and a plural noun when you want two or more answers. (The noun *food* is uncountable. See Unit 7 Lesson 5 to learn more about uncountable nouns.)

About You

Discuss food, cooking, and eating with a partner. Conversation starters:

- What kinds of food do you eat a lot?
- What kinds of food can you cook?
- What kinds of restaurants do you like?
 Write another question about food: _____
- Ask your partner the question.

G About You

Setup / Demo

First, ask students to write a question in the blank. If students struggle to think of something, help out by giving parts of questions on the board such as *favourite* or *do you not like*. Try to help students write these individually so there is a bit more variety in the questions.

► Activity

Put students in pairs. Ask them to discuss the questions, including the ones they've made. Model this with a student briefly. Help students get used to the idea of chatting and having more openended discussions.

Feedback

Recap by asking students for their partner's answers. Ask what questions the students wrote in the blank. Ask how their partner answered.

Extension I Think I'll Have Soup Today

- Tell students that you've talked about what they often eat for lunch. Tell them to imagine that they can have whatever they want. What would they like? Ask them to prepare a few things to say.
- Put students in pairs. Have them ask each other, "What would you like for lunch?" Tell them to answer this question also using *would like*.
- Recap by going around the room and finding out what everyone's ideal lunch is.

Grammar

	W	hat?	
	n have general answers (/ B: <i>It's an apple.</i>). Sometim	A: What is it 7 B: It's a piece	
	11 .	kind of?	
What kind of asks for a	description or for more in	nformation. The answer ca	an be a description, or it can
be a kind or type of thi	ng. For example, there are	e many <i>kinds</i> of fruit. App	les are one kind.
	example ques	tions and answers	
A: What do you want to eat?	B: I want soup.	A: What kind of soup do you want?	B: I want chicken soup.
C: What is that?	D: It's an animal.	C: What kind of animal is it?	D: It's a squirrel.
E: What are you reading?	F: A magazine.	E: What kind of magazine?	F: A fashion magazine.
2. Q: A: I	something to drink.	5. Q: A: ? 6. Q:	
Use the Language Questions with <i>Wha</i>	t kind of?		
	stions below and ask yo re information. Take no		estions. Then use <i>what kin</i> nswers.
 Classes TV and films 	Not	es:	

Using your notes, write a paragraph about your partner

D Grammar

- Go over the first two sections of the table with students.
- Explain that *what* asks about things. Give examples, such as What's your name, What's your major, What's your job, etc.
- Explain that what kind of asks about types of things. Give more examples, such as What kind of food do you like, What kind of music do you like, What kind of clothes does he wear, etc. Give answers to these questions, if necessary, to illustrate the meaning of what kind of.
- Go over the remainder of the table with students.
- Note to students that if the noun after *kind of* is plural, the word kind itself should also be plural in most cases.

Grammar Practice

- Do number 1 as a class (Q: What kind of A: want... job). Explain that safe and easy describe a type of job, not a specific job. There are many jobs that are safe and easy.
- Then ask students to fill in the blanks individually or in pairs.
- Be prepared to give assistance and guidance because the blanks intentionally allow for a bit more freedom.

	 Q: What kind of 	A: want job
	2. Q: What	A: would like
Key	3. Q: kind of book	A: 'm reading
ž	4. Q: What kind of	A: He lives in
	5. Q: What	A: They're shopping
	6. Q: What kind of	

Use the Language: Questions with What kind of...

- Model what students are supposed to do on the board. For example, for Clothing and accessories, write the questions What kind of clothes do you wear and What kinds of shoes are you wearing. This will illustrate that students can use a variety of nouns in the category, and also use the tenses that they've learned so far.
- Let students work individually at first in order to give them time to think of some questions.
- Once every student has at least three guestions (not including your examples), put students in pairs. Tell them to ask and answer their questions. Encourage them to ask for more information.
- Recap by asking students to say one of their questions, who they asked, and how that person responded.

Extension My Favourite Genre

- Explain to students what the word genre means (type of book, movie, song, etc.). Tell them that genres are also answers to questions that use What kind of.
- Write songs, books, movies, and any other things you want to add (perhaps games) on the board.
- Ask students to ask each other What kind of questions using the genre words.
- Recap by asking students what kind of books / movies / music their partner likes. You could make it more interesting by checking if anyone has the same favorites.

Lesson 4 At the Restaurant

Aims				
- Understand and use words for things and actions in restaurants - Form questions using <i>which</i> and <i>what</i>				
Vocabulary				
At the restau	ant			
serve	order	greet	select	
seafood	dessert	salad	meat dish	
buffet	menu	server/waiter	item	
Grammar				
Questions with	what and which	ז		

Warm Up

Ask students if they like to go out to eat. Brainstorm a list of restaurants nearby. Focus this warm up on the process of ordering and the standard things in restaurants. Ask what students do when they sit down. (Order.) What do they look at? (Menu.) Who do they talk to? (Waiter/server.) Tell students they will learn words and grammar that are useful in restaurants.

Teacher's Note Gender Inclusion

The word *waiter* is on a long list of words that are becoming outdated because they are not necessarily gender inclusive. Some of these words (like *actor*) have become gender inclusive on their own, while others (*waiter/waitress*) may be waning in favor of neutral words, like *server*. Regardless, be mindful of gender inclusion and tell students to use a word like *waiter* to mean a female or male.

A Model Conversation Interack 78

- Transition by telling students that they will read and listen to a conversation that happens at a restaurant. Point out that there are three people. Two of them are from the last lesson (Ethan and Kelly, who wouldn't eat at the cafeteria). Ask students who the third person might be. Explain, if necessary, that hosts bring people to their seats, while servers bring the food.
- Ask students to read the conversation in groups of three.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions. Ethan and Kelly have a choice between something from the menu and the buffet. What do they choose? (Menu.) Where do they sit? (Near the window.) Etc. Again, phrase questions in present rather than future or past.

B Vocabulary Track 79

- Go over the chart with students. Read each word and have students repeat.
- The categories of words should be self-explanatory, but remind students if necessary that actions are things you do. The other things are nouns.
- Explain that menu and item often go together to mean something on the menu / a food you can order.
- If students seem to be struggling with any of the words, give examples to clarify or help place the word in a set (for example, seafood is a kind of food on a menu including fish, lobster, crab, etc.)

C Vocabulary Comprehension

- The goal of this activity is to help students solidify their understanding of the vocabulary words. It should be brief.
- Do number 1, as a class (serve).
- Use part of speech matching, process of elimination, or other hints to help students figure out the answers if they need help.

Lesson 4 At the Restaurant

Model Conversation

Read the conversation. Then listen. 🕢 Trace 201					
Waiter:	Welcome to Hunan Delight. We have a lunch buffet unt that, or do you want something from our lunch menu?	il 2.00 p.m. Would you like			
Samantha:	l don't know. Kelly, which would you like?				
Kelly:	I think I'd like something from the menu.				
Waiter:	Okay. There are a few tables free. Which table would yo	ou prefer?			
Kelly:	One by the window, please.				
Waiter:	How's this one?				
Samantha:	Perfect.	a long and the second			
Waiter:	Great. I'll just get you some water. I'll be back over to take your order shortly.				
Samantha:	Thank you. Wow, Kelly. There are so many things on the menu. Do you know what kind of food you want?				
Kelly:	I think I'd like some seafood.	NAME OF A DESCRIPTION O			
Samantha:	Which seafood dish?	100 B 100 B 100			
Kelly:	Maybe the grilled fish.				

B Vocabulary

Read the words and phrases. Then listen and repeat.

Act	tions	Kinds of food		ns Kinds of food Things in the restaurant				rant
serve	order	seafood	dessert	buffet	menu	item		
greet	select	salad	meat dish	waite	r (man) waitre	ess (woman)		

Steak is a kind of .

6. You can use many vegetables in a(n)

a plate and carry it to their table

10. Meet customers and welcome them

9. Many items on a table; customers put items onto

8. One thing on a list or menu:

C Vocabulary Comprehension

Fill in the gaps with words from above.

- Give food to guests: ______
 Decide what you want: ______
 A list of food or drinks: ______
- This person serves customers in a restaurant:

5. Fish is a kind of

In Your World

How does it taste? With a partner, arrange the food items according to their taste. Then discuss what kinds of food you prefer.





In Your World

- Do an example quickly by putting *popcorn* under the *salty* category. Ask students to do one or two more.
- Ask students to work individually to put the words in the categories. Monitor closely and give assistance.
- Put students in pairs. Ask them to compare their results with a partner's, but emphasise that differences in opinion are okay. For example, some people may say that *curry* is *spicy*, and they wouldn't be wrong. But it could also be *salty*.

	Sweet	Sour	Spicy	Salty
Key	chocolate, ice cream, cola	vinegar, lemon, lime	chilli peppers, curry, hot sauce	popcorn, crisps, peanuts

Teacher's Note Tastes of Food

Taste, even more so than colour, can be very subjective. Differences in perception are compounded by cultural and language differences. Let students decide what they think things taste like, but use your judgment to ensure that students have understood the taste words and what they refer to.

irammar Questions with <i>what</i> and <i>which</i>	Brief note Limit is used to reduce the answer you will get. For exam the question What do you want? has many answers; Whi shirt do you want? asks for a specific shirt.
does not limit the answer	limits the answer to certain choices or a category
What do you want? I want chocolate. What do you read in your spare time? I read my emails.	Which shirt do you want? I want the red shirt. Which book are you reading? I'm reading Oliver Twist.
What do you usually watch?	Which TV show do you want to watch?

