

Talk a Lot

1

Teacher's Guide

Talk a Lot Book 1 **Teacher's Guide**

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UNIT 01 Introductions

Talking About	Introducing ourselves to new people
Speaking Success!	Contracting auxiliary verbs
Vocabulary	Wh- questions
Language Focus	Giving extra information

* Warm Up

Close the book. Ask students questions about the title of the chapter: What kinds of situations usually require introductions? What are some facts about you that will help others understand the person you are? Where are you from? What are your hobbies? What would you like to do in the future? Ask students to answer some of these questions and write their answers on the board.

Open the book. Ask students to look at the picture. Ask the students questions about the image. (E.g., Can you describe the different people? Can you make an introduction for someone in the photo?) Put students into pairs and have them ask each other the **Warm Up** questions.

Sample Answers

Hello, my name is Matthew. Nice to meet you. What is your name?

No, I don't like to meet new people. I am very shy and I have difficulty talking about myself and my interests.

Talking About

This unit will focus on strategies and topics used when introducing yourself to new people. As a class, ask students for examples of times when they were required to introduce themselves to a group or to an individual. Write down ways that students started and continued a conversation, along with what kind of information is useful in an introduction.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 1

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Simon is from Montreal. (True) **2.** Rachel is from Australia. (True) **3.** Simon has lived here for two years. (False. Rachel has lived here for two years.) **4.** Neither of them have siblings. (False. Both have sisters.) **5.** Rachel studies English literature. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the different forms of contracted auxiliary verbs in the box. Can students find an example of them in the text? What are the differences in sounds between the contracted sound and the regular pronunciation? Can students state facts about themselves using contracted auxiliary verbs? Ask students to create short conversation examples of two or three lines that include one or more of these expressions.

2 Vocabulary

A. *Wh*- questions are used to find out information about a person. Match the questions below with the correct response.

As a class, read through the six phrases in this activity. Ask students to complete the matching activity by matching the correct question with the correct response. Have students check their answers in pairs by reading the sentences aloud to each other before going over the answers as a whole class. Then ask students to take turns asking and answering the *Wh*- questions.

Answers

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

B. Think of your own *Wh*- questions. Work with a partner. Ask and answer each other's questions.

Have students work in pairs to write *Wh*- questions. After all the pairs have written their sentences, ask one person from each pair to come to the board and write one of their questions. When the sentences are on the board, check them for correct word usage and grammar or spelling errors. Once you have all the students' questions written on the board, have students practice asking and answering them with their partners.

Sample Answers

What is your favorite day of the week?

My favorite day of the week is Friday.

How do you know Michelle?

She's my best friend's sister.

When did you wake up today?

I woke up at 8:00 a.m.

Why were you at home yesterday?

I didn't have any classes.

Who is your favorite actor?

Christian Bale.

Where did you get that shirt?

Actually, it used to be my brother's.

Which of these tops do you prefer?

That one looks much better on you.

3 Language Focus

Wh- questions ask *who*, *what*, *where*, *when*, *why*, *how*, or *which* about a person or event. Answers to these questions are often followed by a statement which expands the listener's understanding by giving extra information.

Work with a partner. Ask and answer the questions below. Give one extra piece of information each time. Think of your own *Wh*- question.

Model the example. Explain to students how the second sentence modifies and enriches the understanding of the answer. Have students think of other answers to the question "How did you get here today?" The following examples may be used if students have trouble coming up with their own:

I took the subway. It takes me less time than the bus.

I walked to school. It's only a ten-minute walk.

I rode a bicycle to school. My house is far but the bus station is farther.

Sample Answers

1. I was late because my alarm didn't go off. I forgot to set it! **2.** I went to the park with my friends. We went skateboarding. **3.** Lunch was good. It was fried chicken—my favorite! **4.** I grew up in New Zealand. I moved here when I was 12. **5.** When did you learn how to drive? I never learned how to drive. I was never interested.

4 Listening

A. Look at the picture. This is Mary. What does she do? Discuss with a partner.

Before students listen to the audio track, have them look at the picture. Ask them what they see in the picture's background and about Mary. Have your students take notes about the picture and make assumptions about what is happening and why.

B. Listen to Mary being interviewed. Complete the sentences with her responses. Track 2

Play the track and ask students to take notes. Have your students write down any words they do not know. After the track has played, have students complete the sentences with Mary's responses. Did students' assumptions from Activity A match any of the information in the listening?

Answers

1. name, Mary **2.** Vancouver **3.** English **4.** three **5.** love **6.** cooking, eating out **7.** restaurant

C. Listen again. Write a number next to each question in the order it is asked.

Play the track again and ask students to pay attention to the questions. Have your students take notes on what questions are asked. After the track is played, students should put the questions in the correct order.

Answers

3 2 4 5 6 1

D. Work with a partner. Take it in turns to describe Mary.

Divide the class into pairs. Tell the pairs to use their notes and answers from the previous activity to describe Mary. They should take turns describing Mary to one another. After describing Mary to their partner, students can take turns asking questions about Mary.

Tip

For larger classes, have students get into larger groups. Students should be given time to make a unique description of Mary to present to the group. After they describe Mary, other students can ask questions to reaffirm their understanding of Mary. Encourage students to think of interesting questions and to come up with impromptu answers.

Sample Answer

Mary Hart is from Vancouver, Canada. She lives in Spain with her husband, and she teaches English. She likes eating! In her spare time she likes to cook and to eat out. In the future she wants to own a restaurant.

5 Survey

A. Ask the following questions to your classmates. Write their responses. First, write your own final *Wh-* question.

Have students look at the chart. Read the questions aloud. Students should then write their own final *Wh-* question. Encourage your students to get up and talk with their classmates. Have them talk to people they haven't worked with before. Students should also be encouraged to ask and respond with further details regarding each question. Walk around and make sure students' pronunciation and fluency is good. When all students finish the survey, ask them to return to their seats and compare notes with other classmates.

Grammar Point

Students should respond with **contracted auxiliary verbs** so that the responses and questions flow more smoothly and sound more like natural conversation. Introduce auxiliary verbs that are often contracted in everyday speech and explain how they make conversations sound more natural. Demonstrate by answering some of the survey questions and expanding on them with contracted auxiliary verbs.

How often do you exercise?

I would like to exercise every day. However, I am usually too busy. I only go twice a week.

I'd like to exercise every day. However, I'm usually too busy. I only go twice a week.

Sample Answers

	Classmate 1	Classmate 2	Classmate 3
What is your name?	Peter	Simon	Julie
When were you born?	1987	1990	1992
Where were you born?	London	Brisbane	Brussels
Where do you live?	Oxford	Brisbane	Denver
What is your phone number?	07708-673-4567	0112-455-6774	011-567436-9876
How often do you exercise?	Once a week	Three times a week	Never
Who is your best friend?	Martin	Tom	Becky
What do you do on the weekend?	Go to the movies	Play soccer	Go to the mall
Who is your favorite teacher?	Mr. Davies	Ms. Hyam	Dr. Warne

B. Choose one of the classmates you spoke to above. Write a short paragraph about him/her.

Using the survey, students should write a short paragraph introducing one of their classmates. Students should include additional information about the answers to help other students understand their classmates better.

Sample Answers

Simon was born in 1990 in Brisbane. He lives in Brisbane now. His cell number is 0112-455-6774. He exercises three times a week and plays soccer on the weekend. His favorite teacher is Ms. Hyam and his best friend is Tom.

C. Work in a group. Talk about your classmates.

Have students get into small groups. Have students take turns reading their introductions from Activity B. After a student finishes his/her introduction, let other students ask questions about the subject. Then continue to the next student.

6 Partner-Up

A. Listen to the dialog and perform both roles with a partner. Track 3

Have students first listen to the dialog. Put the class into pairs and have them practice the exchange. Students will then exchange roles. Be sure to have students not simply read the text, but to have them look at each other to better retain the pattern of speech.

B. With your partner, practice the dialog with the following details.

Have students practice the dialog in Activity A again. However, this time, have the interviewee assume the role of one of the three people detailed in Activity B. Students will then exchange roles. Be sure to have students not simply read the text, but alter and modify the text while looking at each other to better retain the pattern of speech.

Optional

As an extension, have students create their own profiles for different people. They can be whoever they want. They can be well known actors and actresses or people they've simply made up. Have students create a profile that includes the following information: name, age, city of birth, personality, and occupation. Then use the interview in Activity A to guide the student's dialog.

Answers

Interviewer: Hi, please sit down.

Interviewee: Hello, pleased to meet you.

Interviewer: So, could you tell me a little about yourself?

Interviewee: Yes, of course. My name is **Rahul Malik / Susan Petrova / Mike Jones.**

I'm **18 / 25 / 17** years old and I live in **Cairo / St. Petersburg / Manchester.**

Interviewer: OK, **Rahul / Susan / Mike.** Why do you think you are the best person for this job?

Interviewee: Well, I am **creative / energetic / smart** and **open-minded / friendly / punctual.**

Interviewer: Do you have any work experience?

Interviewee: Yes, I was a **cashier / waitress / paperboy** for **Super Store / La Padella / News Time** for **six months / one year / four years.**

Interviewer: Very good. Thank you, **Rahul / Susan / Mike.** We will be in touch.

Interviewee: Thank you. Goodbye!

◆ Integrated Learning

A. Work in a group. Read the passage below. Take turns reading it aloud.

Put the class into pairs and have them read aloud to each other. Students will then exchange roles. Walk around and help students with pronouncing difficult words. While partners are listening to each other, they should be encouraged to mark pronunciation problems that they hear, but they should not stop their partner from reading. After the passage has been read, then the partner can point out the problems he or she heard.

B. Read Jake’s letter again. Answer the questions. Try to use full sentences.

Read the sample question and answer aloud in class. Then in their pairs, have students answer the *Wh-* questions in Activity B. Have the students compare answers by going over the questions and answers with their partner. Given no time constraints, you may ask your students to practice asking and answering the questions in full sentences. When students finish comparing answers, go over the questions and answers aloud in class.

Answers

1. Jack Verne wrote this letter. **2.** Martin comes from France. **3.** He likes playing computer games. **4.** No, he has never had a pen-pal before. **5.** Mince pie is made from fruits and spices. **6.** Jake hopes that he and Martin will be friends for a long time. **7.** Jake’s birthday is November 5th.

C. Role-Play: Pretend you are a different person, from a different country. A partner will interview you. Tell him/her all about yourself and your new country!

In pairs, have students pick a person they know from a different country. Students should then write down notes regarding facts about the person they choose. Some information would include: name, city, hobbies, and occupation. After brainstorming a person and facts, have the students interview one another by using the questions in Activity B.

Sample Answer

My name is Miguel. I am from Mexico. I like riding horses and playing the guitar. I love eating my mom’s home-cooked meals!

UNIT 02 Family

Talking About	Members of our family
Speaking Success!	Vocalized pauses
Vocabulary	Words to describe relationships
Language Focus	Simple present of <i>to be</i>

* Warm Up

Close the book. Ask students questions about the title of the chapter: How big is your family? Do you have any brothers or sisters? Do you live with any other family members besides your parents and siblings? Ask students to think of the relationships in their family and write notes.

Open the book. Ask students to look at the picture. Ask the students questions about the image. (E.g., Can you guess who is the older sibling?) Put students into pairs and have them ask each other the **Warm Up** questions.

Sample Answers

I have a very small family. There are only four members of my family.

I have an older brother. He is very smart and helps me with my homework.

Talking About

This unit will focus on strategies and topics used to talk about a student's family. As a class, talk about how families can differ. Talk about parents who live apart, or families that live with their grandparents. Talk about the relationships from the student's point of view and mention some of the reverse relationships (E.g., uncle - nephew/niece).

1 Model Dialog

Listen and practice the dialog with a partner.  Track 4

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Jen's sister is getting married next week. (False. Rasheed's sister is getting married next week.) **2.** Rasheed's sister is younger than him. (True) **3.** Jen has a younger brother. (False. Jen has no brothers or sisters.) **4.** Jen has to play video games alone. (False. Jen's father comes home early to play video games with Jen.) **5.** Rasheed has two brothers and one sister. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the different forms of vocalized pauses in the box. Can students find an example of them in the text? What are the differences in sounds between the different vocalized pauses? Do students make similar sounds in normal conversation? Ask students to create short conversation examples of two or three lines that include one or more of these expressions.

2 Vocabulary

A. Listen to these words for family members. Repeat the words after the recording. Track 5

Listen to the audio and have students repeat the words for family members after hearing them. Check for students having difficulty pronouncing the words.

Tip

Use the board to create a family tree. Make a family tree for your family and place the words between the connections. This will help represent the relationships shared between family members. Focus on difficult connections such as nephew/niece and uncle/aunt.

B. Use the words to complete the pairs in the chart above.

Students should connect the relationships shared between pairs (E.g., wife - husband, daughter - son, aunt - uncle). Students should complete the chart and then check their answers with a partner.

Answers

wife - husband

mother - father

daughter - son

aunt - uncle

grandmother - grandfather

niece - nephew

sister - brother

C. Work with a partner. Make sentences about your family. Use the vocabulary words above.

Get your students in pairs. Have them talk about their families with one another. Students should make direct statements about their family members and describe their relationship with them. They may also talk about their feelings towards the family member. Ensure that students utilize the vocabulary words to draw attention to their relationship.

Sample Answers

My grandmother is very friendly.

I don't have a wife.

My aunt is really kind.

I don't see my uncle very often.

My mother is the best cook in the world!

3 Language Focus

The verb *to be* is a common yet irregular verb. In the simple present, it has three different forms to be memorized.

Go over the examples of simple present *be* verbs. Add a few more examples to help illustrate them.

I am hungry.

He/She/It is not coming.

You/We/They are over there.

Stella is asleep.

James and Kelly are friends.

Use the correct simple present form of the verb *to be* in the following sentences. Complete the final sentence with your own idea.

Explain the usage of *to be* verbs to students. After explaining the model sentences, students should complete the exercise by filling in the blanks with the correct simple present form of *to be*. Question #6 requires students to create their own commentary. Encourage students to think of unique answers.

Answers

1. is 2. am 3. is 4. are 5. are 6. is/are *very close*.

4 Listening**A. Look at the picture. Which of these women do you think is married? Who has children?**

Before students listen to the audio track, have them look at the picture. Ask the students which woman looks married. Then ask the students why they believe the woman is married. Now ask if they think any of the women have children. Ask students why they believe the woman has children.

Sample Answers

I think that the first woman is maybe married. She looks very happy! Her husband must love her very much! The second woman looks very young—she is probably still in high school! So I guess she is not married. And the last woman looks much older, so she might be married. Yes, I think she is.

B. Listen to the women answer some questions about their families. Write their responses below.

Play the track and ask students to take notes. Have your students write down any words they do not know. After the track has played, have students complete the questions. Did the students' assumptions made in Activity A match any of the information in the listening?

Answers

1. 18 2. 17 3. Three brothers 4. Eric, Chris, and Dan 5. a. 35 b. 39 c. 44 d. 45 e. 48

C. Listen again. Fill in the chart.

Read the chart with the class. Pay close attention to the different people and the questions being asked. Play the track again and ask students to complete the chart. After completing the chart, students can check answers with a fellow student or you can go over the answers as a class.

Answers

	Is she married?	Does she have any brothers?	How many?	Does she have any sisters?	How many?
Nina	Yes	Yes	One	Yes	One
Stephanie	No	Yes	Three	No	–
Hilda	Yes	Yes	One	No	–

D. Work with a partner. Ask and answer questions about these women. Use "Who . . . ?"

Students should be put in pairs. Before starting, go over the model questions with the class. You can add a few more questions in order to strengthen students' understanding before letting them complete the exercise in pairs.

Sample Answers

"Who has three older brothers?" That's Stephanie.
"Who has a sister called Christina?" Nina does.
"Who has only one living brother?" That is Hilda.
"Who has an 18-year-old sister?" Nina.

Expansion

You can have students reinforce what they have learned in Unit 1 by practicing follow-up questions and statements beginning with "Wh-."

How many children does Hilda have? She has five children.
Who is the oldest? Janet is the oldest. She is 48 years old.

5 Interview

A. Work with a partner. Ask the following questions about his/her family. Write down the answers.

Read the questions in the interview aloud to students. Have them follow along as you read. Then ask your students to get into pairs so they can take turns interviewing one another. Ask the students to take turns interviewing one another with one person playing the interviewer and the other the interviewee. Check the students for proper pronunciation and correct usage of the family vocabulary words.

Sample Answers

1. Yes, I have one brother and two sisters. **2.** My brother is 25, and my sisters are 16 and 12. **3.** Wow, umm . . . my dad is 52? Maybe. And my mom is 48, I think. **4.** My parents are both from South Africa. **5.** My mom can be strict, yeah. My dad mainly lets her make all the decisions! He might be scared of her . . . **6.** Because they live in South Africa, I visit my grandparents only once a year, if I'm lucky! **7.** All over. One lives in Canada, the other has just moved to Belgium. The rest live in South Africa. **8.** I look just like my dad. Except for my eyes. I have my mother's eyes. **9.** He can . . . not. He's just awful! He does try, though, but I'd rather not eat than try his food again! Sorry, Dad. **10.** Oh, wow. I have no idea. Pretty old!

B. Work in a group. Talk about the person you spoke to above.

Put two to three pairs of people together to form a group. Have them take turns introducing the person they interviewed in Activity A. Encourage them to give further detail about their partner than what is given in the interview.

Sample Answers

Steve doesn't have any brothers or sisters. He doesn't know how old his parents are! His mom is Korean and his dad is from Canada. His dad is pretty strict, and his mom can be, too. He lives with his grandmother. His cousins live in Canada and Korea. He looks more like his dad than his mom. Steve's dad can cook really well! His grandmother is 82 years old.

C. As a class, ask your teacher the above questions. Think of some more questions to ask.

Give your students the opportunity to practice asking another person the interview questions. Have students take turns asking you the questions above. When you answer, try to add additional information. (E.g., Do you have any brothers or sisters? Yes, I have an older brother. His name is Eugene.)

Sample Answers

Are you married?

Do you have any children?

When did your parents get married?

Do you have any nieces or nephews?

6 Partner-Up

A. Let's play a game! Play with a partner. Follow the steps below to play Blackout.

Have students get into pairs. Once again, go over the relationships involved in the family vocabulary words shown in the vocabulary box. Talk about the vocabulary note. The note explains that "in-law" relatives are people who joined a family due to marriage. Once you've explained the key relationships and words, explain the rules of "Blackout."

Rules:

- Choose nine of the vocabulary words below and write them in the grid. Use a pencil so you can play again!
- Choose a word, and then give a hint to help your partner guess it. Remember: don't say the word! Keep giving clues until your partner guesses correctly.
- Cross out the word. If your partner has the same word, he/she can cross it out, too.
- The person who wins is the first person to cross out all his/her words and say, "Blackout!"

Examples: "Your brother's wife." "Your father's sister." etc.

B. Work in a group. Talk about a member of your own family.

Have students get into groups of three or four. Then ask them to talk about a member of their family. They should include information about the person's age, hobbies, personality, or even occupation. Go over the model answer together or create a new one using someone familiar to you.

Sample Answer

My brother-in-law is called Freddy. He's 32 years old. He's my sister's husband. He's really tall and very funny, and we're good friends.

Integrated Learning

A. Listen to Joe talk about his relatives and fill in the chart.  Track 7

Look over the chart together as a class, explaining that the people in the chart are related to Joe. Play the audio and tell students to listen for key words from the chart or words from the vocabulary list as hints for the answers.

Answers

	Relation	Age	City	Is he/she married?	Does he/she have children?	Does he/she have a job?
A . Robert	Dad	68	Seattle	Yes	Yes	Retired
B . Jack	Son	19	Boston	No	No	No, student
C . Laurie	Sister	43	Portland	Yes	Yes	Homemaker
D . Rosie	Niece	7	Portland	No	No	No
E . Darren	Uncle	60	San Francisco	Yes	Yes	Yes

B. Listen again to the correct answers. Check with a partner.

After completing the chart, play the audio track again. Allow students to change or alter their answers. When they are finished, partner students with neighbors to check their answers. If they get different answers, encourage the students correct one another and explain.

Sample Answer

You said Laurie is 53 years old. Actually, she is 43.

You wrote that Rosie has a job. She is only 7, so I would say that she does not!

C. Look at the family tree below and answer the questions with the correct names.

Write the family tree on the board. Ask students to talk about some of the relationships on the board (E.g., Sam is Tilly's husband). After you've given one or two models, have the students complete the questions in the exercise.

Sample Answer

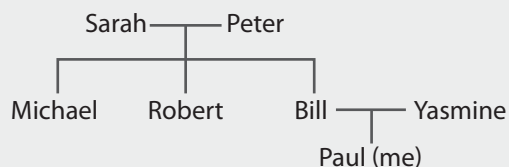
1. Vincent and Betty 2. Vincent 3. Albert 4. Albert 5. Vincent 6. Tilly

D. Using this family tree for help, make your own family tree on a piece of paper. Discuss it with your partner.

Using a separate piece of paper, have students create their own family tree. Explain how each horizontal row represents a generation and how lines between people in the same row represent different relationships. After the students finish, put them in groups to share with a partner. Encourage the students to ask questions about their family trees.

Sample Answer

This is my father. He has two brothers. His parents are called Sarah and Peter. . . .



UNIT 03 School

Talking About	School life
Speaking Success!	Contractions
Vocabulary	School subjects
Language Focus	<i>To be good at; past tense of be</i>

* Warm Up

Close the book. Ask students questions about the title of the chapter: How would you describe your school life? Do you enjoy your classes and teachers? What's your favorite school subject? Ask students to think of their school life and how it will affect their future.

Open the book. Ask students to look at the picture. Ask the students questions about the image. (E.g., Do the students seem happy? How old do you think the students are?) Put students into pairs and have them ask each other the **Warm Up** questions.

Sample Answers

I think that school days are really the best days of our lives. However, I think it is also true that "Youth is wasted on the young." I didn't realize how great school was until I finished it!

Talking About

This unit will focus on strategies and topics used to talk about one's school life. As a class, talk about students' school lives in middle school, high school, and university. Talk about the activities they did or interesting friends or teachers they knew. Also talk about favorite school subjects or subjects they found particularly difficult.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 8

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Michaela and Jon are in elementary school. (False. Jon states that elementary school had been "a while ago.") **2.** Jon's best subject was math. (True) **3.** Michaela disliked mathematics. (True) **4.** Michaela stayed up late many times to learn history. (False. Michaela stayed up late often to study mathematics) **5.** Jon is happy to be out of school. (False. Jon enjoyed everything about school.)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the different forms of informal contractions. Can students find an example of them in the text? Can anyone create an example using one of the given informal contractions? Are there similar forms of informal speech that students know in their own language? Ask students to create short conversation examples of two or three lines that include one or more of these expressions.

Tips

These are additional informal contractions. They are not “correct” English and should only be used in appropriate situations.

ain't - am not / are not / is not

whatcha - what are you / what have you

gimme - give me

ya - you

lemme - let me

2 Vocabulary

A. Match the school subjects to the pictures.

Read the vocabulary words aloud to your class. Cover each word so that students know the words. Ask students to complete the matching exercise.

Optional

Students can be asked to give examples of classes under each specific category (e.g., history - European history, music - orchestra, mathematics - geometry). This will help solidify understanding of the terminology and may increase students' vocabulary.

Answers

a. 5

b. 4

c. 6

d. 1

e. 2

f. 3

g. 7

B. Work with a partner. Make sentences about each of these subjects.

Get students into pairs. Have them ask questions about their school subjects or have them talk about their favorite / least favorite subjects. Encourage them to support their statements by adding an additional statement supporting their reasoning.

Sample Answers

I loved P.E. class. My teacher was very funny.

English was my favorite subject.

I wish I could still do P.E.! I'm really unfit these days.

3 Language Focus

When talking about our skill in a particular subject, activity, or event, we can use the following sentence construction: **Subject + be good/not good at + noun.**

In the past tense, the verb **to be** has two forms to be memorized.

*I/He/She/It **was** good at math. You/They/We **were** bad at soccer.*

Go over the examples of past tense **to be** verbs. Add a few more examples to help illustrate them.

I was at my friend's house yesterday.

You were busy last night.

He was at the movie theater last night.

She was watching TV all day.

They were busy doing their homework.

Use the correct past-tense form of the verb *to be* in the following sentences. Complete the final sentences with your own ideas.

Explain the usage of *to be* verbs in the past tense to students. After explaining the model sentences, students should complete the exercise by filling in the blanks with the correct past tense form of *to be*. Questions #7-8 require students to create their own commentary. Encourage students to think of unique answers.

She was a very good dancer when she was young. *We were busy watching the movie.*

Answers

- | | | | |
|---------|--------|------------|---------------|
| 1. was | 2. was | 3. was | 4. were, were |
| 5. were | 6. was | 7. was ... | 8. were ... |

4 Listening

A. Listen to Joe talk about his school days. Write his responses. Track 9

Before students listen to the audio track, have them read the questions. Ask students if they have any difficulty with the questions or words. Then ask them to make assumptions about the possible answers. Play the track.

Answers

1. He graduated from Milburn High School. 2. It was a public school. 3. No, he didn't. 4. He went to Washington, D.C. 5. He used to go to a summer camp. 6. His best friend was Glen Jacobson. 7. Yes, once he was caught smoking. 8. His cross-country team winning the state finals. 9. Getting caught smoking.

B. Listen again. Answer the additional questions below. Check your answers with a partner.

Put students into groups. Ask them to read the additional questions to one another and encourage them to talk about the words and questions together. Play the audio again. After finishing the exercise, have students talk about their answers with their partners. Encourage them to correct each other's mistakes.

Answers

1. Yes, he was on the cross-country running team. 2. They won the state finals. 3. It was in New Jersey. 4. He was scared because he got caught smoking. 5. His friend Glen Jacobson.

C. Work with your partner. Talk about Joe's high school life.

Keep students in pairs. Students should go over their answers for activities A and B. After reviewing, students should summarize Joe's high school life in a few short sentences. Encourage them to use different facts about Joe's past.

Sample Answer

Joe was on the cross-country team. His best memory was when they won the state finals. His best friend was Glen Jacobson, who is now studying in Oxford.

Expansion

Ask students to make comparisons or a parallel story to Joe's with their own experiences.

I was on the basketball team. My best memory was when I scored the winning goal during my senior year. My best friend is Sue, who is now studying in New York.

5 Survey

A. Make the points below into questions. Find someone who answers "yes" for each question. Write their names and ask for more information.

Read the chart along with the class. Explain how to change the statements into questions by modeling one to two questions (e.g., studied abroad – Who studied abroad? / Have you ever studied abroad?). Give students time to create questions. Then let them stand up and ask their classmates their questions. Have them continue until all of them have found a person who has answered "yes." Students must also ask for additional information from each person who answers "yes." (E.g., Have you ever had a part-time job? Yes, I have. Where did you work? I worked at a restaurant.)

Sample Answers

	Name	More Information
Did you study abroad?	Terry	In Canada for a year
Did you go to a private school?	George	In England
Did you go to an all-boys or all-girls school?	Charlie	All-boys school
Did you have a part-time job?	Terry	In a convenience store
Did you have more than two boyfriends/girlfriends in high school?	Sue	Three boyfriends at the same time!
Did you have to travel more than one hour to school?	Martin	70 minutes
Did you sleep in class sometimes?	Terry	Sometimes
Did you cheat on a test?	Mary	Just once
Did you have a crush on a teacher?	George	Yeah, on Miss Balham
Were you sometimes late for class?	Veronica	Always

B. Work in a group. Present your information.

Put two to three pairs of students together to form a group. Have them take turns presenting their information. Encourage students to ask questions or compare notes. Listen to students' presentations and check for proper pronunciation.

Sample Answers

I found out that George had a crush on Miss Balham! And that Veronica was always late for class. I wonder if she got in trouble!

C. Choose a classmate who answers “Yes” to three or more questions. Write a short paragraph about his/her school life.

Ask students if they’ve written anyone’s name three times or more. Write down the students’ information on the board. Have students write a short paragraph about that person’s school life. If you cannot find a suitable person, or if the student wishes to not be involved, write up your own information for students to use to write.

Sample Answer

Terry studied abroad for one year. He went to Canada. He had a part-time job in a convenience store, and he sometimes slept in class! He was never late, though.