I want to watch The Jonathan Ross Show

Grammar Practice

I watch sport

Q

Look at the answers. Use the words in the box to make questions.

country serves	visiting which	does restaurant	want seafood	which you	what he	are
1. Q:			?	A: I'm v	isiting Por	tugal.
2. Q:			?	A: Som	e pizza.	
3. Q:				A: The	Seven Seas	Buffet.

Use the Language

Which do you prefer?

Look at the pairs of pictures. Write a word for each picture. Then find a partner. For each pair, tell your partner which one you like more. Give reasons.



Extension There's No Accounting for Taste

- Have students list three foods that they like. Tell them to
- think of special or rare foods they like, as they will have to get their partner to guess.
- Once they list three foods, put students in pairs. Have
- students describe the foods without saying the names of the foods. The other student has to guess.
- Continue as long as students find it interesting. Recap briefly by asking some students what their partner's favourite food was.

🖪 Grammar

- Go over the table with students. Make sure that students understand that *which* is used when asking for a choice.
- Give examples (Which colour of the rainbow do you like? Which member of [music group] is your favourite? Which Premier League team do you cheer for?) Note to students that these are all groups that are relatively small and therefore have choices.
- This can be hard to grasp, but don't let student get discouraged. See the teacher's note.

Teacher's Note *What vs. Which What* is used when there is an unlimited number of possibilities. *Which* is used when there is a limited number of choices. However, notice that in many cases, *what* can replace *which*. *(What/Which city do you live in?)* It depends on the

which. (What/Which city do you live in?) It depends on the size of the group in the speaker's mind. To be as helpful as possible, use examples with a very limited number of choices with which.

Grammar Practice

nple, ich

99

- Do number **1** as a class. Explain that countries are a limited set, so students can use *which*.
- Ask students to do 2 and 3 individually or in pairs.
- Help students with number **2** by asking them to think if pizza is one of a limited group, or if food is basically unlimited in variety. A question like, *How many kinds of food are there?*, can help clarify.
- When ready, check answers as a class.
 - **1.** Which country are you visiting?
 - 2. What does he want?
 - **3.** Which restaurant serves seafood?

✓ Check the Workbook

For further practice forming questions with and distinguishing between *which* and *what*, use Exercise 2 in Unit 7, Lesson 4 of the workbook.

C Use the Language: Which do you like more?

- Demonstrate how this activity is to be done by modeling an exchange on the board and then practicing a bit with students.
- Draw students' attention to the first pair of pictures. Write on the board *Which one do you like*? Below that, write *I like basketball*. Ask students what they would say to know more. Try to elicit a *Why* question.
- It may help to go through the pairs of pictures before starting the activity to make sure students have the words for each picture.
- Practise the exchange with students. Prompt them to ask you the questions so that you are coming up with the language to express preferences and reasons.
- Put students in pairs and ask them to do the same thing you just did and take turns. Encourage them to try to say whatever they can.

Extension Which One

- Tell students to think of more pairs of things they want to check preferences about. Things like soda flavors, chain restaurants, clothing brands, smartphone brands, types of shoes, modes of transportation, etc. all work well.
- Ask them to follow the same method as before, this time doing it using their own ideas.
- Recap by asking students what they talked about and which things they liked.

Lesson 5 At the Café

Aims

- Understand and use words for things in cafés and their costs
- Develop fluent use of how many and how much
- Distinguish between how many and how much

Vocabulary

Food and Prices						
coffee	tea	cake	pizza			
cup of tea	piece of cake	bowl of soup	bottle of wine			
cost	рау	expensive	cheap			
Grammar						
how many and how much						

Warm Up

Ask students if they like coffee. Ask them where they get good coffee (*café* or *coffee shop*). Ask what else is sold in cafés. Ask them how much each of these costs. Write a list of items and their prices on the board. Use quantity expressions (*cup of coffee*, not simply *coffee*). Explain to students that they will learn words that will be useful in coffee shops / cafés and how to talk about prices.

Teacher's Note Currency

Depending on what country you are in, currency may be harder to teach. Use what is comfortable for the students, but note that students only need to produce prices in dollars for the purposes of this book.

A Model Conversation O Track 80

- Transition by telling students that they will read and listen to a conversation that happens in a coffee shop / café. Ask students to predict what the people might order. Ask them to predict prices.
- Ask students to read the conversation in groups of three.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions. What is Samantha having? (An Americano.) Is it cheap or expensive? (Expensive.) What food do they talk about? (Chocolate cake.) How does it look? (Good.) Etc.

B Vocabulary OTrack 81

- Look at each picture and say the word below it. Ask students to repeat.
- For the top row, foods, ask students to make example sentences or show that they understand by saying where, when, or in what situations they would have the foods (e.g., party for *pizza*).
- The second row is quantities. Explain to students that we use these words sometimes when we order food or when we talk about the amount of the food. Ask students to come up with other examples for each quantity (*water, coffee, etc.* for *cup, pizza* for *piece*, etc.)
- The third and final row is related to price. Explain that *cost* is a verb. Students will already be familiar with the phrase *How much does it cost*?

G About You

Setup / Demo

Draw boxes on the board like the ones in the book. Tell students that you sometimes buy soup. Tell them that you happen to want coffee right now. Write *soup* under *buy* and *coffee* under *want*. Explain that the purpose is to come up with a lot of foods. Then ask students if soup is cheap or expensive. Tell them this is the question in part **2**.



B Vocabulary

Read the words and phrases. Then listen and repeat.



C About You

1. With a partner, make a list of things you sometimes buy and a list of things you want.



► Activity

100

Let students work individually at first. Ask them to fill the boxes with things they buy and things they want. Then, put students in pairs and have them ask each other the questions from part **2**. Feedback

Recap by asking each student to say one thing their partner buys or wants. Then ask them how much it usually costs.

Extension Everything Must Go

Ask students to set prices for everything they currently have on them. Once they've set all the prices, they can try to sell everything. If you want to make a game out of it, tell them that the person who makes the most money wins.

D Grammar

- Go over the table with students.
- Explain that some nouns can be counted but others can't. Make two lists on the board of nouns, including those from the table, in both categories.
- Explain that we use *how much* to ask about amounts for uncountable nouns and *how many* to ask about numbers for countable nouns.

D Grammar

Questions with how many and how much; uncountable nouns

how many	how much	units	Units generally
We use how many to ask about items that can be counted. Few is the opposite of many.	sk about items that can e counted. <i>Few</i> is the be counted. <i>Little</i> is the		occur in this structure: number or article + unit(s) + ofl+ item Remember, the item
Examples: birds, fingers, restaurants, children, books	aurants, children, money, pasta, cake		is singular but the unit can be plural, depending on the word(s) before it. For example, we say
How many birds?	How much water?	How many bottles of water?	a cup of coffee and three cups of coffee.

Printunto

Grammar Practice

For each question, decide which answer choices are correct and which are wrong. (Hint: More than one answer could be correct.) With your teacher, talk about why.

1.	How much do ye	ou have?	
	a. free time	b. library books	c. British money
2.	How bottles of v a. much	vater are you buying? b. many	c. little
3.	How many does	Hector have?	
	a. sisters	b. homework	c. cake

Use the Language

How much do you need?

- 1. Write down four things you want to do.
- Ask and answer questions about how much time, money, or energy you need to do these things.
- 3. You can answer using "a lot," "a little," "not much," or units.
- 4. Look at the things you want to do and at the pictures below. To do these things, what do you need besides time, money, and energy?



- Talk briefly about units, and remind students that this was covered in the vocabulary. Many uncountable nouns have standard "containers," or units, that can be used to count them. If you have time, expand the list of nouns to include an appropriate unit for each uncountable noun.
- Practise more freely by finding things around the room or thinking of random things and asking students to form how many/much phrases (pencils → how many pencils; water → how much water / how many bottles of water).

Grammar Practice

- Do number **1** as a class. Ask whether *much* is used with each of the given nouns. Then ask students to find the uncountable nouns of the three choices.
- Then ask the students to do **2** and **3** individually. Give assistance when necessary.
- When ready, check answers as a class.



✓ Check the Workbook

For further practice with countable and uncountable nouns, use Exercise 1 in Unit 7, Lesson 5 of the workbook.

Use the Language: How much do you need?

- Model this activity procedure by writing on the board that you want to learn how to speak Chinese. Ask students what you need. (*Time.*) Ask yes/no questions if necessary (*Do I need* money? Do I need friends? Do I need ...?) Once you elicit time, ask students How much time do I need? (A lot.)
- Write on the board that *many* and *few* are used for countable nouns, *much* and *a little* for uncountable nouns, and *a lot of* is for both. Emphasise that *a lot of* is the most useful. (This is because it works for countable, uncountable, negative, and affirmative, and it usually sounds natural whereas the other words tend to have some restrictions.)
- Ask students to write down four things they want to do. While they're writing, write *How* _____ *do I need*? on the board.
- Put students in pairs and have them ask and answer the question on the board about the activities they wrote.
- Recap by asking students what their partner's activities were, what they need to do them, and how much of it they need.