6 Partner-Up

A. Listen to the dialog and perform both roles with a partner.  Track 10

Have students get into pairs. Play the audio track. Have students listen to the pronunciation and intonation of the speakers. Ask students to perform the dialog with their partner. After finishing, have them switch roles.

B. With your partner, practice the dialog with the following details.

With their partner, have students look over the profiles in Activity B. Ask the students to recreate the dialog in Activity A with information presented in the profiles. Model a few sentences for students. Have students practice recreating the dialog with one another, playing different roles and switching.

Answers

Male Student: Hi, you’re new around here, aren’t you?

Female Student: Yes, I am. I’m **Marlene / Isabelle / Abigail.**

Male Student: I’m **Trevor / Peter / Hiro.** Nice to meet you.

Female Student: Same here. So is there anything I should know about this school?

Male Student: Yes, there are a lot of rules here. First, you must not **disrespect your teachers / skip class / dye your hair a bright color.**

Female Student: Oh, really? I’ll remember that.

Male Student: Yes, another rule is that you have to **come to class on time / bring your textbook to class / eat lunch in the cafeteria.** You will get in real trouble here if you don’t do that.

Female Student: Wow, that’s good to know. Thanks for the tip.

Male Student: No problem. I’m going to **social studies / English literature / business studies** class now. See you!

Female Student: Oh, with **Mr. Lee / Dr. Johnson / Miss Takayama?** Me too! Let’s go together.

C. Imagine that you run a school. Think of your own school rules. Use the sentence construction below.

Read the model sentence aloud. Explain the tip given in the note on the side. Ask students to think of more rules that are used in schools.

You must . . . / You have to . . .

You must not . . .

At my school, **you must** take a book out of the library every month.

Sample Answer

At my school, you must join at least one club or sports team.
You have to do twenty hours of community service every semester.
You must not bully the other students.

◆ Integrated Learning

A. Think about your own school days. Work in a group. Discuss the teachers you liked and disliked, using the patterns below.

Look over the chart together as a class. Explain the patterns below. Ask students to get into groups of three or four. Now have them brainstorm their own answers to the questions. Then have them write notes on what made their teachers good or bad. Have students write a few short sentences about their chosen teacher and present it to their group.

Sample Answers

My favorite teacher was Mr. Dargaud. He told a lot of jokes, and he always made us laugh. The girls all liked him because he was good-looking!
My least favorite teacher was Mrs. Brown. She was very rude to everyone. She taught chemistry, which was my worst subject, too!

Optional

Students can be encouraged to ask questions about the presenters' teacher. This will help them engage in conversation and think deeply about their choice. This will also reinforce the usage of *Wh*- questions presented in Unit 1.

B. Work in your group. Talk about school subjects that you were good and bad at. Give extra information with your answers.

Students should remain in their groups. Students should now share which subjects they excelled at and which subjects were difficult for them. Ask them to give additional information with their answers. Additional information could include examples of how they overcame their difficulties or why they enjoyed a particular subject over another.

Sample Answer

Which subjects were you good at?	I was good at biology. I really enjoyed it, too. I loved art, too. It was my favorite.
Which subjects were you not good at?	I was really bad at P.E. I'm not very athletic. I hated sociology. I had no idea what was going on!

C. Look again at the questions Joe was asked on page 22. Work with a partner. Ask and answer these questions about your own school life.

Put students into pairs. Modify and alter the questions that Joe answered on page 22 to interview a classmate. Have students interview one another and write a short paragraph describing their partner's school life.

Sample Answers

What school did **you** graduate from?

I graduated from Ravens House School for Girls.

Was it a public or a private school?

It was a public girls' school.

Did **you** have to wear a uniform?

Yes, we did.

What was a memorable school trip?

We went on a trip to France for a few days. That was great.

What did **you** usually do during summer vacation?

I usually stayed at home, played with friends, and went on a trip with my family.

Who was **your** best friend in high school?

Emma Longman. We are at the same college now!

Did **you** ever get into any trouble at school?

I had detention one time. I felt really bad!

What's **your** best memory of school?

When I helped our school to win the 4x100m relay.

What's **your** worst memory of school?

I was bullied by some older kids. That wasn't nice.

UNIT 04 Hobbies & Interests

Talking About	What we like to do in our spare time
Speaking Success!	Saying “yes” in casual speech
Vocabulary	action verbs
Language Focus	<i>can / can't, like / don't like</i>

* Warm Up

Close the book. Ask students questions about the title of the chapter: What kind of hobbies do you have? What are some things that you find interesting? Do you want to try any new hobbies? Ask students to think about what they like to do and what it takes to do it.

Open the book. Ask students to look at the picture. Ask the students questions about the image. (E.g., What do you think this woman’s hobby is? What kind of books do you think she likes to read?) Put students into pairs and have them ask each other the **Warm Up** questions.

Sample Answers

When I get home after class, I take off my shoes and sit down on the couch. I play video games for about an hour, then I make some dinner. Basically, I like doing nothing!

I am really good at skateboarding. On the weekends I go out to the skate parks with my friends. I’ve been doing it since I was 11 years old.

Talking About

This unit will focus on strategies and topics used to talk about one’s hobbies and interests. As a class, talk about different interests and hobbies. Talk about what students have to do to perform these hobbies or how they manage their interests. Also talk about the type of people who have the personality for those hobbies or interests.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 11

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Amy likes to stay at home and read a book or watch television. (True) **2.** Amy goes swimming at least twice a week. (False. Daniel goes swimming at least twice a week.) **3.** Amy is a good swimmer. (False. Amy is not a very good swimmer.) **4.** Daniel enjoys reading. (True) **5.** Amy wants to go to the library together with Daniel. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair’s intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce different ways to say “yes” in casual speech. Can students find an example of them in the text? Can anyone create an example using one of the given words? Are there similar forms of informal speech that students know in their own language? Ask students to ask each other a few questions and to practice using the casual forms of “yes.”

2 Vocabulary

A. Complete the sentences with the correct action verb.

Read the vocabulary words aloud to your class. Cover each word so that students know the words. Ask students to complete the blanks in the exercise.

Optional

Ask students to brainstorm additional action verbs that can be used as hobbies. Other words like *skate*, *run*, and *ride* can all be helpful.

Answers

1. surf 2. play 3. sing 4. paint 5. speak 6. cook 7. drive 8. eat

3 Language Focus

When talking about ability, we use this construction:

Subject + *can/can't (=cannot)* + base verb + object

I can ride a bike. I can't swim very well.

When talking about our hobbies, this sentence construction is used:

Subject + *like(s)* OR *don't/doesn't like* + verb+ing + object

We like shopping. He likes fishing. I don't like exercising. She doesn't like speaking Japanese.

Complete the sentences. Use either *can/like* or *can't/don't like* depending on whether the sentence is positive (+) or negative (-).

Go over the two different constructions for talking about abilities and hobbies. Model the two sentences for students. Create a few more models for students to look at.

I can skateboard. / I can snowboard. / I can dance. / I can draw. / I can paint.

He likes to surf. / They like to swim. / They don't like going to concerts. / She doesn't like cooking.

Answers

1. can 2. can't 3. likes 4. can't 5. likes 6. like 7. doesn't like, likes

4 Listening

A. Listen to David being interviewed. Fill in the boxes below. Some activities can fit in more than one box. Track 12

Before students listen to the audio track, have them read the chart. Ask students if they have any questions about the chart before beginning. Then ask them to make assumptions about the possible answers. Play the track.

Answers

David likes ...	David doesn't like ...
(playing) basketball, (playing) golf	(playing) baseball, (doing) karate, (playing) soccer, swimming, (playing) football
David can ...	David can't ...
play basketball, do karate, play football	play tennis, baseball

B. Why doesn't David like these activities? Listen and write his reasons.

Read the exercise. Look at the activities in the exercise. Play the audio again. Tell students to specifically listen for the activities in the exercise and the reason why David doesn't like these activities. Encourage students to take notes or complete the exercise while they listen.

Answers

1. He can't play it.
2. It's too hard for him.
3. He finds it boring.
4. It's too complicated.
5. He's scared of water.

C. Work with a partner. Speak about David's likes and dislikes, and what he can do and cannot do.

Put the students into pairs. With their partner, the students should discuss their notes on David's likes and dislikes. Encourage students to discuss the reasons why David likes and doesn't like certain things. Also encourage them to correct one another. Listen for proper pronunciation and intonation.

Sample Answers

David likes playing basketball the most. He also likes playing golf. There are a lot of sports he doesn't like! He doesn't like playing baseball, soccer, or football, and he doesn't like swimming. He doesn't like doing karate even though he can do it!

D. Think about yourself. What are five things you like and five things you dislike? What about five things you can and cannot do?

Create a box similar to the one used in Activity A. Explain to students that they should use the box to list things they like and dislike, as well as things they can and cannot do. Model an answer for the students with your own experience or use the one in the answer key. Have students complete their own chart and compare with a partner or neighbor.

Sample Answers

I like drawing comics. I like cooking. I like swimming. I like playing rugby. I like watching TV.	I don't like waking up early. I don't like pasta. I don't like singing in front of people. I don't like playing the guitar. I don't like doing homework.
I can draw pretty well. I can speak two languages. I can roast a chicken. I can play hockey. I can play soccer.	I can't drive a car. I can't play the piano. I can't ride a horse. I can't speak German. I can't study very well!

5 Survey

A. Ask the following questions to your classmates. Write their names in the chart below. Try to find three people who answer “yes” to each question.

Read the chart along with the class. Explain how to change the statements into questions by modeling one to two questions (E.g., Can you drive well? Can you play a musical instrument?). Give students time to create questions. Then let them stand up and ask their classmates their questions. Have them continue until they’ve completed their chart or talked to almost everyone in class. Students should try to find at least three people who answer “yes” to a single question.

Answers

	Name	Name	Name
... can drive well	Ronny	Tim	Veronica
... doesn't like doing dishes	Tim	Simon	Troy
... can play a musical instrument	Peter	Bill	Rachel
... likes gardening	Sarah	Tanya	Julie
... doesn't like spicy foods	Veronica	Tim	Terry
... can say “hello” in four languages	Sonya	Matthew	Simon
... doesn't like to watch television	Tanya	Troy	Veronica
... likes to send text messages	Bill	Ronny	Sonya
... can dance really well	Catherine	Julie	Bill
... loves Italian food	Virginia	Matthew	Sonya
... loves computer games	Terry	Sarah	Marcus
... doesn't like coffee	Ginny	Simon	Catherine

B. Choose one person you spoke to above. Ask for more details about his/her answers

Have students pick one of the people they listed to ask for more details. Review the usage of *Wh*-questions for students to use during this section.

Sample Answers

Tanya doesn't like to watch television. She likes going to the movies, however. She likes gardening. It reminds her of her grandmother, who used to let her help her out in the garden.

C. Complete the three questions below, and then ask your teacher.

Read the questions in Activity C aloud. Give students a minute or two to think of questions to ask you. Answer thoroughly and add additional details to support your answers.

Sample Answers

1. Do you like going to the movies? 2. Can you play any musical instruments? 3. Are you good at your job?

6 Partner-Up

A. Work with different partners. Ask the following questions about favorites. Before you begin, write your own final two questions.

Have students partner with different people. Depending on classroom size, students should get into groups of three or four. Go over the contents of the chart. Talk about how to change the statements into questions. Have students ask their partners the series of questions and write notes for the responses. Also have students start by writing two of their own questions to the chart. (E.g., What's your favorite pizza topping? What's your favorite type of movie?) Make sure they ask questions related to favorites and not least favorites.

Sample Answer

	You	Name Sarah	Name Brian	Name HeeSook
... color?	green	yellow	brown	purple
... sport?	soccer	football	cricket	hockey
... kind of food?	pizza	spaghetti	apples	kimchi
... zoo animal?	tiger	panda	lion	bear
... video game?	Tetris	Mario	Zelda	God of War
... fast food?	fried chicken	pizza	hamburger	fried chicken
... day of the week?	Sunday	Friday	Friday	Saturday
... flavor of ice cream?	pistachio	vanilla	chocolate	mint chocolate
... television program?	<i>Game of Thrones</i>	<i>Lost</i>	<i>Breaking Bad</i>	<i>The Office</i>
... genre of music?	hip-hop	classical	rock	K-pop
... movie?	Star Wars	Casablanca	Inception	Batman
... actor's/actress's name?	James Stewart	Brad Pitt	Tom Hanks	Scarlett Johansson
... comedian's name?	Louis CK	Eddie Murphy	Dave Chappelle	Robin Williams
... pizza topping?	pepperoni	Hawaiian	everything!	spicy chicken
... film genre?	fantasy	action	sci-fi	comedy

B. Work in a group. Take turns talking about another group member, but don't say the person's name! Give clues to your group to help them guess who you are talking about.

Have groups mix members. Try to make it so nobody is in a group with someone they've worked with before. Give students a few moments to summarize another student's likes from Activity A. Students should take turns presenting their information as a short introduction to their new groups. They must make sure not to mention the person's name. Give students range to guess who the person is. Then switch roles.

Sample Answers

This person's favorite food is spaghetti, and their favorite actor is Brad Pitt. They like classical music and action movies. This person—"Sarah!"

C. Ask a partner the same questions, changing "favorite" to "least favorite."

Given time constraints, get students into pairs or groups. Have students rephrase the questions in Activity A. This time, rather than asking for "favorite", they should ask for "least favorite." Students should record the answers to their inquiries and write a short phrase or two about their classmates.

Sample Answers

What's your least favorite flavor of ice cream?
What's your least favorite color?
What's your least favorite sport?
What's your least favorite kind of food?

Strawberry. It's just too sweet for me.
My least favorite color is brown.
It's football. So boring!
I don't like chicken.

Integrated Learning

A. Listen to Kenta, Jackie, Matt, and Tina talk about their likes and dislikes. Fill in the chart as you listen. Track 13

Look over the chart together as a class. Explain the rows and columns so students are able to easily use the chart. Now play the audio. Make sure that students listen carefully and answer any questions they have afterwards.

Optional

Students can compare answers with neighbors or partners. Students can discuss results and work together to adjust answers.

Answers

	Loves	Likes	Doesn't Like	Hates
1. Kenta	basketball	golf	spicy food	peas
2. Jackie	dancing	singing karaoke	classical music	rap (music)
3. Matt	pizza	Japanese food	high school history teacher	history
4. Tina	dogs	cats	mice	rats

B. What do you love? What do you hate? Discuss with a partner.

Students should get into pairs. Students should discuss what they like or dislike with their partner. If students are stuck, remind them to talk about things they are good at doing or hobbies they have.

Sample Answer

I love watching TV and eating pizza at the same time! I hate feeling sick on the weekend. I also love chilling out at home on the weekend, and I hate driving! I have a license, but I'm really not good at it.

C. Read the passage below out loud. Write about your own favorite hobby.

Read the passage aloud. Have students write about their own favorite hobbies next. They can do so by using the model paragraph and changing words that are out of place or inappropriate for the next topic. You can introduce this by modeling the first two to three sentences.

I love watching television. I know it's not cool, but I really like it. When I was in seventh grade, I came home one day, and my dad had bought me a television to put in my own room.

Sample Answer

My favorite hobby is reading. Ever since I was young, I have loved reading all kinds of books. I especially love fiction. When I was younger, I used to love reading horror books. They weren't really that scary, but to me they were terrifying! These days I tend to read more classic novels. I'm getting into Shakespeare, too. I love reading because it can take me into new worlds.

D. Walk around the class and look for people who share your interests.

Time permitting, give students the option to walk around the class and talk to someone who has interests similar to theirs. Ensure they speak in English and talk about hobbies or interests that they share. Correct improper pronunciation or intonation.

Sample Answer

Do you like heavy metal?

Yeah, I love it!

You do? I don't.

Do you like heavy metal?

Yeah, I love it!

Really? So do I!

 **TALKOPOLY REVIEW:** Please refer to the instructions on page 81.

UNIT 05 Holidays & Dates

Talking About	Holidays, birthdays, and ordinal numbers
Speaking Success!	Rhetorical questions
Vocabulary	Cardinal and ordinal numbers
Language Focus	Making ordinal numbers

* Warm Up

Close the book. Ask students questions about the title of the chapter: When is your birthday? What is your favorite holiday? What do you usually do during your holidays? Ask students to think of what they did during their last holiday.

Open the book. Ask students to look at the picture. Ask the students questions about the image. (E.g., What do you think the occasion is? Who do you think the party is for?) Put students into pairs and have them ask each other the **Warm Up** questions.

Sample Answers

My favorite holiday is New Year's Day. I like it because I can spend time with all of my friends and look forward to the New Year.

For my last birthday I went to a theme park with some friends. It was great, but I got a little sick on one of the rides!

Talking About

This unit will focus on strategies and topics used to talk about holidays and important dates. As a class, talk about the different holidays they can name. What do students usually do during these holidays? Talk to students about the ideal holiday or special event for them.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 14

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Today is Michael's birthday (False. It is on February 14th.) **2.** Betty gives Michael a card with flowers on it. (False. The card with flowers on it is from Michael's mother.) **3.** Valentine's Day is the same day as Michael's birthday. (True) **4.** Michael accepts Betty's card. (True) **5.** Betty is embarrassed by giving Michael a birthday card. (False. Michael is embarrassed his birthday is on the 14th of Feb.)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the idea of rhetorical questions to the class. Can students find an example in the text? Do they use rhetorical questions in their native language? Ask students to create a short dialog that uses a rhetorical question.

2 Vocabulary

A. Write the correct ordinal number next to its cardinal equivalent.

Read the vocabulary words aloud to your class. Cover each word so that students know the words. Ask students to complete the blanks in the exercise. Then introduce the usage of ordinal numbers.

Answers

1. first 2. twelfth 3. twenty-third 4. fourth 5. forty-second 6. ninth 7. two hundredth

3 Language Focus

Ordinal numbers are also used when writing dates.

Today is October 23rd. I'm taking a vacation on the 15th.

To make a number ordinal, use the following key:

If it ends with...

1 + st = 1st, 101st 2 + nd = 2nd, 22nd

3 + rd = 3rd, 53rd 0, 4 - 9 + th = 5th, 20th

Write each cardinal or ordinal number in the spaces below.

Go over the model sentences and explain that ordinal numbers are used to put numbers in order, while cardinal numbers are regular numbers used primarily for counting. Also tell students to be aware of the note, which states that 11 and 12 are both followed by a *th* rather than a *st* or *nd*.

Answers

1. 21 2. 15th 3. 2 4. 19th 5. 3rd 6. 4th 7. 5 8. 2nd

Grammar

Ordinal numbers are used specially for numbers that are used to put in chronology. However, the rules on writing them are very strict. Typically, ordinal numbers preceding a date will not have a *th*, *st*, or *nd* attached to them in US formal writing. (E.g. October 29, 2013). You also write out ordinal numbers when they contain just one word (E.g. It is my fifteenth birthday.) Use ordinal numbers to describe things such as the 12th Annual Book Fair, the 23rd State, etc. . .

4 Listening

A. Work with a partner. Look at this chart of Western holidays. Fill in the blanks with the dates and holidays below.

Go over the chart aloud with students. Talk about the word chronology for the dates or "when." Also tie in information regarding the use of ordinal numbers. Go over all the holidays with the class and ask which days the students know. Try to narrow down the answers so that they can easily put in the correct answers.

Answers

1. January 26th - Australia Day 2. February 14th - Valentine's Day 3. April 1st - April Fool's Day
4. April 23rd - St. George's Day 5. July 1st - Canada Day 6. July 4th - Independence Day 7. October 31st -
Halloween 8. November 11th - Remembrance Day or Veterans Day 9. December 25th - Christmas

B. Listen to the correct answers. Check with a partner. Track 15

Have students get into pairs. Play the audio. Replay the audio as needed. Have students check their answers with their partners.

C. Do you know anything about the holidays above? Work in a group. Discuss each holiday, giving as much information as you can.

Students can try to talk about each holiday. Have students get into groups or pairs and talk about which holidays they know, which holidays they've celebrated, or which holidays are their favorites.

Sample Answers

On Valentine's Day, people give flowers and chocolates to the ones they love. It is a day to be with your loved ones. People who are not in a relationship often hate it when Valentine's comes around!

Canada Day, St. George's Day, Australia Day, and Independence Day are all different, but they have one similarity—they are about being proud of one's country.

D. What are some public holidays in your country? Talk about them in your group.

Keep students in their groups. Ask them to think of some more holidays that they are familiar with, particularly holidays celebrated in their home countries. Talk about what they usually do during those holidays and what time of year they are.

Sample Answers

Chuseok is similar to Thanksgiving in the USA. Our families gather and enjoy the newly harvested food. We also remember our ancestors, and leave out food for them. It is one of the biggest holidays of the year.

5 Survey

A. Walk around your class. Ask the following questions to your classmates. Write their responses in the chart below.

Read the chart along with the class. Explain how to use the chart and which questions to ask (e.g., What is your name? When is your birthday?). Allow your students to stand up and ask their classmates the questions. Have them continue until they've completed their chart or talked to almost everyone in class.

Sample Answers

Name	When is your birthday?	What year were you born?	How old are you?
Julie	April 2 nd	1991	21
Sally	July 16 th	1986	26
Lucy	December 7 th	1992	20
Lydia	February 27 th	1989	23
Peggy	October 5 th	1993	19
Betty	November 22 nd	1987	25
Joan	March 15 th	1990	22
Frank	March 6 th	1988	24
John	January 1 st	1992	21

B. Choose five classmates you spoke to above. Ask them about their birthdays. Think of your own questions.

Students should speak to five classmates they spoke to in Activity A. They should come up with two or three questions to ask their classmates about their birthdays that they hadn't previously asked. (E.g. what did you do for your last birthday? Who did you celebrate with? What do you want to do this year?)

Sample Answers

What was the best present you ever received?

A toy fire engine on my eighth birthday.

What food do you like to eat on your birthday?

I love any kind of cake!

What is the first birthday you can remember?

I think it was my fifth birthday. I had a clown, and I was so terrified of him!

What do you want for your birthday?

I want a new winter coat. I only have one, and it's really old!

What do you usually do on your birthday?

I go to the movies every year with my sister.

C. Work in a group. Discuss what you have learned about your classmates.

Get students into groups of three or four. Ask them to discuss what they have discovered about other people's birthdays. Encourage them to also speak about their own birthday or past birthdays. Check student's conversations for proper pronunciation and intonation.

Sample Answers

Joan's birthday is March 15th.

She goes to the movies every year with her sister.

6 Partner-Up

A. Listen to the dialog and perform both roles with a partner. Track 16

Have students partner with different people. Play the audio. Tell students to pay attention to the intonation and pronunciation of the speakers. Now have the students practice the dialog. Students should pick roles and practice. Afterwards, have them switch roles and practice again.

B. With your partner, practice the dialog with the following details.

With a partner, have students look over the profiles in Activity B. Ask the students to recreate the dialog in Activity A with information presented in the profiles. Model a few sentences for students. Have students practice recreating the dialog with one another, playing different roles and switching.

Sample Answers

Brad: Hi, **Katie / Amanda / Bethany**. Are you excited for tomorrow?

Claire: Of course, **Marcus / Richard / Jerry!** It's **Thanksgiving / Halloween / New Year's Eve!** My favorite day of the year!

Brad: Me, too! What will you do?

Claire: I will **visit my grandparents / go trick-or-treating with my best friend / have a party at my house**.

Brad: Oh, that's great. What about food? Will you have a special meal?

Claire: Usually I **eat turkey, sweet potatoes and pumpkin pie / share my candy / just have a drink** with my **whole family / friends and brothers / friends**.

Brad: Sounds good! I love **Christmas Day**, too. Do you know why?

Claire: No, why is that?

Brad: It's the day before my birthday!

Claire: So, your birthday is **this Friday / November 1st / January 1st**? I hope it's a good one!

C. What is your favorite holiday? Work in a group. Talk about your favorite day of the year.

Get into groups of three or four. Talk about your favorite holidays. Students should start by introducing which holiday they are speaking about. Then they should give supporting details to describe why it's a good holiday, followed by supporting details in the form of personal anecdotes. Students can also talk about their favorite day of the year instead of a national holiday.

Sample Answers

I love February 14th. It's Valentine's Day! My boyfriend usually buys me a teddy bear. We've been going out for a few years now, so I have quite a lot! There's not much room for anything else!

◆ Integrated Learning

A. Read the passage below. Work with a partner. Take turns reading it aloud. Correct any pronunciation mistakes your partner makes.

Put students into pairs. Students should take turns reading the passage to one another. Make sure that they read aloud and use correct pronunciation. Encourage students to correct each other's mistakes without interrupting their speaking.

B. Read Ellie’s diary entry again. Answer the questions. Use full sentences

Read the questions in Activity B aloud. Make sure that students understand the questions and words. Give students a few minutes to reread the passage from A. Then students should answer the questions.

Answers

1. It was July 11th. **2.** She is 21 years old. **3.** They gave her a surprise birthday party. **4.** Her parents bought her a second-hand car. **5.** They were in the living room. **6.** More than thirty people. **7.** She feels free because she doesn’t have to drive her mom’s car everywhere.

C. When was your best birthday ever? Work in a group. Ask each other questions about your best birthday memories.

Put students into groups. Have them ask each other questions regarding their best birthday memories. Encourage them to utilize the *Wh*- questions they learned in Unit 1. Model the example sentences or create your own model answer using personal information.

Sample Answer

“When was your best birthday?” It was 2003.

“Why was it so special?” My friends took me to a concert.

“Who did you go to see?” I saw . . . Britney Spears. She used to be my favorite!

“Did you have a good time?” Oh, yeah. My friend and I lost our voices from shouting so loud!

UNIT 06 The Weather

Talking About	Types of weather and the seasons
Speaking Success!	Idioms
Vocabulary	Weather, temperatures, seasons
Language Focus	Simple present

* Warm Up

Close the book. Ask several students if they like playing in the snow. Ask follow up questions about what kind of activities they do in the snow.

Open the book. Have the students sitting next to each other ask each other these warm-up questions. Ask the class as a whole if anyone has been anywhere interesting, like a desert. Ask them what time of year or season they went there.

Sample Answers

The hottest place I have ever been is Florida in the summer.
I do like playing in the snow. I like to go skiing and sledding.

Talking About

This unit will focus on types of weather and the different seasons. As a class, ask students what they think the weather is usually like in places like California, Russia, the Middle East, and other regions or places in the world known for their weather. Ask them how the weather changes from season to season.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 17

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Freddy is going to England. (False. Freddy has just returned from England.) **2.** Angela thinks the weather in England is usually bad. (True) **3.** Freddy does not like it when the weather is too hot. (True) **4.** Freddy saw lots of cats and dogs while in England. (False. It rained cats and dogs in England.) **5.** Freddy is feeling sick after his trip to England. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the different weather-related idioms in the box. Can students find an example of them in the text? Can the students come up with their own sentences that correctly use the idioms? Ask students to create short conversation examples of two or three lines that include one or more of these idioms.

2 Vocabulary

A. Write the correct weather-related word or phrase beneath each picture.

As a class, read through the ten target words and phrases in this activity. Ask students to define each word or phrase or give an example of its use in order to confirm that they understand the meaning of each. Then have students complete the matching activity by writing the correct word in each blank. Have students check the answers in pairs by reading the sentences aloud to each other before going over the answers as a whole class.

Answers

- | | | | | |
|------------------|-----------|----------------|----------|------------------|
| 1. freezing | 2. snowy | 3. cool | 4. warm | 5. hot and humid |
| 6. partly cloudy | 7. cloudy | 8. clear/sunny | 9. windy | 10. rainy |

B. Work with a partner. Make sentences using the above words.

Have students work in pairs to write one original sentence for each target word or phrase from Activity A. After all the pairs have written their sentences, ask one person from each pair to come to the board and write one of their sentences. When the sentences are on the board, check them for correct word usage and grammar or spelling errors. Continue (as time allows) to check one or two more sentences from all the pairs.

Sample Answers

When it is rainy, I like to stay inside and watch old movies.
I'm always scared that I will be blown away in windy weather!
I hate weather that is hot and humid. I sweat too much.

3 Language Focus

The simple present tense can be used in a number of ways. It can be used to express facts. It can also be used to for actions which occur regularly. The simple present can also be used to talk about scheduled events in the near future.