Extension Family Traits

- Practise quantities a bit more by asking students to work in pairs and make a list of things they have. They may want to look at past units where they've had to produce lists of belongings.
- Change pairs and have students ask each other how much or how many of each item they have based on whether it's countable or uncountable.
- Give assistance to help with quantities.
- Recap by asking students what their partner has, and *how much* or *how many* of it they have.

Unit 7 : Active Review

A Restaurant's Menu O Track 82

Ask students about restaurants in the area. Ask them what's on the menu. Ask them how much the items cost. Continue listing menu items and prices for a little bit, and then tell students that they're going to listen to people talking about a menu and then make their own menu.

Listen and Complete

Have students listen to the audio and fill in the blanks. Monitor and be ready to pause the track or play it again.

Key

e S Would you like, selecting our meals, don't want, on the menu, kinds of pasta, mood, What, How much, seventeen pounds, beef stew, which, We have, thirty-seven, serve, seafood, Please give us

Comprehension

Answer question **1** as a class. Put students in pairs and ask them to answer the remainder of the questions. Monitor and assist.

- 1. They are having trouble choosing what to order.
- 2. She wants something spicy.
- 3. She is not in the mood for pasta.
- 4. The lobster costs thirty-seven pounds.
- 5. (Answers vary)

Design a Restaurant's Menu

Application

First, ask the pairs of students to design their own menus with some items from the dialogue and some items that they think of. Remind them to include prices. Then, change pairs and ask students to order something from their new partner's menu.

Feedback

Recap by asking students what they put on their menu, and what their new partner ordered from it.

C Reminder: Some Module 4 Goals in Unit 7

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

Listen to a conversation between a waiter and two customers. Fill in the gaps with the words that you hear. $\ensuremath{\textcircled{}}$

Active Review

Waiter:	to or	
Mr Jones:		My wife would like
		anything spicy, but I would like some seafood
Waiter:	All right, I'm happy to help. First, we	have three items
	that are spicy. We have many	The Arrabbiata
	spaghetti is very good.	
Mrs Jones:	I'm not in the for pasta	else do you have?
Waiter:	We have a spicy stew, and chicken wi	ith chilli.
Mrs Jones:	do they cost?	
Waiter:	The chicken with chilli costs	The stew is fifteen pounds. It's a
	, and it's very sp	icy. Do you know you would like?
Mrs Jones:	I think I want the stew.	
Waiter:	Very good. And now for the seafood	many kinds. There's the
	lobster	
Mr Jones:	Is that expensive?	
Waiter:	It's pounds.	
Mr Jones:	What other kinds of seafood do you	?
Waiter:	We have pasta and—if you	u look at your menu here—this grilled fish with
	lemon is very good.	
Mr Jones:	Is it a salty fish?	
Waiter:	It's a salty fish, yes.	
Mr Jones:	I like that.	the spicy beef stew and the fish with lemo

Answer the following questions about the conversation above.

- 1. Why does the waiter help Mr and Mrs Jones?
- 2. What kind of food does Mrs Jones want?
- Why doesn't she order the pasta?
 Which is the most expensive item, and how much does it cost?
- Which is the most expensive item, and now much does it costs
 Which item would you like to order, and why?

B Design a Menu

Find a partner. On a separate piece of paper, design this restaurant's menu.

- Use all of the items from the conversation, and add some items of your own
- Include prices for each item.
- When you finish, play the roles of waiter and customer, and try ordering from the menu you designed.

C Reminder

Some Module 4 Goals in Unit 7

Put a tick (/) next to the things you can do.

Buy things in shops where pointing and gestures can support what is said
 Ask and answer questions about things shops have
 Describe what you like and don't like

Prepare

Do you want to be a customer or a sales assistant? Choose one role. Then find a partner who wants the other role.

Read to Speak

Look at the boxes below. Prepare for your role as a sales assistant or a customer.

	Clerk				
• Write in a price be	Choose three books. Your store does not have those books. Put an X1through their titles. Write in a price between £7.50 and £40.00 for each book. Do not show your final list to your partner.				
Title Author Kind of book Price Other information					
War and Peace	Leo Tolstoy	Novel		Russian literature	
Things Fall Apart	Chinua Achebe	Novel		African literature	
A History of Britain Simon Schama History book Subject: British History					
A Little History of the World Ernst Gombrich History book Subject: World history, Easy to read				Subject: World history, Easy to read	
The Road to Wigan George Orwell Sociology You want it for a history class.				You want it for a history class.	
The Life of Elizabeth I	Alison Weir	Biography		Elizabeth I was Queen of England 1558-1603	
Lives of the Artists	Giorgio Vasari	Biography		Subject: Leonardo da Vinci, Michelangelo, and other artists	
Against the Odds	Against the Odds James Dyson Autobiogra- phy James Dyson started the Dyson vacuum cleaner company.				
		Customer			
 Select three books Select one kind of 				e space below.	

 Select one kind of book you want more information about. You do not know the price of any books until you ask your partner. 		
	What you know about this book:	
1. Title: Author:		You know the title and author.
2. Title:		You know the title only.
3. Author: Other information:		You don't remember the title.
4. Kind of book:		You want to know the titles of books of this kind.

Practise Speaking

Use the information from part B to role-play a conversation between a customer and a clerk in a bookstore. Continue until the customer uses all of his or her information from part B. Then practise again.

Now Speak

Stand up in front of the class with your partner. Role-play your conversation, asking about only two books. After all the pairs finish, discuss these questions:

- A. Which pairs were fast? Did they make many mistakes?
- B. Which pairs didn't make many mistakes? Were they fast?

Fluency

Warm Up

Ask the students if they know of any bookstores nearby. Briefly discuss these bookstores. What kinds of books do they have? What else do they have? What are the prices like? Write the names of the bookstores and the information students give you about them on the board.

A Prepare

Tell students they are going to practise being clerks at their own bookstores. Ask them to choose the role of clerk or the role of customer. Ask students to find a partner with the other role. Students may have to change roles in order for there to be an equal number of both roles.

B Read to Speak

- Help students set up the activity. They should cross out three books of their choice and write prices for the remaining books.
- Ask comprehension guestions to make sure students have understood the other information about the books. (What kind of book is In Cold Blood? Who wrote Things Fall Apart? What's the title of Walter Isaacson's book? Etc.)
- Let the clerk students work individually to write in the prices.
- Encourage clerks to read all the information for the books they have and be ready to talk about the books with their customers.

• Let the customer students work individually to choose a book from the list that they want. Ensure that customers fill out all the information and are ready to use it in a conversation.

C Practice Speaking

- Tell students to work with their initial partner and ask and answer questions to see if the clerk has the customer's desired hook
- Tell students to keep looking for new partners until they find someone who has the book they want at the desired price.
- Encourage customers to use all the information about their book in the conversation. Likewise, encourage clerks to ask as much as possible about the book the customer is looking for.

Now Speak

- Put students in pairs.
- Ask each pair to role-play the conversation for the class.

Feedback

- Ask students for positive feedback in response to questions A and **B** in section **D**. Who do we think was fastest? Who do we think made the fewest mistakes?
- Use this discussion to transition into a discussion of how speaking faster means you will be less accurate and being more accurate means you'll be slower.
- Explain to students that fluency is being able to speak and understand fast. This should be their goal rather than being 100% accurate all the time. However, students should also be told that losing too much accuracy will make it so people won't be able to understand them.

Unit 8 Overview:

Away from School

Lesson 1: Going Home				
Aims:	- Give your address - Use present continuous forms - Ask and answer basic questions			
Vocabulary:	Modes of transportation			
Grammar:	Present continuous in information questions, including subject questions			
Lesson 2: C	on the Way			
Aims:	 Describe everyday signs Make rules for situations such as in the classroom and in the home Join simple phrases with words such as or 			
Vocabulary:	Everyday rules			
Grammar:	Negative imperatives; conjunction or			
Lesson 3: A	rriving Home			
Aims:	- Describe where you live - Join simple phrases with words such as <i>and</i> and <i>but</i>			
Vocabulary:	Rooms/items in the house			
Grammar:	Conjunctions and and but			
Hobbies at	Home			
Aims:	 Describe what one likes and doesn't like Talk about hobbies Ask questions about hobbies 			
Vocabulary:	Hobbies			
Grammar:	Simple present: like in statements and questions			
Lesson 5: D	vinner Time			
Aims:	 Describe what one can and can't do Ask simple questions about what people are able to do 			
Vocabulary:	Activities at home			
Grammar:	Simple present: <i>can</i>			

Some Module 4 Goals in Unit 8

- Very simply describe where one lives
- Join simple phrases with words like and
- Describe what one can and can't do

Lesson 1 Going Home

Aims				
- Give your address - Use present continuous forms - Ask and answer basic questions				
Vocabulary				
Modes of Tra	insportation			
on foot bike	taxi motorbike	car	underground	
Address				
street	house	flat	address	
Grammar				
Present contin	Present continuous in information questions, including subject			

Present continuous in information questions, including subject questions

Warm Up

Draw students' attention to the title of the lesson: Going Home. Ask what ways we can get home. Direct this discussion toward modes of transportation and taxis in particular. If necessary, act out getting into a taxi with a student. Make a point to give an address, and ask about prices and time to destination.