Model the example. Explain to students how each example shows either a factual sentence, an action that occurs regularly, or talks about a scheduled event in the near future. Have students think of other examples for each usage of the present tense. The following examples may be used if students have trouble coming up with their own:

Factual expression: *He is tall. They need water.*

A regular occurring action: *We ride the subway home. They study after school.*

Scheduled event in the near future: *The boat arrives at 6 a.m. The movie starts in twenty minutes.*

Unscramble and rewrite these simple present sentences. Remember to use periods and capital letters.

Answers

- | | | |
|-----------------------------|------------------------------|----------------------------------|
| 1. The weather is rainy. | 2. The sky is cloudy today. | 3. Korean winters are very cold. |
| 4. Icy roads are dangerous. | 5. I hope it rains tomorrow. | 6. I wear shorts in hot weather. |

4 Listening

A. Listen to John talk about his previous vacations. Write his responses. Track 18

Before students listen to the audio track, have them read the questions. This will naturally make them active listeners (listening for specific information) rather than passive listeners when the audio track is played. Then listen to the audio track and have students write brief answers for each question as they listen.

Optional

Before students listen, have them brainstorm possible answers to some or all of the questions. Have them use the pictures as clues and write their answers on the board, and leave the list there for reference while students listen.

B. Work in a group. Would you like to go to any of the places John visited? Which place has your favorite type of weather?

Have the students form small groups and talk about each of the places John visited. Have them say which place they would like to go and why. Also have them explain how the weather there impacts their decision on which place to go.

Sample Answers

I hate hot weather, so I wouldn't want to go to Shanghai. I'd go to Alaska instead! I guess it would be really cold, but I would just bring all of my snow gear. I'd stay inside with a warm drink and look at all the cold people outside!

C. Work with a partner. Ask and answer the following questions. Write the answers below.

Tell the students to talk about a time they went somewhere. They should use a real-life event to answer these questions based on their personal opinions and experiences. Have some of the students share their answers to these questions.

Sample Answers

1. I went to Kyoto. **2.** I was only there for a day! We were staying in Osaka. **3.** The weather was great—not too warm, not too cold. It rained a bit as we were leaving. **4.** I had a great time! We saw some really nice historical buildings, and did a bit of shopping.

5 Questionnaire

A. Ask three classmates the following questions and discover their personalities.

Have the students write down their classmates' answers to each question. Next, have them check their classmates' answers to the chart on the side of the page. A student's "personality" is determined by which letter option they picked the most. As some students if they think their personality matches with what the chart says. For those that don't, ask them to explain what they think their personality is really like and why, specifically, it is incorrect about them.

- B. Talk again to one of the classmates you spoke to above. What do you think about their choices? Would you make the same ones?**

Here students should be expressing their opinion about their partner's responses, and how it differs from their own.

Sample Answers

You said you would ignore a woman in danger. I think this is wrong. I would try to help her or call the police.

- C. As a class, ask your teacher the above questions. What would he/she do in the above situations?**

The students will likely really enjoy this. Select one student to read each question and its options. Let them use it as a chance to find out more about you.

Expansion

Have the students guess which option they think you will pick. Have one or two of them explain why they think you will pick a certain option.

If the students are really enjoying it, give them time, as a class, or in small groups, to come up with similar kinds of questions related to weather or the season to ask you.

6 Partner-Up

- A. Work with a partner. Partner A looks at this page and partner B looks at page 87. Take turns asking each other questions about the weather. Write the answers in the spaces.**

The students will each have half the information they need to complete their page. They must ask each other questions to get the information they need. Be sure the students are only communicating the information verbally and are asking the right questions to get the information. They should not be copying the information off each other's page.

- B. Have you visited any of these places? Would you like to? Discuss this with your partner.**

Give the students time to talk about places they have been to, or which of these places they would like to do. They can also talk about places not mentioned on the list so long as they talk about them in terms of weather.

Sample Answers

I have been to San Francisco. I went in the fall. The weather was nice. It was not too hot, but not cold at all. It did not rain, which was good because I was outside watching a baseball game.

Expansion

Ask students who have been to any of these places to share a quick story about what the weather was like when they went and what season they went there.

◆ Integrated Learning

A. Think about the weather in your country in each of the four seasons. Write the keywords in the boxes below.

Give the students time to work on their own and come up with as many words as they can to describe each word. Then come back together as a class and have students share their answers.

Optional

Make it a game. Give points to students for each unique word they come up with to describe each season. Have one student share all of their words for one season. Then ask if anyone has the same words. Each word that more than one student has used gets no points. Once that is done, ask students if they have any words not already on the list and have them share them. If a student can add a word to the list that no one else has on their list, they get a point. Do this for each season. You may want to have a small prize of some sort for the winner.

B. Choose one of the four seasons. Write a short paragraph about this season in your country. Use the keywords above.

Working by themselves, have students pick a season and write about it. Make sure they use some of the words they came up with to describe that season from Activity A. Walk around the classroom and check on the students' progress.

C. Present your writing to the class. Answer any questions they might have.

Have a few of the students share their paragraph by reading it out loud to the class. Encourage the students to ask the presenter questions about what they wrote.

Tip

The questions will likely come in one of two forms: questions about something that was unclear in their paragraph, or questions about information that could be added to the paragraph. Be sure to distinguish these two types of questions and give the students tips on how to present information more clearly or encourage them to add more information next time. If no student asks a question, you should be prepared to ask some.

D. Role-Play: Look outside. What is the weather like? Pretend you are a weather forecaster, and give the forecast to your partner.

Have the students pair up and pretend to give each other the weather forecast. Encourage them to be creative. They should do more than just say what the weather is like currently; they should say what it will be like in a few hours or over the next few days. This will allow them to use more of the vocabulary from the unit.

Sample Answer

It looks like it will rain today. I would recommend that you stay inside. If you have to go outside, make sure to bring an umbrella. However, it will not be cold, so you do not need to dress up for the cold. Just make sure to keep dry!

UNIT 07 Food

Talking About	Different types of food
Speaking Success!	Changing the topic of conversation
Vocabulary	Foods
Language Focus	Countable and uncountable nouns

* Warm Up

Close the book. Ask students questions about the title of the chapter: What kind of foods do they like? What kind of foods do they not like? Write down topic-related vocabulary on the board as they speak. Open the book. Ask students to look at the picture. Ask them questions about the image. (E.g., What different foods are in the picture? What kind of meals are they used to make?) Put students into pairs or threes and have them ask each other the **Warm Up** questions.

Sample Answers

I had cereal and milk. I had toast and eggs.
I see pictures of Indian food and it always looks good. I would like to eat Indian food.

Talking About

This unit will focus on different types of food and how to talk about food. As a class, ask students to talk about foods they like and don't like, foods they find strange, and foods that are common in their culture. Write down some of the foods they mention.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 19

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** There isn't any milk left in the house. (True) **2.** Jean-Paul wants Melissa to go to the store and get some milk. (False. Jean-Paul has offered to go to the store to get milk.) **3.** Melissa wants Jean-Paul to get yogurt, bread, eggs, and bananas. (True) **4.** Jean-Paul wants to get cola-flavored toothpaste. (False. He wants to get cola, but needs toothpaste because cola is bad for his teeth.) **5.** Jean-Paul quickly mentions he has two friends coming over for dinner that night. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the phrase "by the way," and talk about how it is used to change the topic of a conversation. Read the examples. Can students find the example of it being used in the text? What topic is it used to introduce? Ask students to create short conversation examples of two or three lines that include this phrase to change topics.

2 Vocabulary

A. Match these food names to the correct pictures.

As a class, read through the sixteen target words and phrases in this activity. Ask students their opinion of each food and how the foods can be used, what they are used to make, or how they can be eaten. Then have students complete the matching activity by writing the correct word in each blank. Have students check the answers in pairs before going over the answers as a whole class.

Answers

apple	chocolate	lemon	broccoli
avocado	coffee	milk	butter
banana	corn	mushroom	carrot
bread	egg	onion	celery

B. Which of these foods do you like? Which don't you like? Discuss with a partner.

Have students work alone at first, to write which of the foods in Activity A they like and which ones they don't like. Then have them share their sentences with a partner. Ask one person from each pair to come to the board and write a sentence saying which food they like and which one they don't like. When the sentences are on the board, check them for correct word usage and grammar or spelling errors. Continue (as time allows) to check one or two more sentences from all the pairs.

Sample Answer

I like chocolate, and I hate lemons—they're too sour! I drink coffee every day. I try to eat an egg for breakfast every other day. Avocados are expensive near me, but I do like them. They have a very unique taste.

Expansion

Take a poll of the class to see which foods are the most and least popular foods from Activity A.

3 Language Focus

Countable nouns are nouns that we can count. When there is more than one, we use the plural form.

Model the example. Explain that all the nouns in this are things that can easily and precisely be counted. A person knows how many dogs, pens, and bananas they have; they are easy to count.

Uncountable nouns cannot be counted. We can talk about quantity by using *some* or *a lot of* or by using special counters.

Model the example. Explain to students how the nouns in each example are hard to count. A person doesn't know exactly how much milk is left in a glass or how many pieces of rice are on their plate. Have students think of other examples for both countable and uncountable nouns. The following examples may be used if students have trouble coming up with their own:

Countable nouns: *The police department has seven cars. We ordered three pizzas.*

Uncountable nouns: *I have a lot of homework. We need some soup. I need two gallons of milk.*

Decide if the words above (in the vocabulary exercise) are countable or uncountable. Write them into this chart.

Answers

Countable	Uncountable
apple, lemon, avocado, coffee, banana, mushroom, carrot, egg, onion	chocolate, broccoli, avocado (can be either), coffee (can be either), milk, butter, corn, bread, celery

4 Listening

A. Listen to Tony talking about his favorite foods. Write his responses below. Track 20

Before students listen to the audio track, have them read the questions. This will naturally make them active listeners (listening for specific information) rather than passive listeners when the audio track is played. Then listen to the audio track and have students write brief answers for each question as they listen.

Optional

Before students listen, have them brainstorm possible answers to some or all of the questions. For example, one question asks why Tony doesn't like chocolate. Since students have not listened, any possible answer might be correct: too sweet, doesn't like desserts, on a diet, etc. The class may suggest any number of possible answers. List them all on the board, and leave the list there for reference while students listen.

Answers

1. Pizza, pasta, fried chicken, hamburgers, ice cream 2. Bananas and cabbage 3. Broccoli 4. He thinks it's gross. He hates the taste, the smell, and the texture. 5. It's too sweet. 6. He can boil an egg. 7. Roast beef with roast potatoes, peas, carrots, gravy, and Yorkshire puddings

B. Listen again. Write a number next to each food in the order it is mentioned.

Play the track and ask students to number each food item from 1 to 8 based on the order it is first mentioned in the track.

Answers

1. 2 2. 1 3. 3 4. 6 5. 4 6. 8 7. 7 8. 5

C. Tony's perfect meal is roast beef with Yorkshire puddings. What would be your perfect meal?

Discuss with a partner.

Ask students to discuss with their partner what their perfect meal would be. If students have trouble thinking of types of foods, have them look back at the **Vocabulary** Activity A on the previous page of the unit and at the two previous parts of this section. Ask some students to share their ideas on what a perfect meal would be.

Optional

Have the class plan the perfect three-course meal: appetizer, main course, and dessert. Ask for suggestions for each course of the meal and write them on the board. Have the students vote on which suggestions they want.

5 Survey

A. Walk around your classroom. Find three classmates for each of the statements below. Write their names in the chart.

Have the students walk around the classroom and find different people to ask each question. Each student is aiming to find three people to answer each question affirmatively and then record that student's name in the appropriate box.

Tip

If time is a concern, have the students only question three students and have each student they question complete the entire survey. Record "yes" answers by checking the box under the appropriate student's name. After all of the pairs have had a chance to ask each other all of the questions, have all the pairs play one round of Rock-Paper-Scissors with each other. The winner will stay where he or she is. The loser will move to work with another classmate. After all students have found a new classmate to work with, they should repeat the activity of asking all of the questions and recording answers and also answering all of the questions for their new partner. If there are an odd number of students, have the leftover student from each round interview you.

B. Choose one of the classmates you spoke to above. Ask these questions and think of your own.

Have the students pair up and ask each other these questions. The students can also come up with questions of their own that they think are interesting.

Sample Answers

1. The most disgusting food I have ever eaten is candied scorpion. I ate it in Asia once. I guess the locals don't think it's disgusting, but it was gross! I don't even know why I tried it. **2.** I would eat ice cream for every meal if I could. Sadly, I think it would make me feel very sick, not to mention fat! **3.** I saw a burger someone had—it was a meat patty between two doughnuts! Not only did it look gross but it looked really unhealthy, too.

Expansion

After all the students have asked and answered questions, come back together as a group for people to share their partner's answers to the three questions in the book. Encourage people to volunteer, especially if their partner gave an interesting answer. Also ask students to share any questions they came up with themselves and their partner's answers to those.

6 Partner-Up

A. Mike and Dave eat a lot! Partner A looks at this page and partner B looks at page 88. Ask your partner the questions and then add up the score. Who won?

Put the class into pairs and be sure one is working on page 50 and one is working on page 88. The students will use the picture below the chart to answer their partner's questions.

Tip

Be sure to have students not simply read the questions and look at the pictures, but have them look at each other to better retain the pattern of speech.

Answers

Dave: 1. One 2. Two 3. Two 4. Three 5. One 6. One 7. One 8. Two 9. Three 10. Three
11. Two 12. Zero **Dave's Score = 21**

Mike: 1. Two 2. Zero 3. One 4. One 5. Two 6. One 7. One 8. Three 9. Two 10. Two
11. Three 12. One **Mike's Score = 19**

Dave won!

B. Look again at the food that Mike and Dave have eaten. Which of the food types are countable and which are uncountable?

Have the students look at the nouns in the chart and say whether each one is countable or uncountable. Call on different students to categorize each word and then ask them to use it in a sentence to demonstrate which type of noun it is.

Answers

Bananas = countable	Apples = countable	Eggs = countable	Rice = uncountable
Cookies = countable	Pizza = uncountable	Cake = uncountable	Potato chips = countable
Milk = uncountable	Cola = uncountable	Coffee = both	Juice = uncountable

C. Now look at how much food each person has left. Who has more food left over?

Have the students look at the two pictures again and count the amount of food left over on each page. Ask the class specific questions about the leftover food: How many boxes of chocolate chip cookies did Dave have left?

Sample Answer

Mike has two boxes of chocolate chip cookies left. He also has two bananas and two slices of pizza and cake. He has three cans of juice left. He didn't drink any! He also has one egg, one coffee, and one apple left as well.