* Unit 8 · Away from School *

```
Lesson 1
                    Going Home
                             A Model Conversation
                             Read the conversation. Then listen. @Irack 83
                            Student: Taxi! Thanks for stopping
                             Taxi driver: No problem. Where are you going?
                             Student: To Oxford Road. The address is number 12 Oxford Road.
                             Taxi driver: Is that a house or a flat?
                             Student: It's a house. Roughly how much will it cost to get there,
                                        and how long will it take?
                             Taxi driver: I can't say for certain. It's really going to depend on the
                                        traffic. So, are you a student?
                             Student<sup>.</sup>
                                        Yes Lam
                             Taxi driver: What are you studying?
                             Student: I'm studying business and maths.
    Vocabulary
    Listen to the conversation again. Then fill in the gaps with vocabulary words.
    Taxi driver: Hi. Where are you going?
                                                                   What's your address?
    Student: I'm going to Oxford 1
    Taxi driver: What's your 🕗 🔜
   Student: My address is 🖲 _
    Taxi driver: Is that a 🕘 _
                                      _ or a 🚯
```

Now find a partner. Take turns being the taxi driver and the student. Then try again with your own address.

Vocabulary: Modes of transpo How are you getting (home, to se		tc.)?	In London the subway is known as the underground or tube.
Going now		Go	ing later
l'm in a taxi, car, etc. l'm driving.	I'm going on foot.	l'm goi etc.	ng by bus, underground, taxi,
I'm on a bus, the underground, etc.	I'm walking.	I'm tak	ing a bus, underground, taxi,
I'm on foot, my motorbike, my bike, a horse, etc.	I'm driving.	l'm tak etc.	ing my car, motorcycle, bicycle

A Model Conversation Track 83

- Transition by telling the students that the model conversation is an example dialogue between a taxi driver and customer (giving directions).
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- Ask students what the student in the conversation studies. (business and maths).

B Vocabulary Track 83

- Look at each picture and say the word below it. Ask students to repeat. Ask students to explain, in their own words, what each vocabulary word means. Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding.
- After practicing each word, play the audio again.
- When ready, check answers to the activity below the pictures as a class or in pairs.

Key	1. Road 4. house	 address flat 	3. number 12 Oxford Road

✓ Check the Workbook

For further practice with this vocabulary, use Exercise 1 in Unit 8, Lesson 1 of the workbook.

G Vocabulary: Modes of transportation

• Write the question How are you getting home?

Present continuous in information questions, including subject questions

present continuous in information questions				
Information questions are sometimes called <i>wh</i> - questions. They ask for details. The answer is never just yes or <i>no</i> .				
information question	complete sentence			
What is she studying? Business and maths. Where are you going? To Oxford Road. How are you doing? Fine. When are we going home? Soon.		She is studying business and maths. I'm going to Oxford Road. I am doing fine. We are going home soon. estions		
One kind of information question is a subject question. Subject questions ask about the person (or thing) that is doing the action. These questions often start with who or what.				
subject question	short answer	complete sentence		
Who is studying business?	Cathy. / Cathy is. (Cathy is the subject ; we know what Cathy is doing from the question.)	Cathy is studying business.		

Grammar Practice

Fill in the gaps with words from the box to make questions and answers.

	about what	going thinking	is going	where what	who I'm	is reading
1.	Q:	are you	?		A:	to maths class.
2.	Q:		sitting nex	t to you?	A: Mike	That's his desk.
3.	Q:	are you			_?	
	A: About lun	ch—I'm hungry!				

4. Q: ______ she _____ right now? A: A new book. She says it's good.

Use the Language

What are they doing?

With a partner, discuss the people's names and what they're doing. Then tell your class. Does everyone have the same story as you?



- Draw on the board to elicit *on foot, by taxi, subway, bus, car, bike,* and others relevant to possible modes of transportation for students.
- Ask students if we use *going*, *taking*, *driving*, or *riding* for each mode of transportaiton.
- Read through the table of verbs and modes of transportation.
- Check understanding using miming to elicit correct verbs and transportation. Ask students to mime transportation types and elicit responses in pairs if further practice is necessary.

Extension How Is the Class Getting Home?

- Tell students to find out how class members are getting home.
- Tell students to compare results in pairs when they are finished.
- Discuss the results as a class when everyone has finished. Ask students about the results: Where are students catching a train? Who is taking the subway? Why is nobody walking home? Etc. And so on.
- Ask students to imagine the teacher is another person in another part of the city/town. For example: 'a banker in the city centre' or 'a shop worker in a shopping mall'. Ask them to say how the person is getting home.

D Grammar

- Briefly go over the table, practicing the exchanges. First ask students for complete sentence answers and then short answer forms.
- Draw students' attention to the changes in *be* forms with different subject pronouns.

- Check for understanding by using people in the room and asking students to say the correct pronoun and *be* form.
- After going over the table, point out the word order for: questions (question word + be + S + -ing verb); and answers (S + be + -ing verb)
- Ask students about possible contraction forms in answers.
- Ask students to practise questions and answers in pairs. Tell them to use complete sentence answers and then short answers.

Teacher's Note Present Continuous vs. be

- Point out the questions asking about the situation now. We use the present continuous form to do this.
- Don't get into describing the differences between the present continuous and simple present yet. That is addressed in book 2.

✓ Check the Workbook

For further practice with continuous forms, use Exercise 2 and Exercise 3 in Unit 8, Lesson 1 of the workbook.

Grammar Practice

• Do number **1** as a class.

105

- Then ask students to fill in the blanks individually or in pairs.
- When ready, check answers as a class.

 2. Q: Who is A: is 3. What thinking about 4. What is reading 	

Use the Language: What are they doing?

- Ask students to look at the people in the pictures. Elicit some background information about them to set the scene: name, age, nationality, job, etc.
- Ask students to think of *wh* and *how* question words and write them on the board.
- Tell students to write five *wh* or *how* questions to ask the person in the picture. Encourage the students to write some questions using the present continuous form. They can use other forms in their questions.
- Students should write answers to their partner's questions.
- Finish by asking one or two stronger pairs to read their questions and answers for the class. Ask other students if they agree with the answers or if they have different answers.

Extension Asking Questions

- Remind students what it means to mingle. Elicit some situations where mingling is a useful skill, such as parties, conferences, etc.
- Tell students to mingle and ask people who they are and other follow-up questions. Encourage them to use the present continuous form in some of their questions.
- Model one interaction for the class:
- Hello. Who are you? I'm John.
- How are you doing? I'm fine.
- Where are you studying? I'm studying at the university.
- What are you doing here? I'm studying English.
- How are you getting home? By car.
- After students have mingled with a few other students. Ask them to remember what other students have said. They can discuss what other students said in pairs or write other students' answers.

On the Way Lesson 2

Aims

- Describe everyday signs
- Make rules for situations such as in the classroom and in the home - Join simple phrases with words such as or

Vocabulary						
Signs						
yield	enter	litter	parking			
stop smoking		litter bin				
Everyday ru	Everyday rules					
No smoking / Do not smoke No littering / Don't litter						
No eating or drinking						
Grammar						
Negative imperatives: conjunction or						

Warm Up

Draw a (humorous) made-up sign on the board, such as: no talking, don't wear hats, etc. Establish the idea of a sign and rules. Ask students what signs a tourist can see around their city/cities. These can include pictures / L1 words. Discuss what these mean for a tourist/someone visiting their country for first time.

Authentic Text: Signs

- Transition by telling the students the signs in the book are common signs in the US.
- Read each sign aloud.

- Ask students to repeat. Model pronunciation.
- Ask students to describe the first sign and say what its it means. Describe the concept of 'yield' to them with pictures.
- Put students in pairs to discuss the meanings of other signs.
- Ask different pairs to describe a sign and what the sign is asking people to do/not do.
- Finish by asking pairs to cover the words and guess/remember the meaning for each sign.

Extension How Many Places

- Ask students to work in teams/pairs. Students need to list as many places as possible (with a time limit) where each sign can be found.
- Teams/pairs get one point for a correct answer and lose one point for a wrong answer (answers that the class disagrees with).

- Read the first sentence to the class. Ask the class for the best answer using the pictures and words.
- Tell the students to write the correct words in the sentences.
- Tell students to check answers in pairs and then as a class.
- Ask students to suggest places where the signs can be found.

(ey	1. parking 4. smoking	2. Entry	3. litter	
Y	4. smoking	5. rubbish bin	6. give way	

✓ Check the Workbook

For further practice using words and phrases for signs, use Exercise 2 in Unit 8, Lesson 2 of the workbook.



Vocabulary

Read the words and phrases. Then fill in the gaps below.



Vocabulary in Context



Which signs can you see on your school campus? Where are they?

C Vocabulary in Context

- Ask students to write the meaning of each sign.
- Share and check answers as a class.

1. No Entry 2. No Littering / Do Not Litter 3. No Parking

Teacher's Note Sign Conventions

Point out that in many Western countries negative signs (don't / do not) are usually red or have a line through an action. Ask students what the conventions are for expressing this negative meaning in their country.

Extension What Do the Signs Mean?