Dave has one bottle of cola, one banana, one box of cookies, and one glass of milk left. He also has two slices of pizza, two cans of juice, two eggs, two bowls of rice and two slices of cake! And he has three apples. He didn't eat any apples.

◆ Integrated Learning

A. Fill in the blanks in the dialog with the words below.

Before you have the students start on this exercise, review the grammar note. It will help the students complete the activity. Have the students, on their own, complete the dialog by filling in the blanks with the correct word from the word bank. The context of each sentence will allow the students to find the correct word to complete each sentence.

Answers

Colin: Hey, I am pretty **hungry**. Is there **any** food?

Sally: I think there is **some** pizza in the refrigerator.

Colin: Great! I'll have a **slice** of pizza.

Sally: If you're **thirsty**, there is a **glass** of water, too.

Colin: Thanks!

B. Work with a partner. Partner A looks below and partner B looks at page 89. Give hints to help your partner guess each word, but do not say the word.

Make sure each pair of students is working on a different page, and have them take turns giving each other hints so they can figure out the answers. Partner A will be doing the words across and partner B will be doing the words down. The students can use the chart at the top of the crossword to help them figure out what kind of hints to give their partner.

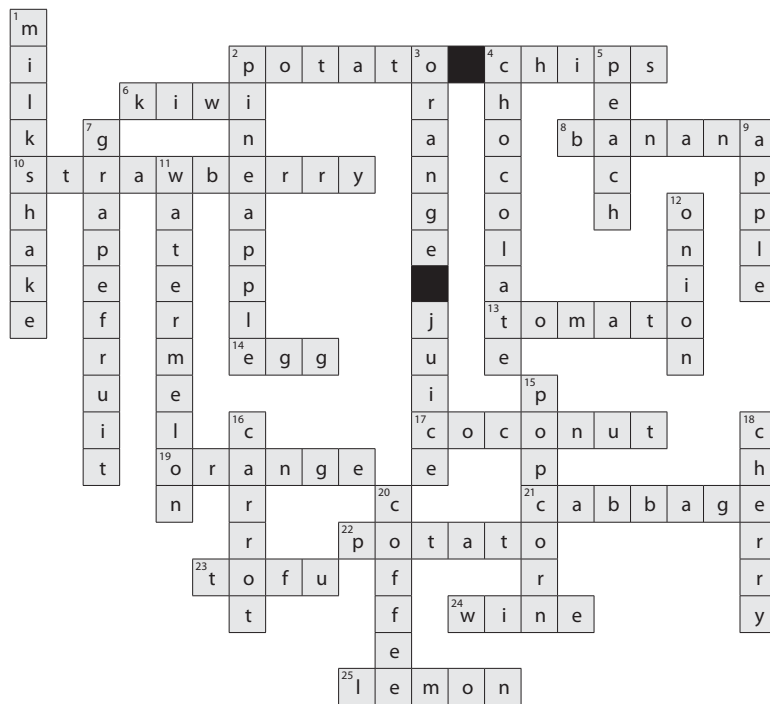
Sample Answers

"It's a fruit. It's oval and yellow. It tastes sour—" A lemon!

"It's a snack. It's round and flat. It's small. It's yellow and salty, and it's crunchy." Potato chips!

"It's a kind of fruit. It's oval, and pretty small. It's brown outside and green inside. It's sour and soft." Kiwi!

"It's a kind of fruit. It's long and pretty big. It's yellow, sweet, and soft." Banana!



Review

Similar to the crossword puzzle, give the students hints that describe a kind of food and have them try to guess what you are describing.

It is round and sweet. You share it with friends. You cut it into pieces. It is a type of dessert. You have it at birthday parties. (cake)

When a student guesses correctly, have them say if the food is a countable or uncountable noun and then have them use it in a sentence. Let that student give the class hints about a different food and repeat the process with the next student that guesses correctly.

Cake = uncountable I would like some cake.

UNIT 08 Describing People

Talking About	What people look like and how they act
Speaking Success!	Conjunctions
Vocabulary	Descriptive adjectives
Language Focus	Opposites

* Warm Up

Close the book. Ask students questions about the title of the chapter: How would they describe their best friend? How would they describe their favorite movie star? Write down topic-related vocabulary on the board as they speak.

Open the book. Ask students to look at the picture. Ask them questions about the image. (E.g., Who is the shortest person in this picture? Who is the most handsome person?) By trying to answer these types of questions the students will be forced to describe which person in the picture they are talking about. Put students into pairs or threes and have them ask each other the **Warm Up** questions.

Sample Answers

I think that I am kind, outgoing, and sometimes sensitive.

My perfect partner would be a tall, strong guy with short hair. And he'd be smart.

Talking About

This unit will focus on the words used to describe how people look and how people act. As a class, ask students to describe themselves to the class. Write down the words and expressions the students used to describe themselves.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 21

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Rafael is nervous about Katie's blind date. (False. Katie is nervous about her blind date.) **2.** Katie's blind date is taller than Rafael. (True) **3.** Rafael thinks Katie has blue eyes. (False. He thinks Katie's blind date has blue eyes.) **4.** Katie hopes her date is friendly and funny. (True) **5.** Katie's date needs to be punctual because she hates waiting. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the topic of informal sentences that start with conjunctions. Read the three examples in the box. Be sure to point out that while this might be common in spoken English, it is best the students avoid this in any writing assignment for school. Ask them to find an example of them in the text. Ask students to create short conversation examples of two or three lines in which at least one of the sentences starts with a conjunction.

2 Vocabulary

A. Look at these words for describing people. Practice saying them out loud.

As a class, read through the eighteen target words and phrases in this activity. Ask students to define each word or phrase or give an example of its use in order to confirm that they understand the meaning of each.

B. Work with a partner. Use these words to describe your classmates.

Have students work in pairs to write one original sentence describing a classmate for six of the target words or phrases from Activity A. After all the pairs have written their sentences, ask one person from each pair to come to the board and write one of their sentences. When the sentences are on the board, check them for correct word usage and grammar or spelling errors. Continue (as time allows) to check one or two more sentences from all the pairs.

Sample Answers

Jeff is average height and quite skinny. He has long sideburns and a mustache.

Sally is slim and attractive. She has a dark complexion and wears glasses.

Our teacher is of average height and has narrow eyes. She is in her 40s.

Tip

If you are concerned the students might describe a classmate in a rude or inappropriate way, have the paired up students write about the person they are paired up with. They are less likely to say something mean about something they are closely working with.

3 Language Focus

A. Look at the words below and match them with their opposites. Ask your teacher about any words you don't know.

Working on their own, have the students match the numbered words with the word in the word box that means the opposite. Make yourself available to answer any questions the students might have about the meaning of a word. Review the answers as a class.

Tip

Before explaining the meaning of any word a student might not know, have them answer as many questions as they can and then encourage them, through the process of elimination, to try to figure the remaining words out. This is a valuable test-taking skill and might help the students figure out the meaning of a word without being told, which will increase their chances of remembering it.

Answers

1. emotional

2. rude

3. lazy

4. quiet

5. dishonest

6. boring

7. disorganized

8. shy

9. impatient

B. Work with a partner. Describe your best friend using the words above.

Have the students work in pairs. Have each one write down a description of their best friend using the words from Activity A. Then have them share their descriptions with each other.

Sample Answer

Paul is quite emotional, but he can also be shy. He is very polite.
Sam is honest and she always tells interesting stories.
Even when other people are very stressed, Freddy is always calm. She is really hard-working.

Optional

If there is time, have a few students share with the class by either reading their description or writing it on the board.

4 Listening

A. Listen to Ben describe some people who are important to him. Complete the sentences with his descriptions of their appearance. Track 22

Before students listen to the audio track, have them read the blanked-out sentences. This will naturally make them active listeners (listening for specific information) rather than passive listeners when the audio track is played. Then listen to the audio track and have students complete the sentences by filling in the blanks with the correct information.

Answers

1. **a.** light brown / **b.** round 2. **a.** (about) 160 / **b.** big stomach 3. **a.** six / **b.** bright green
4. **a.** five, eleven / **b.** dark brown 5. **a.** Robert De Niro / **b.** mole, lips

B. Listen again. Match the people to Ben's description of their personalities.

Play the track again and have the students match the people mentioned in Ben's dialog to the description of their personalities. Review the answers together as a class.

Answers

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

C. Work with a partner. Describe your own parents, best friend, favorite actor, and ideal partner.

Have the students pair up and each write their own description of their own parents, best friend, favorite actor, and ideal partner. Encourage the students to use the vocabulary from **Vocabulary** Activity A and earlier in this section to help them describe these people. Have the students share their descriptions with their partners and then have a few share theirs with the class.

Sample Answers

My father is tall and he is going bald! He can be quite strict, but he is also really funny.
My mother is pretty short. She has short brown hair, and it's curly. She is really funny.
My best friend is much taller than me. He has a long face and short hair. He always makes me laugh, and he can be pretty shy with people he doesn't know.
My ideal partner? I don't know. I don't care about appearance, I just want to find someone who is kind and honest.
My favorite actor is James Stewart. He was a pretty handsome guy, very tall and thin. He had a really distinct voice. He always played friendly, kind of bumbling characters. I enjoy his movies.

5 Survey

A. Fill in the chart below with words to describe people.

Have the students use the words from earlier in this unit and any other words they can think of that relate to the different description categories. Once the students have written as many as they can, review their answers as a class and write them down on the board.

Sample Answer

Height	tall, short, average height, 160 centimeters, six foot two . . .
Body Type	thin, fat, skinny, plump, muscular, athletic, slim, average build . . .
Age	old, young, middle-aged, child, teenager, in her 20s, in his 60s . . .
Hair	long, short, medium, blond/e, dark/light brown, curly, straight, frizzy, bald, , sideburns . . .
Face	narrow, round, long, attractive, mustache, a beard . . .
Complexion	dark complexion, light, spotty, greasy, acne, clear skin, pale . . .
Eyes	narrow, big, small, large, brown, blue, dark, light, wears glasses . . .
Personality	kind, rude, lazy, honest, funny, boring, shy . . .

B. Find three classmates you do not usually speak to. Looking at their appearance, fill in this chart with the words to describe them.

Give the students a few minutes to walk around the class and collect the information they need about the three people they are writing about. Once they have done that, have the students return to their desk.

C. Work in a group. Describe one of your classmates. Your team members will try to guess who that person is.

While working in a small group, have each student in the group take turns describing a classmate based on the information they collected on their chart. The other members of the group will try to guess who the speaker is describing.

Sample Answers

"This person is tall and skinny, with medium-length black hair and a pale complexion. He is funny and can be pretty loud." Is it Edward? "Yeah, it is!"

"Well, this is a girl. Ah, I probably shouldn't have said that. Well, she is pretty tall, with long legs. She has long blonde hair and an attractive face. She is kind and friendly." Is that Sue? "Yes!" Do you like her? "No way!"

6 Partner-Up

A. Listen to the dialog and perform both roles with a partner. Track 23

Have students first listen to the dialog. Put the class into pairs and have them practice the exchange. Students will then exchange roles. Be sure to have students not simply read the text, but to have them look at each other to better retain the pattern of speech.

B. With your partner, practice the dialog with the following details.

Point out to students that the bold text on the dialog for activity A will be the substitute dialog for Activity B. Model the first two lines so students can understand where the substitutions will be.

Answers

Male Student: Hey, **Scarlett / Joan / Dora**, how was class today?

Female Student: Oh, **brilliant / really bad / tiring**. I had **Mr. Epsom / Mr. French / Mr. Johnson**. He's so **funny / annoying / tiring**.

Male Student: **Mr. Epsom / Mr. French / Mr. Johnson**? I know the name, what does he look like?

Female Student: He's quite **chubby / tall / skinny**, and he has **blond hair / thick glasses / a bald head**.

Male Student: I know him. He always wears **a pink bow tie / brown boots / a tweed jacket**.

Female Student: That's him! He always **makes me laugh / shouts at me / makes us stay late**.

Male Student: That's **great / a shame / unlucky**. I just had **Miss Balham / Ms. Black / Miss Waters**.

Female Student: Oh. She's **boring / great / so much fun**, isn't she?

Male Student: Yeah, definitely.

Optional

As an extension, label each pair of students "A" and "B". When the first activity is completed, have all B students stand up and move to a new A partner nearby. This allows various students to practice with each other so that students of differing levels in the same class can benefit from supporting or being supported by others.

C. Talk about your own favorite and least favorite teachers. Practice the dialog again, using your own experiences.

Have the students pair up to describe their favorite and least favorite teachers by following the structure of the dialog in Activity A. The students can use whatever words they want to describe their teachers but should follow the dialog outline to help them structure their conversation.

Sample Answer

My favorite teacher was definitely Miss Edwards. She was our English teacher. She was really kind. She was slim and had short blonde hair. She always wore a pink cardigan. She always let us leave early on Fridays. She was awesome. Mr. Peters? I hated him! He was so mean.

◆ Integrated Learning

A. Look at the pictures and descriptions below. Write the correct letter beneath each picture.

The students, working on their own, should look at each drawing and then find the description that matches it below. The students will need to clue in on things like age, height, and type of hair to find the correct answers.

Answers

1. C

2. B

3. E

4. F

5. A

6. D

B. Look at this casting call for a Hollywood movie. Think of a movie and its main character. Write your own casing call.

Working on their own, have the students write a description of the person they would like to star in their own made-up movie. The students will need to describe both the kind of movie they have in mind and the kind of person they are looking for to star in it. Once the students are done, have a few of them share their work with the class by reading it out loud.

Sample Answer

Calling All Actors!

We are currently searching for new actresses to play the lead role in *Jane Eyre*. We are looking for fresh, new faces. We would prefer brown-haired actresses to apply. Light or dark complexion is OK. This character is smart and brave. If you are interested, please contact us at janeeyre@newmovie.com.

C. Work in a group. Describe your favorite celebrity or fictional character. Your teammates must try to guess who you are talking about.

Working in a small group, each member of the group will take turns describing a celebrity or character while their teammates try to guess who they are talking about. Their description should focus on what the person looks like and how they act. It should not be about what movie or book they are from.

Sample Answer

"He is a small boy, and he wears round glasses. He has brown hair and a scar—" Harry Potter!
"This is a young girl. She wears a blue and white dress. She has long blonde hair. She finds herself in a strange new world, but is not afraid." Is it Alice in Wonderland? "Yes!"