- Ask students to work in teams/pairs. Students need to draw 5 signs that can be seen in their country. They can be traffic signs, street signs, school signs, etc. Their signs should have no words and be real.
- Put each teams' sheet of signs on the wall around the classroom.
- Teams/pairs should circulate and write the meanings of the signs (in English) of each sheet in the classroom.
- Ask each team to present the meanings of the signs to the class. Award points for correct answers and find a winner.

Grammar

Negative imperatives; conjunction or

On signs, sentences starting with *Do not* or *Don't* don't need a full stop (.), but when you write them, they need one.

Do not / Don't + verb Don't smoke; Don't drink; Do not litter; Do not enter No + -ing No smoking; No drinking; No talking; No parking The word on introduces a choice: Do you want coffee or tea7(Which one?) Let's watch TV or go to a movie. (not both) I want to play cricket, football, on rugby. (only one of them, not all three) With No and Don't, onjoins nouns and verbs: No dogs, cats, onother pets. No smoking ondrinking. Don't talk onmake noise. Don't smoke ondrink. Grammar Practice

Fill in the gaps with the correct forms of the verbs.

5 1			
1. No	or (talk, text)	3.	Do not here! (park)
2. Don't just	there.	4.	No,, or
	something! (stand, do)		(eat, drink, litter)
Now write the	correct words.		
5	smoking in this room!	6	work too much

Use the Language

Making rules

On a separate piece of paper, write ten rules for your classroom. Share your rules with classmates Then, with your class, agree on ten rules. Write the final list below

	Rules	
1.		
1. 2. 3. 4. 5.		
3.		
4.		
5.		
6. 7. 8. 9. 10.		
7.		
8.		
9.		
10.		

D Grammar

- Go through the negative imperatives sections in the table.
- Highlight the three forms: Do not + base verb / Don't + base verb / No + -ing verb
- Highlight the lack of subject in these phrases. This tells us it is a general command/rule.
- Elicit verbs in the base form / -ing verb form to highlight the difference

Teacher's Note Formality Do not vs. Don't

Point out that Do Not is used for emphasis. It highlights the importance of a rule. It is used more in writing but can be used in speech when the rule is very important.

Extension Changing Negative Imperatives

- Tell students to look back over the previous exercises and activities in this lesson to find uses of negatives imperatives used with signs.
- Ask students to write alternative versions of the same negatives using different negative imperative forms.
- Let students check in pairs as the teacher monitors and gives pairs feedback.

- Go through the conjunction *or* part of the table. Highlight the choice in each sentence and emphasize that only one option is possible (not both).
- Go over the use of or with No and Don't in the table. Show how or is used to list actions that are not allowed.
- Highlight how it joins nouns and verbs describing actions/things that are not allowed.

Teacher's Note Adding Items with or in Rules

- Point out how we use or to add information about rules.
- Do not eat or ... in class.
- Do not play football or ... in the street.
- Add more examples and elicit the second part of sentences
- from the class. Use the example sentences to come up with
- alternative verbs/nouns for the rules.

Grammar Practice

- Do the first sentence as a class.
- Ask students to work through the questions individually and check in pairs.
- · Ask individual students to write the complete sentences on the board.
- Elicit/discuss any corrections that need to be made as a class.
- Alternatively, write incorrect answers on the board and ask students to correct them. Then discuss.

	1. talking, texting	2. stand, do	1
¥	4. eating, drinking, littering	5. NO	Don't or Do Not

🗗 Use the language: Making rules

- Set the scene for this activity by drawing two simple, identical signs with someone eating. One sign has a line through it to show it is a negative.
- Under the heading of 'Good Class' ask students to choose which sign they think is the correct one. Ask them to write this idea in a sentence. No eating in class. Ask them to expand on this using or to add a similar action, such as drinking.
- This then forms the start of a list for rules for the classroom.
- Tell students to write 10 rules for the class for pairs.
- Ask pairs to come together to form larger groups. The new group must choose the 10 best rules.
- Each group must present/read its rules for the class.
- Ask the class to choose the 10 best rules. These can be given added meaning by producing a poster that can be referred to during future class sessions.

Check the Workbook

For further practice, ask students to complete exercises 2 and 3 in Unit 8, Lesson 2 of the workbook.

Extension New Rules

- Ask students to write out rules for their home that address things/actions that annoy them personally. They should tell the class / a partner about these.
- Alternatively, they can write new rules for society by imagining they are a new government.

Lesson 3 Arriving Home

Aims					
- Describe where you live - Join simple phrases with words such as <i>and</i> and <i>but</i>					
Vocabulary					
Rooms kitchen downstairs Items in house		upstairs house	home office / study bathroom		
TV chair	sofa table	bed mirror	window shower		
Grammar					
Conjunctions: and and but					

Warm Up

Draw a quick floor plan of a house or apartment. Write the names of the rooms at the side. Ask students to guess which room is which. Have each pair of students guess a room in the house. Then ask them to guess what items are found there and what actions happen there.

To make the warm up more interesting, tell students the home belongs to a celebrity. Choose a celebrity to connect with students, and then ask them what they think can be found in each room.

\Lambda Model Monologue 💿 Track 84

- Transition by saying that the text is someone describing the woman's house shown in the picture.
- Before reading, elicit predictions about the house number of bedrooms, number of people, house rules, where people eat, where people do homework, etc. Write some of the predictions on the board.
- Discuss possible new vocabulary items: homework, study, front door, loud music, etc.
- Ask students to read the paragraph.
- When students are done reading, play the audio.
- Ask students if any of their predictions were correct and mark the correct ones on the board.
- Ask students what information they remember from the text.

Extension Running Dictation

Use the text to do team running dictations. Divide the class into small teams. Each team chooses a runner who is told a sentence from the text and has to run to the board and write it accurately. The runner returns to listen to the next sentence and run to the board again to write it. This is repeated until the text is finished. The winning team is the one with the least errors in their written text and the fastest time.

Teacher's Note Word Stress

This lesson is an opportunity to introduce ideas about word stress. Demonstrate how each word has a stressed syllable. Let the students listen and mark the longer words. Check these as a class. Ask the students to read the text to each other.

B Vocabulary Track 85

- Look at each picture and say the word below it. Ask students to repeat. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Check answers as a class or in pairs.



Arriving Home

Model Monologue

Read the monologue. Then listen. 🕬 🛲 🕬

Sylvia: My house is small, but it's warm and comfortable. It has a kitchen, a living room, and two bathrooms. Upstairs there are three bedrooms, but there are only two people living here. The third bedroom is our study. We use it to do homework, watch TV, or just relax. There is no smoking in my house, and no parking next to the front door. We don't litter, and we don't play loud music. We eat downstairs, in the kitchen or in the living room. Sometimes I have a snack in my bedroom. I like my house. Do you like your house?



B Vocabulary

Read the words and phrases. Then listen and repeat.



C Vocabulary Comprehension

Where do people do these things? Fill in the gaps below with vocabulary words. There can be more than one correct answer, and sometimes you need prepositions or articles, too.

2. sleep 5. co	
z. sieep 3. co	cook
3. do homework 6. ha	have a shower

D In Your World

Ask about a partner's house. How many bedrooms are in it? How many bathrooms? Is there a kitchen? A living room? A study? Stairs? Is your partner's bedroom upstairs or downstairs? Are there any other rooms in the house? After you finish, tell your partner about your house.

- Add a little real-life practice by asking students to say if they have these things in their house. If so, ask them to describe them briefly.
- Ask comprehension questions about the paragraph. This can be done with books closed, listening to the audio, or simply from memory. (They have listened to the audio several times already.) Ask: What three words describe the house? How many bathrooms does it have? How many bedrooms does it have? How many people live there? What do they do in the third bedroom? Where do they eat? What are the house rules?

G Vocabulary Comprehension

- Read the directions as a class.
- Do number **1** as a class: *eat*. Elicit *in the kitchen*. Remind students that describing where something happens often involves a preposition.
- Have students complete the rest of the exercise on their own.
- Check the answers as a class.

	1. kitchen	2. bedroom				
Key	3. bedroom/livir	3. bedroom/living room/home office/study				
	4. bathroom	5. kitchen	6. bathroom			

✓ Check the Workbook

For further practice using *and* and *but*, use Exercise 3 in Unit 8, Lesson 3 of the workbook.

D In Your World

• Put students in pairs.
Grammar

Conjunctions and and but

and	
joins a list of two or more words	joins opposite phrases and ideas
burger, chips and cola work, study, and sleep	He was tired, but he kept studying. It was cold, but we went outside anyway.
joins related phrases or ideas	means except for
He's living in London, and he's learning English. It's very hot and sunny today.	Every student knows the correct answer but Mary. I like every subject but history.

Grammar Practice

Write $\mathit{correct}$ next to the correct sentences. Next to the incorrect ones, write the correct conjunction.

- He likes football, and his son does not.
 - __We want to go swimming, but it's raining 5. _____ They love to travel, but they're

but a drink

Everyone but Diego is here.

going to Africa next month.

Get me a sandwich, salad, crisps,

4

- right now.
- 3. _____ Carlos but Jorge are coming for dinner.

G Use the Language

Find the differences

Work with a partner. Find twelve differences in the sets of pictures. Make a list and share it with your class. Do any groups have anything on their list that you don't have on yours?



Quick Review

Look back at the brief notes in this module.

- 1. What is an informal way to say "going"? _____
- 2. List three things we can ride: _
 - Ask students to quickly skim the questions and think about their own homes.
 - Tell the students that one partner should ask the other person these questions and any similar ones they can think of.
 Encourage them to ask follow-up questions and to give as much detail as possible in their answers. Then they should switch roles.

🖪 Grammar

- Go over the table section by section. Model the sentences using your own ideas.
- Go through examples for joining a list of two or more nouns/ verbs. Ask students to talk about (food) *I like... and.... I* (sport) *I play..., ..., and....* Ask for more examples.
- Do the same with listing ideas using *and*: (free-time) *I read...*, and *I watch.... I* (shopping) *I go shopping in...*, Etc.
- Go through *but*, comparing with *and*. Show how items/ideas are in contrast/opposite in some way. Give more sentences to elicit personalised responses from students: *I like..., but I don't like..., but I don't have a..., but I don't have... /* etc.
- Go through the exception section with but. Elicit an exception in a group using sentences: *I like my classes but.... / I like every* day but... / etc. Let students discuss their exceptions and try to express their reasons.

Teacher's Note Using a Comma

We tend to use a comma before *and* in lists when there are three or more items. However, we don't use a comma if there only two items. We use a comma before and and but if it comes before an idea or phrase.

✓ Check the Workbook

For practice with *and/but*, use Exercise 1 in Unit 8, Lesson 3 of the workbook.

Extension Find Someone

- Ask students to write the following sentences.
 - I like apples, but I don't like bananas.
 - I like bananas, but I don't like apples.

I like apples and bananas.

- I watch movies, shows, and football on TV.
- I watch movies, but I don't watch football on TV.
- You can substitute food and media for other topics (school subjects / weather / days / etc.).
- Tell students to ask other class members what sentences apply to them and write their name next to those sentences. Then have them compare the results when they have finished. They should have the same names next to the different sentences.
- Discuss the results as a class.

Grammar Practice

- Do number **1** as a class.
- Ask students to mark the correct sentences.
- Tell them to correct the other sentences by changing one word.
- When ready, check answers as a whole class.

	1. incorrect – change and to but	2. correct
۹ ۲	3. incorrect - change but to and	4. correct
2	5. incorrect – change but to and	6. incorrect - change but to and

C Use the Language: Filling out a timetable

Setup / Demo

109

Draw two stick people. Make sure there are a few differences between the two. For example, one has a hat / umbrella / football / bag / skateboard / etc. Write two model sentences under the drawings: A has a..., but A doesn't have a.... / B has a.... and a..., but A doesn't have a....

Ask the students to talk about the differences between the drawings using the sentences.

► Activity

Tell the students to find the differences between the two similar pictures.

Feedback

Ask for differences from different pairs. Write down the sentences as they say them on the board. Ask for classroom feedback on which sentences are factually correct and grammatically correct (and/but).

✓ Check the Workbook

For more practice with *and/but* and house descriptions use Exercise 2 in Lesson 3 of the workbook.

🗓 Quick Review

- Ask students to look back through the unit and find the answers.
- Check answers as a class.

1. off to 2. (examples) horse, bicycle, bus, taxi

Lesson 4 Hobbies at Home



Warm Up

• Draw 5 to 10 simple items that are clues to activities on the board (e.g., a soccer ball). Elicit the activities and drill their names by pointing. Now, tell your students a story about what you do when you are at home. Use the activities you mentioned on the board, and mime them when you can. You can make up a story or use real information. Ask students if they can recall the story's sequence once the story is finished.

A Model Monologue 💿 Track 86

- Ask students to look at the picture and elicit what the man is doing. Ask the students to predict what other activities he likes. Write the predictions on the board.
- Tell students to read the text.
- Discuss possible new vocabulary items: relax, ride, exercise, jog, roommate, favourite, before, usually, other times, etc.
- When students are done reading, play the audio.
- Ask students if any of their predictions were correct, and mark the correct ones on the board. Ask students what information they remember from the text.

Teacher's Note Talking about Sequences and Habits

Point out to students that we can talk about sequences of actions using words and phrases such as: *first, then, before,* and *after that*. We can also use other words to talk about how often we do things, such as: *always, sometimes, other times, usually,* and *often.* We use them with the simple present to talk about things we do a lot.

✓ Check the Workbook

For further practice using *like*, use Exercise 1 in Unit 8, Lesson 4 of the workbook.

B Vocabulary: Hobbies Track 87

- Ask the students to look at the pictures and phrases. Model the pronunciation and ask the students to repeat.
- Let the students listen to the monologue one more time and complete the sentences.
- Ask the students to check answers in pairs and then check as a class.



Extension Finishing Sentences

Put students in pairs. Student A reads the text and stops at some point in each sentence. With his/her book closed, Student B tries to finish the sentence. The students then swap roles.

G Comprehension

- Tell students to read the exercise and than look at over the monologue again. Put students in pairs and have them follow the exercise's instructions.
- Ask comprehension questions about the paragraph. What does Andre like to do when he first gets home? What does he like to play? What does he listen to? Does he like to ride a bike or jog? Does he love reading or exercise? What does he always have with his roommates? What does he like to do after dinner? Does he like watching movies? When does he like reading? etc.
 - 1/2. When I get home from classes, the first thing I like to do is relax [✓]. I usually listen to music. Sometimes, after hearing the music, I want to play my guitar [✓]. Sometimes I ride my bike [✓]. I like exercise, but I don't like jogging [✗]. My roommate and I always have a big dinner. After that, we often play video games [✓]. Sometimes, we watch TV or a film [✓]. Before going to bed, I usually just read a book or magazine [√]. I love reading! It's one of my favourite things to do at home.
 - **3.** go to the cinema, meet up with friends [?]
 - **4.** [?], yes, Andre says he likes to watch films, but that doesn't mean he goes to the cinema.
 - **5.** [?], yes, Andre meets up with his roommate but doesn't say if he meets up with other friends often.
 - 6. exercise, read a book, eat a big dinner

imple present: like in statem	ents and questions	TV means television.
<i>like / don't like</i> + noun	like / don't	like + to + verb
I l ike books. She likes Chinese food. I don't like jogging. He doesn't like films.	l like to read. Does Amanda like to go sl Do you like to play video g Does Roberto like watchin	games?
When we really like something, we I like reading, but I love watchin When we really don't like somethin I like reading magazines, but I f	ng films! ng, we often say we hate it:	

Put the words in order to make sentences or questions. In the last blank, write your answer to the question.

1. and / writing / like / reading / l

2. to / doesn't / Pablo / sing / like

singing / he / hates

3. English / do / like / you / book / your

Your answer:

Use the Language

What are your hobbies?

- 1. List five hobbies below, on the left side. Use two from part B, and write three other hobbies that you know.
- Talk to a partner or in a group. Do people in your group like the hobbies on your list? Take notes about their answers below, on the right-hand side.

3. When you're finished, report your results to the class.

Five hobbies	Notes
1.	\$
2.	*
3.	-
4.	*
5.	Ŧ
	T

D Vocabulary in Context: Charades

- Ask the students to write down their favourite hobbies (three or more).
- Give assistance to any students that need it.
- Organise the students into small groups. Ask them to take turns acting out a hobby on the list. The other students should try to guess what they are doing by using the pattern *You are ...ing*. Model the activity by acting out a few activities for the class.
- After finishing, move students into new groups so they can continue the activity.
- Ask students to review the activity in pairs by recalling the hobbies in pairs.
- Elicit all the class hobbies and who does them.

🖪 Grammar

- Go over the table. Practise the statements with students using a variety of activities. Model the statements using your own preferences. For example, *I like* to... *I -ing. I don't like* to... *I -ing.* Go around class asking for sentences about what students like doing / don't like doing. List items on the board.
- Go through question form examples and structure. Let students ask the teacher about activities written on board.
- Let students ask each other about activities on the board.

Teacher's Notelike and loveBe prepared for students to ask about when we use I like
reading and I like to read. There is no difference – we can
use both. But like + -ing verb is probably more common. Also
point out that when we really like doing something we can
use I love ...ing I to ...

Grammar Practice

- Do number **1** as a class.
- Let students complete the other questions.
- Check the answers as a class. Ask a student to write the complete sentences on the board. Tell them to write the words in order by listening to the class consensus.
- Review the sentences and ask for alternative ways to write them (*-ing* verb or *to* + base form).
 - **1.** I like reading and writing (writing and reading).
 - 2. Pablo doesn't like to sing. He hates singing.
 - **3.** Do you like your English book?

Teacher's Note Pairs

We often talk about common pairs of items in certain orders, such as: reading and writing; fish and chips; burger and fries; cooking and cleaning; and brothers and sisters. These are cultural conventions.

✓ Check the Workbook

111

For further practice with *like*, use Exercise 2 in Unit 8, Lesson 4 of the workbook.

G Use the Language: What are your hobbies?

- Introduce the activity by asking everyone in the class if they like an activity. Make sure it is a little unusual/humorous so that it is unlikely to be used by students later. Add up the number of students and present the results using: *X* students like ...ing / to.... and *Y* students don't like ...ing / to....
- Tell students to write five hobbies they enjoy: two from the vocabulary section and three of their own.
- Put students in pairs or in a group. Students will take turns asking people if they like activities on their list. Students should take note of people's responses.
- Students will report their results to the class. Write the hobbies on the board and find the most and least popular hobbies among classmates.