Review

Have each student write a description of you. Have a few of them share their description of you with the class and ask others for any additional details not yet mentioned. Next, have the students write a description of someone who is exactly the opposite of what you have written on the board.

TALKOPOLY REVIEW: Please refer to the instructions on page 81.

UNIT 09 Shopping

Talking About	Going shopping
Speaking Success!	Double questions
Vocabulary	Types of stores
Language Focus	<i>Can/May I help you?</i>

* Warm Up

Close the book. Ask students questions about the title of the chapter: What do they go shopping for most often? Where is the best place near their house to go shopping? Write down topic-related vocabulary on the board as they speak.

Open the book. Ask students to look at the picture. Ask them questions about the image. (E.g., What are the girls doing? What do you think is in their bags?) Put students into pairs or threes and have them ask each other the **Warm Up** questions.

Sample Answers

Yes, I love it!

Every weekend, if possible. Sometimes on the weekdays, too. I think I might be a shopaholic!

Talking About

This unit will focus on words and conversations related to shopping. As a class, ask students for examples of items they can buy and ask what kind of stores they go to to get specific items. Write down words and phrases the students use to answer the questions that are related to shopping.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 24

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Sue wants to know what kind of sunglasses Nathan has. (False. She wants to know where he got them.) **2.** Nathan got his sunglasses at a fashion outlet store. (True) **3.** Sue paid \$50 for her last pair of sunglasses. (False. She paid a lot more than \$50 for her new sunglasses.) **4.** Nathan wants to go back and get a new pair of jeans. (False. Sue wants to go and get a new pair of jeans.) **5.** Sue wants to get coffee before going shopping. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce what to do if a person is asked two questions in a row. Read the examples to the class. Can they find an example of them in the text? Ask students to create short conversation examples of two or three lines that show the proper way to answer two questions at once. Have some students read their whole conversation to the class, and have others read only the question, with students answering them in order.

2 Vocabulary

A. Match the stores with the descriptions.

As a class, read through the seven types of stores in this activity. Then have students complete the matching activity by drawing a line between the store and its description. Have students check the answers in pairs by reading aloud the store and the definition they matched it to before going over the answers as a class.

Answers

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

B. Work with a partner. Which of these stores would you like to go to?

Have students work in pairs to write original sentences for each of the stores they would like to go to. They should say which store they want to go to and why they want to go there. They can also mention what kind of things they want to buy there. Once they have done this in pairs, ask a few students to share their sentences with the class.

Sample Answer

I would like to go to the second-hand store. They have good deals.

I really need some new shoes. I guess a trip to the shoe store is in my future!

I think I might be getting a cold. I'd like to go to the pharmacy.

3 Language Focus

When offering to help, we say *Can/May I help you?* *May* is more formal.

Can I help you, sir? Good afternoon. May I help you?

When asking for help, we use *Can you help me + base verb?*

We don't use *May* when asking for help.

May you help me find some jeans? (X) Can you help me find some jeans? (O)

Model the example. Explain to students how each example shows the proper way to use *can* and *may* to ask for help. Make sure to highlight the fact that *may* cannot be used to ask for help, but can be used to ask someone if they need help. Have students think of other examples for the proper usage of *may* and *can* to ask if someone needs help and *can* to ask for help. Here are some sentences you can use as examples:

Offering to help someone: *Can I help you with your homework? May I help you finish that, sir?*

Asking for help: *Can you help me clean my room?*

Each of these sentences has a mistake. Circle the mistakes and rewrite the sentences correctly.

Have the students read each of the sentences below and try to find what is wrong with it. Tell them to refer to the language focus box if they are having a hard time finding the mistake.

Optional

While the students are working on their own, write the incorrect sentences on the board. Once the students are done, call on some to come up and circle the mistakes on the board and write the correct sentence.

Answers

1. Can you helping me with my English? - help 2. Can you help I, please? - me 3. May you help me with my homework, Mom? - Can 4. I can't help you to moving to your new house. - move 5. May I help you carrying those hot drinks? - carry

4 Listening

A. Listen and write the numbers that you hear. Compare your answers with a partner. Track 25

Before students listen to the audio track, remind them they are listening for numbers and should write the numbers down in the order they hear them. This will naturally make them active listeners (listening for specific information) rather than passive listeners when the audio track is played. Then listen to the audio track and have students write the numbers they hear in the correct blanks.

Answers

1. 1,120 2. 1,350 3. 845 4. 1,812 5. 3,300 6. 5,750 7. 1,700 8. 7,500

B. Listen to a radio interview with the owner of a new store. Complete the sentences below. Track 26

Before you play the audio track, let the students read over the statements to see what kind of information they should be listening for. This will, again, make them active listeners. Play the track and ask the students to complete each statement with information they hear in the interview. Go over the correct answers as a class.

Answers

1. Joanne 2. Shoes, Shoes, Shoes 3. Friday, 15th 4. shoes, clothes
5. 20, 200 6. men's, children's 7. opening, 20

C. Work in a group. What is your favorite store? Give your opinions on each other's choices.

Ask students to work in groups and discuss their favorite stores. Have one student talk about their favorite store and give reasons why they like it. The other students in the group should then give their opinion on whether they like the store or not, and why. Have the students refer to the vocabulary section to help them find topic-related words.

Sample Answers

My favorite store is a music store in my town. It has been open for seventy years, and is run by the grandson of the original owner. Even though it's old, it has all the recent releases. It also has lots of second-hand records and vintage records. It's a great place.

5 Class Game

A. Let's play a game! Play a game with your class based on the American TV show *The Price Is Right*.

Explain the students that they should look at each item and try to guess how much it's worth. Make sure you explain to them that if their guess is more than the actual price, they will automatically lose.

- Come up with realistic prices for each of the items listed in the activity.

Tip

Try to actually research prices on the Internet before class. The more accurate the prices, the more fun the game will be.

- Have the students write down what they think the price of each item is.

Optional

This game can be a bit theatrical: have students volunteer to guess the price, get several guesses from the students, and write them on the board in a column from lowest to highest. When announcing the real price, show where it falls in relation to everyone's guesses.

- Tell the students what the correct price is.
- The student who guesses the closest to the correct price—without going over—is the winner!

Sample Answers

Sarah: I think this television is probably . . . \$400.

Richard: I think it's \$500.

Michael: \$1,000!

Troy: It looks a little old. I'm going to say that it's \$250.

Teacher: Actually, this television is \$470.

Richard: I won!

Sarah: Actually, you didn't. You went over the correct price. I won!

Teacher: Yes, you did. OK, now let's look at this telephone.

Expansion

Once you're done with the game, go back and have the student say what kind of store they can go to to buy each of the items.

B. Now play in a group. Think of your own four items. Give them a name and mention three functions for each. Your teammates will try to guess.

Put students in groups of three and four. They will take turns picking an item, naming it and describing the functions of it, and their teammate will try to guess the price of the item they are describing. Encourage the students to describe items they actually know the price of to make the game more fun.

Sample Answer

Tim: This is a flat-screen computer monitor. It is full HD! It also has 3D and a thirty-inch screen. How much do you think it costs?

Michael: I think it's \$500.

Troy: \$600?

Mary: Maybe . . . \$200?

Tim: \$200 for a 3D monitor? I wish! Actually it's \$650. You win, Troy!

6 Partner-Up

A. Work with a partner. Look at the dialogs below. Circle the lines that best fit each dialog. Then, practice the dialogs together.

The students, working with a partner, will read a dialog. At each step, the next line will have multiple options and the students will need to select the correct reply to create a realistic dialog. The context of the previous statement is all the students will need to figure out the right response.

Answers

Buying a Shirt

- Customer:** Excuse me. I'm looking for a shirt.
Clerk: i. What kind of shirt are you interested in?
Customer: a. Short-sleeved.
Clerk: We have many different short-sleeved shirts.
Customer: a. Hmm . . . can I try one on?
Clerk: i. Sure. The dressing room's over there.

Bargaining for Shoes

- Clerk:** Hello. May I help you?
Customer: b. Umm . . . yes. Do you have these in black?
Clerk: ii. I'm sorry. we're out of that color. We have gray and blue.
Customer: a. How much are these gray ones?
Clerk: i. \$90.
Customer: a. Can you give me a discount?
Clerk: ii. OK. I'll give them to you for \$80.
Customer: b. Hmm . . . that's too expensive. How about \$50?
Clerk: i. OK, then, \$50.
Customer: b. Good. I'll take them.

B. Role-Play: Use these two dialogs as an example. With your partner, think of a different shopping situation.

The same two students, working as a pair, should now create their own dialog using the dialog from A as an example. They should change the store, what they are shopping for and prices, but can follow the general idea of the two previous dialogs.

Sample Answers

- Clerk:** Hello, ma'am. How may I help you today?
Customer: Hello, I would like to buy a coat for my son.
Clerk: Your son? How old is he?
Customer: He is 19 years old.
Clerk: OK, come right this way. We have many styles for young adults. How about this on?
Customer: Oh, it's great!
Clerk: This is very popular these days.
Customer: Great, how much is it?
Clerk: It's \$120.
Customer: Oh, my. That's a bit more than I wanted to spend. Can you give me a discount?
Clerk: Sadly not, I'm afraid. It really is very good quality.
Customer: OK, I'll take it.

C. Perform your role-play for the class.

Once the students have had time to create their own dialog, have them come up to the front of the class in pairs and perform it for the class.

◆ Integrated Learning

A. Work with a partner. The cards on pages 90-91 have many useful shopping expressions. Read out each sentence and think of a response.

Put the class into pairs and have them read aloud each card to each other. After reading each card, they should come up with as many responses to the expressions they just read as they can and write them down. Go over the sample response in the book before they start.

Sample Answers

How much is this?

It's five thousand won.

It's on sale today, for only \$12.

That item is \$30.

It's \$15.

I'm not sure. Let me find out.

B. Now, your teacher will read out each card. Each pair will give their answer. The teacher will choose the team with the best answer. That team wins the number of points on the card.

Write the name of each pair of students on the board. You will use this to keep track of the points they earn. Shuffle the cards and read them out loud to the class. Have each pair of students give their best response to the card. Award the points to the pair that gave the best response and write the number of points they earned on the board under their name.

C. Look again at the cards. With your partner, prepare an original role-play using at least two expressions from each set of cards.

Each pair of students will write their own role-play about shopping using at least two of the expressions on the cards, but encourage them to use as many as they can. The role-plays should be for two people and centered on the topic of shopping.

D. Perform your role-play for the class.

Have each pair of students come up to the front of the class and perform their skit.

Sample Role-play

Excuse me. Can you help me, please?

Yes, of course.

Oh, good. I'd like to return this pair of boots.

OK, no problem. What is wrong with them?

They're too big for me. I guess I was wearing thicker socks when I tried them on.

OK, just come with me for a second. Oh, wait. The heel on these shoes is broken. Were they like this when you bought them?

Oh . . . umm, yes they were. Definitely.

I think I will have to speak with my manager. . . .

Review

Have the students pretend they own their dream store. Have them explain to the class what they will sell in their store and why. Then have them pretend you are a customer. Either ask them for something they sell or something they don't have, and then respond accordingly.

Sample Role-play

Student: I'm going to open a store that only sells sports equipment because I love sports.

Teacher: Hello.

Student: Hello, welcome to my store. May I help you?

Teacher: Yes, I'm looking to buy some flowers for my wife.

Student: Oh, I'm sorry—we don't have any flowers here. We only have sports equipment. Can I help you find a ball?

UNIT 10 Movies & Television

Talking About	Our favorite movies, TV programs, and actors
Speaking Success!	<i>Do</i> for emphasis
Vocabulary	Movie genres
Language Focus	Relative clauses, relative pronouns

* Warm Up

Close the book. Ask students questions about the title of the chapter: When do they watch TV? What is their favorite movie? Why? Write down topic-related vocabulary on the board as they speak.

Open the book. Ask students to look at the picture. Ask them questions about the image. (E.g., What are they doing? What do you think they're watching?) Put students into pairs or threes and have them ask each other the **Warm Up** questions.

Sample Answers

I watch . . . wow, let me think. I watch TV pretty much every day, for two hours. So . . . that would be fourteen hours, I guess.

I went to the movies a long time ago! I saw . . . *Troy*, with Brad Pitt.

Talking About

This unit will focus on talking about entertainment in form of movies, TV, and actors. As a class, ask students for examples of popular movies, TV shows, and actors. Write down words and expressions used by the students to discuss this that are directly related to the unit's topic.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 27

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Marie is planning to go see a movie on Saturday night. (True) **2.** She is going to see a romantic French movie. (True) **3.** Steven wants to come see the movie with Maria. (False. He does not like romantic movies.) **4.** Maria only likes romantic movies. (False. Maria likes all kinds of movies.) **5.** Maria thinks the actor in the *Captain Adventure* movie is handsome. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the subject of how to use the word *do* to add emphasis to a statement. Read the three examples in the box. Can students find an example of it being used for this in the text? Can students think of any other statements that use *do* this way? Ask students to create short conversation examples of two or three lines that use *do* for emphasis.

2 Vocabulary

A. Match the movie genres with their descriptions.

As a class, read through the eight target words and phrases in this activity. Ask students to define each word or phrase or give an example of its use in order to confirm that they understand the meaning of each. Then have each student match each word to its definition by writing the correct word in each blank. Have students check the answers in pairs by reading the definition and its matching word aloud to each other before going over the answers as a whole class.

Answers

1. science-fiction 2. action 3. comedy 4. horror 5. fantasy 6. romance 7. animation 8. documentary

B. Can you think of a movie that fits each of these genres? Discuss with a partner.

Have students work in pairs to come up with one film that fits into each genre. After all the pairs have finished coming up with their movies, ask one person from each pair to come to the board and write one of their sentences. When the sentences are on the board, check them for correct word usage and grammar or spelling errors. Continue (as time allows) to check one or two more sentences from all the pairs.

Sample Answers

I can think of an animated movie—*Beauty and the Beast* by Disney. It's my favorite!
I watch lots of science-fiction movies. One that I love is *Blade Runner*.
A comedy I can name is *50 First Dates*. I don't really like it, though.

3 Language Focus

Relative clauses are used to give further information about something.

The man **who talked to me** was nice. She likes movies **which make her laugh**.