Extension 1 Memory Game

- Ask students to write and say one thing they like doing and one thing they don't like doing. Model the sentences for the students.
- The next student should repeat what the student before them said (changing forms from *I* to *he/she*) without making any mistakes.

Extension 2 True/False Game

- Ask students one thing they like doing and one thing they don't like doing. One sentence should be true and the other false. Model the sentences for the students.
- The class decides which is true and which is false.

Lesson 5 **Dinner Time**

Aims

- Describe what one can and can't do
- Ask simple questions about what people are able to do

Vocabulary

Activities at home

make dinner/dessert use a barbeque clean the kitchen/living room do the laundry Questions and answers

cook vegetables/meat wash dishes

Can you cook? I can cook. / I can't cook.

Can she swim? She can swim. / she can't swim.

Grammar

Simple present: can

Warm Up

Ask students about food they eat for breakfast, lunch, and dinner. Brainstorm foods/dishes typically eaten for those meals in their countries. Explain how one simple dish is cooked, with support from actions and/or drawings. Ask the class about how other dishes are prepared.

A Model Conversation Track 88

- Transition by saying that the model monologue is about a student cooking dinner and doing other jobs at home. Draw students' attention to the picture and ask who the person is, what he is doing, what kinds of food he likes or cooks, what jobs does he do in the house. Make a note of student responses on the board.
- Ask students to read the conversation in pairs.
- Play the audio and listen to the conversation as a class.
- · Ask students to review their predictions on the board. Ask them to make additions and corrections as a class.

Vocabulary Track 88

- Go over the vocabulary in the pictures with students.
- Ask students to practise saying the words with a partner. Pairs can quiz each other by pointing to pictures and eliciting the correct words.
- Ask students to match items 1-5 with a-e.



Extension Question Dictation

- Ask some comprehension questions about the paragraph. The guestions can be dictated to the students if they are capable. Write the questions on the board if they are not. Students should be allowed to answer the questions with their books open.
- How many people live in the house? What can Jongwon cook? What can't Henry cook? Who can cook great meat? Who can make great desserts? What do they do after dinner? What is the house rule?
- As a lead in to the team cooking task to follow, ask the class what James, Jongwon, and Henry can and can't do.

Lesson 5 **Dinner Time** Model Monologue Read the monologue. Then listen. Indexes James: When we cook dinner at my house, we all help. Every person has a different job. I can cook vegetables, but I can't cook meat. I often burn it. One of my roommates, Jongwon, is Korean. He can cook meat very well! He usually barbecues it. My other roommate, Henry, can't cook meals, but he makes great desserts. We have big dinners—we eat a lot! After dinner, we do the dishes and clean the kitchen. We have a rule in our house: no moaning! After all that work, we're tired. We usually go to the living room and watch TV for a while. Brief note "A while" means a short time. But not too short—for a really short time, use a few seconds or a few minutes, Vocabulary Listen to the monologue again. Then match a vocabulary word on the left with a word or phrase on the right. Barbecue can be a noun or a verb. As a noun, it can be a kind of party or the thing you cook the meat on. As a verb, it means to cook food in a barbecue style. Grill can also be a noun (see the picture) or a verb meaning to cook on a grill. 1. laundry a. dirty clothes 2. moan • b. do . 3. barbecue • • c. grill 4. wash . d. cook too much ish the 5. burn • e. complain Brief note do/wash the

G In Your World

Setup / Demo

Write a vocabulary word on the board, such as grill. Then write I can before it. Tell students that you know how to cook things on a grill. Ask students to find other verbs in the vocabulary. Tell them they are going to write down the things from the vocabulary that they can do and how often they do them.

Activity

Ask students to use words from the vocabulary to write sentences like I can grill and I grill every week in the summer. Then, put students in pairs and have them say their sentences to each other. Tell students that they will report their partner's information to the class. Note any common mistakes with the target vocabulary to cover in a later correction stage.

Feedback

Recap by asking the students what their partners can do and how often they do it. Make simple questions. (What can you do? I can do laundry. How often do you do laundry? Every weekend.) If you noted any errors during the activity, briefly do an error correction on the board before continuing to the grammar.

🕑 Grammar

- Ask students to recall (again) what James, Jongwon, and Henry can and can't do. Write a list of their ideas on the board.
- Go over the table for can meaning people are able to do something. Highlight the form: can + base form. Do the same for can't.
- Go through the guestion form: Can + S + base verb



• Grammar

Simple present: can

can			can't	Brief note
Can means able to do	something.	Can't mea	ns unable to do something.	Questions beginning with can't are a
l can speak English. She can run fast. Birds can fly.		l can't speak He can't run People can't	fast.	little different from questions beginning with <i>can</i> . You can learn about these
	uestions: Can			questions later in the Blueprint series
Can you swim?	Can Ther	esa cook?	Can he write well?	

Grammar Practice

Fill in the gaps with can or can't.

- 1. I'm usually late to work in the morning. I just ______ wake up on time
- 2. I love this spaghetti, Mum. You _____ really taste the garlic!
- 3. He _____ play the guitar very well. In fact, it sounds awful!
- 4. Birds ______ fly, but many birds ______ also swim.
- 5. Felicia is a good student. She ______ speak English, and she ______ write it, too

Read to Write

Read the paragraph. Highlight the words you don't know. Discuss their meanings with your teacher or look them up in a dictionary.

Sometimes I like to eat breakfast food for dinner. I really like omelettes, so I can cook them really well. Do you know that you can cook an omelette on a grill? First, turn the heat to medium. Then grill your meat. I like bacon. I cook it on the grill, and then I put a frying pan onto the grill. I put butter into it, but you can also use oil. After mixing some milk, eggs, and pepper (you can add salt, too) in a bowl, pour it into the pan. Move the pan while the eggs cook. You can see when the omelette finishes cooking—it looks wet but the liquid doesn't move. Then I put the bacon on one side. I add cheese, fold the egg, and then add more cheese. You can sprinkle vegetables on it, too. Then enjoy!



113

Use the Language

A how-to paragraph

What can you cook? Write a short paragraph about how to cook it.

Check the Workbook

For further practice using *can* and *can't*, use Exercise 1 in Unit 8, Lesson 5 of the workbook.

Extension can and can't drill

Write some verb/activities encountered this unit, such as: ride a bike, cook desserts, make dinner, do laundry, clean the house. Elicit how to write the positive form (*I can ride a bike*), the negative form (*I can't ride a bike*), and the question form (*Can you ride a bike*?). Do this for each activity. Drill students on the sentences.

Tell students use the question form of activities to ask you questions. Answer students questions and encourage follow-up questions.

🖪 Grammar Practice

- Do the first question as a class.
- Ask students to fill in the questions and check in pairs.
- When ready, check answers as a class.

Ş	 can't can/can 	2. can	3. can't
¥	4. can/can	5. can/can	

✓ Check the Workbook

For further practice using *can* and *can't*, use Exercise 2 in Unit 1, Lesson 5 of the workbook.

Teacher's Note He/She with can

Point out the common mistake students make using *can* with *he* and *she*. We do not use 's' on the auxiliary verb or the main verb. Present a few sentences with additional mistakes (involving 's' on *can* and main verbs) to the class and ask them to correct the sentences as a class.

🗗 Read to Write

- Ask students to look at the picture of an omelette. Ask them if they know what it is. Tell them that they can find the word in the text and look it up in a dictionary if they don't know. Ask them if they know what the omelette is being cooked in (*skillet*). Again, illustrate that they can find the word in the passage and then look it up in a dictionary.
- Ask students to work alone and read the paragraph. Tell them to highlight words they don't know and look those words up in the dictionary.
- When everyone has finished reading, put students in pairs. Ask them to go over the words they didn't know together and make sure they came up with the same definitions.
- Briefly recap by writing some of the most commonly looked-up words on the board and making sure every student understands what they mean.

C Use the Language: A how-to paragraph

- Ask students what the paragraph from F explains (*how to cook something*). Ask students if they know how to cook anything.
 Write a few of the students' answers on the board. Briefly discuss as a class how the students make certain dishes.
- Tell the students they are going to describe how to cook something by writing a paragraph similar to the one in F.
- Give students time to write alone. Go around the room checking the students' writing for accuracy and ideas. Lend assistance if necessary.
- Find two or three students who are willing to share their paragraphs with the class. Ask them to read their paragraphs aloud. Talk about each paragraph as a class.

Extension Class Survey

- Ask students to write *Can you* questions for 3 hobbies/ activities. Let them decide on the hobbies/activities for their individual survey.
- Write a question on the board: *Can you swim/dance/play Angry Birds /* etc. Ask each class member the question and tally the results. Write the results using X (*number*) students *can..., but Y* (*number*) *can't...*
- Students ask other students their questions and add up the results. Tell them to present the results to the class. Use the results for further discussion if possible.

Unit 8 : Active Review

\mathbb{A} A House for Sale

Ask the students to look at the picture and predict what rooms and items they can find inside the house. Ask the students to identify what the text is (an ad). Tell the students to read the text and check their predictions. Tell the students to answer the comprehension questions. Check the answers as a class.



B Write an Ad

- Look at the ad again as a class. Ask students: What is for sale? What does the house have? Can you describe the house? Is the house near other things/places? Where is it? How can you contact Mr. Lopez?
- Answering these questions will give students a breakdown of what is required in the ad they will write.
- Tell the students to pretend they are selling their house and write an ad based on the model.
- Put students in pairs. Tell students to discuss their ads and note differences between their houses/apartments.

Optional follow-up: post the ads on the wall of the classroom and ask students to browse the ads. Students choose a place they like. Finish by asking students their housing preferences.

G Reminder: Some Module 4 Goals in Unit 8

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



Active Review

A House for Sale

Co	m	mII	ni	C2	łi	01	a
CU		пu		La	u	U	

Α	Warm Up					
	What comes next? W	rite <i>noun</i> or verl	Ь.			
	can	like			like to	
B	Listen for Informat	ion				
	Listen to the descript	ion of Donna. Th	nen	fill in the gaps. 🗃	Track 89	
	1. She	_ to play guitar.	4.	She likes to read a	ind to	
	2. She	_ run fast.	5.	She	cook.	1
	3. She	to watch TV.	6.	She	to eat.	



115

Interview Classmates

.. .

Interview four classmates. Ask one about three things he or she can do. Ask another about three things he or she can't do. Then ask two others about what they like and don't like.

wy classifiate	l
	2
can:	3
My classmate	1
	2
can't:	3
My classmate	1
	2
likes:	3
My classmate	1
wy classifiate	2
doesn't like:	3

Describe

Tell the class about one of your classmates, but don't say your classmate's name. The class will try to guess who it is.

Communication

\Lambda Warm Up

Ask students to look at the blanks on the page and the words next to the blanks. Start with *can*. Ask students if a noun or a verb comes after *can*. Ask students to suggest examples of things that could go in the blank and write them on the board. Continue to do the same with *like* and *like to*. Note that *like* is followed by a noun which could also be a gerund, but *like to* is followed by a verb. Tell students that are going to practise using these three words in interviews and descriptions.



B Listen for Information **O** Track 88

Ask the students to look at the picture and ask them who the woman is: *nationality? job? hobbies? age?* etc. Tell them to predict information about Donna by discussing the sentences with gaps. Ask students to listen and complete the information about Donna.

Š	1. likes	2. can't	3. doesn't like	
ž	4. watch films	5. can	6. loves	

G Interview Classmates

Students are going to interview another student about what he or she can do, can't do, likes, and doesn't like. Model the activity by telling students to ask you questions to complete the table. Ask a student to keep a note of your answers on the board. Now ask students to interview each other in pairs. Try new pairings as they may have asked similar questions to their usual partners.

Describe

Refer to the teacher's interview answers. Ask the class to make sentences about the teacher using the information.

Ask students to tell the class about the student they interviewed. They should not say his or her name. Ask the students to guess the person they are describing when they have finished.

Module 4 : Review

A Vocabulary

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

- 1. From Unit 8, Lesson 2, p. 106 (possible) No parking, give way, no smoking, stop
- 2. From Unit 7, Lesson 2, p. 94 due, on loan, check out, return
- 3. From Unit 7, Lesson 3, p. 96 cook, bake, boil, chop
- 4. From Unit 8, Lesson 1, p. 104 (possible) on foot, underground, ride a bike
- 5. From Unit 8, Lesson 3, p. 108 (possible) kitchen, bathroom, bedroom, living room
- 6. From Unit 8, Lesson 1+4, pp. 104, 110, (possible) house, flat, relax, play guitar

B Grammar

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

	1. is reading	2. Are/playing	3. don't	4. Do
	5. you like	6. What kind	7. Which	8. much
Key	9. many	10. getting	11. going	12. taking/going by
×	13. or	14. and	15. but	
	16. doesn't	17. can/can	18. can/can't	

A Vocabulary Remember and write... 1. ...four messages written on signs. 2. ...two library book statuses and two actions involving library books. 3. ...four ways of cooking food. 4. ...three ways of getting home. 5. ...four rooms in a house. 6. ...two types of houses and two hobbies people do in their houses. B Grammar Look back at the module. Fill in the gaps. 1. She ______ a book. 10. How are you _____ ____ home? **11.** I'm ______ by taxi. 2. _____ the boys ______ a game? 12. I'm ______ a bus. 3. | ____ want these shoes. 13. Would you like coffee ____ 4. ____ _____ you want to watch TV? tea? _____ a cup of coffee? 5. Would _____ 14. He likes reading _____ __ writing. 6. _____ _____ of food do you want to 15. Everyone ______ Helen is coming. eat? 7. _____ _____ shirt do you like, blue or 16. No, she _____ like cake. red? 17. She ______ speak English, and

Module 🕜 Review

- 8. How _____ money do you have?
 she _____

 9. How ______ kinds of food can you
 18. He ______
- name?

116

- 17. She ______ speak English, and she _____ write it, too.
- I8. He ______ read, but he _____ write.

C Chain Game: *I can...*

Play in groups or as a class. The first person says, "I can _____." The second person repeats and adds a new verb: "I can (first person's word) and _____." The third player says, "I can (first person's word) and (second person's word) and _____." etc. Play until you can't remember your classmates' verbs. Then try again.

D Shopping Role-Plays



Choose six food and drink items from Unit 7. Choose a price for each item. Work in pairs. Do **not** show your items and prices to your partner. Take turns "shopping."

Do you have...? How much...?

It costs... The price is...

Yes, I do / No, I don't...

Now work in a group of three. Take turns being a waiter and customers in a restaurant. Use words from Unit 7. Do you want...? Would you like...? I want... I'd like... Which kind...?

E About a Menu

Write two sentences and a question about the items on the menu.

	Chicken Fish	£10 £12	Salad Soup			£3 a cup £2 a cup	Cake Ice cream	£6 a slice £5	
	Steak	£15	chips	£3	Lemonade	£3 a bottle	Pie	£7 a slice	
	Stew	£8			Orange Juice	£3 a glass	Fruit	£8	
S	Spaghetti	£7			Milkshakes	£4 each			1.0
105.									3321
				_					

Chain Game: *I* can...

- If students are not already familiar with the chain game, demonstrate how it is played: Ask a student to say something they can do (*I can swim*). Now say *I can swim and cook*. Now ask another student to say they can swim, cook, and do one more thing of their choosing.
- Start the game officially and allow students to freely say things they can do. Encourage the students to see how long a chain they can make.
- At the end of the game, explain that this is done to help them remember that can is always followed with the base form of a verb (not a past form or a participle, or a noun).

Shopping Role-Plays

- Help students work through the instructions by example. Brainstorm food and drink items with the class. Write the phrases on the board and ask students to finish them orally.
- Put students in pairs. Ask them to take turns shopping using the phrases given. They can write out the conversations if it is helpful and if there is time.
- Monitor conversations and give feedback on language accuracy and other issues.
- Ask better pairs to perform for the class.
- Ask students to follow the same procedure for the second dialogue and give feedback when necessary to the class.

🖪 About a Menu

Setup / Demo

Set up the activity by eliciting basic themes in a restaurant and in a customer-waiter dialogue. For example, include things like cost, want, would like, what kind, price, and taste. Elicit questions and statements associated with these food ordering themes from the unit, including:

What kind of... is it?

I'm going to try...

Would you like/want...?

Do you know what you want?

How does it taste? It tastes...

What do you want?

Which dessert do you want? I want...

What would you like? I'd like ...

How much is it? X costs ...

Discuss who asks the questions and who gives the answers.

Activity

- 1. Ask the students to study the menu and write questions and statements that customers and waiters might use in the situation.
- 2. Check in pairs and then as a class for any issues.
- Ask the students to work in threes and prepare a conversation set in a restaurant with two customers. The customers can be anyone: friends, husband/wife, teachers, etc. (anything that could add humor to the situation). Let students prepare a conversation that includes: greetings, small talk, ordering, and paying.
- 4. Ask student groups to perform for the class.

Feedback

117

Offer global language feedback covering any issues that arise. Ask the class which conversation they preferred and why. Another option is to take brief notes on the conversations as they are performed and ask comprehension questions after each one.



The **Teacher's Class Kit** includes interactive e-book versions of *Blueprint Student Book* and *Blueprint Workbook* that can be used in the classroom to facilitate teaching. The e-books are accessible through the Compass homepage. The *Blueprint Teacher's Guide* grants access to this tool through a serial number, which allows for one year of access to the *Teacher's Class Kit*.

- **1** Go to the Compass homepage at **www.compasspub.com** and sign in. Click **LOGIN** if you are already a member or **JOIN** if you need to sign up.
- 2 Click the **Class Booster** icon.
- **3** Click the **Enter Serial Number** button.
- 4 Enter the serial number for the Student Book or Workbook. (See next page.)

Anytime you want to use the e-books, simply return to the Teacher's Class Kit by repeating steps 1 and 2, above.

Teacher's Class Kit features

- Interactive whiteboard
- Full-colour page view of student books and workbooks
- Embedded audio and video files
- Simple tool bar with page finder, zoom in and zoom out, annotation, and bookmark tools



How to get your serial number

To get your serial number for the *Teacher's Class Kit*, contact your local distributor. You can also email <u>info@compasspub.com</u> to get your serial number.