Relative pronouns are used to replace nouns in a sentence.

The dog **that** barked. Do you know the girl **who** spoke to me?

Model the example. Explain to students how each example in the relative clause part would still be a sentence without the highlighted part, but that the highlighted part adds information that helps the reader better understand. (E.g., What man was nice? The man who talked to me. Which movies does she like? Movies that make her laugh) Relative pronouns are used to introduce relative clauses. There are five of them: *who*, *whom*, *those*, *which*, and *that*. Have students think of other examples that use relative clauses and relative pronouns. The following examples may be used if students have trouble coming up with their own:

Relative clause: *I bought a new computer that is very good. He was hit by a car which was going very fast.*

Relative pronouns: *The person who came by last night was my friend. The student whose phone just rang will be in trouble.*

Circle the relative pronoun in each sentence.

Working on their own, have the students read each sentence and circle the relative pronouns. Come back together as a class once everyone is done and review the answers.

Answers

1. that 2. who 3. that 4. who 5. which 6. that 7. that

Optional

While the students are doing this exercise, write each sentence on the board and have the students come up and circle the relative pronouns on the board for everyone to see.

4 Listening

A. Unscramble the sentences to make questions.

Working on their own, have each student rearrange the given words and rewrite them to form a complete sentence. Once everyone is done, come back together as a class and review the answers.

Answers

1. What kind of movies do you like? 2. Who is your favorite actor or actress?
3. What's the best movie you've ever seen? 4. What was the last movie you saw?
5. How often do you go to the movies? 6. Have you ever seen the same movie more than once?

B. Listen to Darcy answer the questions from above. Write his answers below. Compare your answers with a partner. Track 28

Play the track and ask students to write down Darcy's answers to the questions from above on their own. The students will then get with a partner and review their answers together. Once they've done that, review all the answers together as a class.

Answers

1. action movies 2. Emma Watson 3. *The Hurt Locker*
4. He has watched *Atonement* more than once. 5. expensive
6. The last movie he saw was *Inception*. 7. long

Tip

Before playing the track, have the students reread the questions from the previous sentence. This will make them active listeners because they will know what information to expect and will be listening to find it.

C. Work with a partner. Ask each other the unscrambled questions from Activity A.

In pairs, the students will now reread the questions from Activity A to each other and answer them. Once they have done this, come back together as a class and have the students answer the questions and review their answers with them.

Sample Answers

"What kind of movies do you like?"

Oh, all kinds. But especially sci-fi and thrillers.

"Who is your favorite actor or actress?"

Hmm . . . maybe Bruce Willis. He's just so cool!

"What's the best movie you've ever seen?"

Oh, I don't know. I have a new favorite every month. Right now it's *The Social Network*. That was great.

"What was the last movie you saw?"

Moneyball, with Brad Pitt. I liked it a lot.

"How often do you go to the movies?"

I go once every couple of months, maybe. I used to go more often.

"Have you ever seen the same movie more than once?"

Oh, definitely. I've seen the *Lord of the Rings* movies more often than I'd care to mention.

5 Interview

A. Work with a partner. Ask him/her the following questions. Write down the answers.

The students, working in pairs, will take turns interviewing each other about movies and television. Have each student write down their partner's answers.

Sample Answers

Movies

1. Yes, I have seen the *Star Wars* movies over ten times!
2. The worst movie I have ever seen? Probably the newest *Indiana Jones* movie. It really disappointed me.
3. I went to the movie theater four times last month.
4. My favorite animated movie? Probably *Spirited Away*. I love all the Studio Ghibli movies.
5. I am excited to see the new James Bond movie. I love James Bond!
6. Oh, *The Ring*. The Japanese original. So scary!

Television

1. I watch about an hour or so of TV a day, more on weekends.
2. I watch all kinds of programs; news, documentaries, reality TV, dramas, sitcoms.
3. One of my favorite shows is *Lost*. I loved then when it was on, even though I didn't like the ending.
4. Sure, I watch interviews with my favorite celebrities.
5. I watched the news, I watched a documentary on World War II, and I watched a new comedy show. It was pretty good.
6. I like watching television dramas. I can spend more time with the characters than in movies.

B. Work in a group. Discuss your partner's responses with the group.

Put students in groups of three or four. Have them speak about the answers their partner gave during the interview. Go around the classroom to listen to the groups' conversations. Wrap up the activity by having volunteers from each group talk about one or two interesting things they learned from their interview.

Sample Answer

Ginny has seen *Star Wars* over ten times! She says the worst movie she has ever seen is the newest *Indiana Jones* movie. It really disappointed her. I disagree—I loved that movie! The fridge scene was my favorite. I love *Star Wars*, too. She also loves the Studio Ghibli movies, which I can't argue with. They're great movies. I do like Disney, too.

6 Partner-Up

A. Listen to the dialog and perform both roles with a partner. Track 29

Have students first listen to the dialog. Put the class into pairs and have them practice the exchange. Students will then exchange roles. Be sure to have students not simply read the text, but to have them look at each other to better retain the pattern of speech.

B. With your partner, practice the dialog with the following details.

Point out to students that the bold text on the dialog for Activity A will be the substitute dialog for Activity B. Model the first two lines so students can understand where the substitutions will be.

Answers

Husband: I'm bored. What's on TV tonight? Is there anything good on?

Wife: Let's see . . . how about ***Life Cycles of Alaskan Salmon / Little and Lord / 20 Questions?***

Husband: I'm not crazy about **documentaries / sitcoms / quiz shows**. What else is on?

Wife: Well, we can watch the new season of ***Man Hunter / Prince Regent / I Know You Love Me***.

Husband: ***Man Hunter / Prince Regent / I Know You Love Me?*** That sounds good. What kind of show is that?

Wife: It's **an action show / a costume drama / a romantic comedy**. I've heard that it's very good.

Husband: Great, let's watch that. What time is it on?

Wife: At **9:50 p.m. / 9:00 p.m. / 6:20 p.m.**, after the news.

Husband: Perfect! What channel is it on?

Wife: **BLAST / BTC / L Channel**. That's my favorite channel, actually.

Optional

As an extension, label each pair of students "A" and "B." When the first activity is completed, have all B students stand up and move to a new A partner nearby. This allows various students to practice with each other so that students of differing levels in the same class can benefit from supporting or being supported by others.

C. Find out which televisions programs are showing tonight. Practice the above dialog with real-life examples.

Ask the students to name some shows that they know will be coming on television tonight and all the other relevant information about time, genre, and channel, and list it on the board. Once you have a couple of shows listed, have the students practice the above dialog, inserting the specific information on the board in the appropriate places.

Sample Answer

Husband: I'm bored. What's on TV tonight? Is there anything good on?

Wife: Let's see . . . how about *Running Man*?

Husband: I'm not crazy about *comedies*. What else is on?

Wife: Well, we can watch the new season of *Superstar K*.

Husband: *Superstar K*? That sounds good. What kind of show is that?

Wife: It's a *music competition*. I've heard that it's very good.

Husband: Great, let's watch that. What time is it on?

Wife: At *11:00 p.m.*, after the news.

Husband: Perfect! What channel is it on?

Wife: *M-net*. That's my favorite channel, actually.

◆ Integrated Learning

A. Listen to Kalani talking about movies. Fill in the answers below. Track 30

Have the students listen to the track and, on their own, write down Kalani's answers to each question. Play the recording again if the students aren't able to get all the answers on the first try. Once all the students have answered the questions, come together as a class and review the answers.

Answers

1. Kalani's favorite actress is Julia Roberts. 2. She likes Tom Cruise. 3. She goes to the movies once or twice a month. 4. She borrows movies from the library. 5. She wants to see *American Beauty* again.

Sample Answers

Before playing the track, have the students read the questions. This will make them active listeners because they will know what information to expect and will be listening to find it.

B. Look at the classic movie titles below. Read the description of these classic movies and guess which movie is being described.

Working on their own, have the students match the correct movie to right description. After that, have them partner up and review their answers together. Once they have done that, quickly review the answers together as a class.

Answers

1. *Jurassic Park* 2. *Jaws* 3. *Harry Potter* 4. *E.T.* 5. *Superman* 6. *Titanic*

C. Work with a partner. Look at the dialog pattern below. Replace the underlined words to talk about a movie you have seen before.

Have everyone pair up and review the dialog below. They will then replace the underlined words with the words they need to talk about a movie they have seen before. Have a few students share their dialogs with the class.

Sample Answer

A: Have you seen *The Sixth Sense*?

B: Yes, I have. / No, I haven't. What's it about?

A: It's about a boy who can see dead people. He meets someone who can help him. It has a really good twist ending.

D. Make notes about your partner's movie and describe it to the rest of the class.

Each partner in the pair should take notes on the movie his/her partner is talking about. Have some of the students describe the movie their partner was talking about.

Sample Answer

My partner's movie: *The Sixth Sense*

Story: A boy who can see dead people. Meets someone who can help him. Twist ending. Thriller/drama. Directed by M. Night Shyamalan. Bruce Willis.

Optional

Have the student describe his/her partner's movie but not say its name. Instead, let the class try to guess the movie the student is describing.

UNIT 11 Occupations

Talking About	The world of work
Speaking Success!	Interjections
Vocabulary	Jobs
Language Focus	Would / would like to (be)

* Warm Up

Close the book. Ask students questions about the title of the chapter: What is an occupation? What do your parents do? What is a good job to have? Write down topic-related vocabulary on the board as they speak.

Open the book. Ask students to look at the picture. Ask them questions about the image. (E.g., What do the people in white coats do? What do the people in hard hats do? What does it mean if the people are wearing a suit and tie?) Put students into pairs or threes and have them ask each other the **Warm Up** questions.

Sample Answers

My dream job is to be a cameraman for nature documentaries. They get to fly all over the world and see breathtaking natural wonders!

Hmm . . . I think a teacher is the most difficult job I can think of. Standing in front of a class that doesn't want to work, shouting and trying to teach them something. So tough!

Talking About

This unit will focus on different kinds of jobs, careers and occupations. As a class, ask students for examples of different kinds of jobs people have. Write down words and phrases the students use to discuss the subject that are related to occupations.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 31

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** Penny is talking to a police officer. (False. She is talking to someone dressing up as a police officer for a costume party.) **2.** Thomas works at an electronic store. (True) **3.** Thomas can give Penny a discount at his store. (False. His boss won't let him.) **4.** Penny doesn't have a job. (True) **5.** Penny doesn't have any spare time to work. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the topic of interjections and read the examples of them in the box. Can students find an example of them in the text? What emotions do they think each one is connected to? Can students think of any other interjections that are commonly used in English? Ask students to create short conversation examples of two or three lines that include one or more interjections.

2 Vocabulary

A. Match the jobs with the descriptions.

As a class, read through the twelve target words and phrases in this activity. Then have students complete the matching activity by drawing a line between the job and its definition. Have students check the answers in pairs by reading the sentences aloud to each other before going over the answers as a class.

Answers

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

B. Work with a partner. Take turns asking and answering questions like this:

I repair cars. What is my job?

You're a mechanic. I work in an office. What is my job?

You're an office worker. I help sick animals. What do I do?

You are a doctor. I repair cars. What do I do?

You are a plumber. Wait, no! You are a mechanic. I study at school. What is my job?

Have students work in pairs and ask each other questions using the vocabulary words from Activity A.

Optional

Once everyone is finished, lead the class and ask them about some professions not listed in Activity A.

3 Language Focus

When talking about something we would like to do in the future, we use the construction:

Subject + want/would like + infinitive

*I **want to** go shopping tomorrow. I **would like to** see a musical.*

If we want to talk about a job we want in the future, the construction is:

Subject + want/would like + to be +a(n) + noun

*Glen **wants to be** an actor. I don't **want to be** an astronaut.*

Model the example. Explain to students how each example shows how to talk about things they want to be or to do in the future. Be sure to make it clear that these are not things they have already done or are currently doing; they must be things they want or would like to do. Have students think of other examples for each construction. The following examples may be used if students have trouble coming up with their own:

Subject + want/would like + infinitive: *Sue wants to be a singer. We would like to be teachers.*

Subject + want/would like + to be +a(n) + noun: *They would like to go to college. My brother wants to be a soccer player.*

Use these keywords to make sentences about the future.

Working on their own, have students use the sentence structures above to create sentences that show what people will be in the future.

Answers

1. Suzanne wants to be a lawyer.
2. I want to be a police officer.
3. Peter wants to go swimming.
4. Do you want to be a flight attendant?
5. Abraham doesn't want to study.

4 Listening

A. Look at the picture. This is Wendy. What do you think her job is? Do you think she likes it? Discuss with a partner.

Have the students pair up and talk about what they think Wendy does. Have them look at the background for clues about what Wendy does and look at her face for clues about how she feels about it. Ask one student to share their answer with the class.

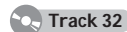
Sample Answer

Wendy looks like she works in a coffee shop. I think the word for that is a barista, right? She looks really happy, so I guess she really enjoys her job. She should pay attention to what she's doing, though! She might burn herself.

Optional

Bring in other pictures of people working and show them to the class. Ask them to guess what the people do and how they feel about it. Ask the students if they would like to do that job.

B. Listen to Wendy being interviewed about her job. Complete the questions with the missing words.



Play the track and ask students to complete each question by filling in the missing word. Let the students know they are listening for question words: *who, where, what, when, how, and do*. This will target the activity as a narrow-listening exercise.

Answers

- | | | | | | |
|---------|----------|-------|---------|--------|---------|
| 1. What | 2. Where | 3. Do | 4. What | 5. How | 6. What |
| 7. What | 8. When | 9. Do | 10. Do | 11. Do | 12. How |

C. Listen again and complete these sentences.

Play the track again. This time the students will focus on the answers Wendy gives. Have the students read the blanked-out sentences before you play the track so the students know what they are listening for and can become active listeners who are looking for specific information.

Answers

1. people, job 2. afternoon 3. half 4. weekends 5. friends, working

D. Work in a group. Talk about Wendy and her job.

Divide the class into small groups with three or four students in each group. Based on what they have heard in Wendy's interview, have them discuss her job. They can talk about what they like or don't like about her job, along with what they think of the hours she works and how much break time she has. They can also talk about whether they would want to do a job like Wendy's and why or why not.

Sample Answer

Wendy works in a coffee shop. She seems to like it, and she seems proud of her coffee-making ability! I'd love to go to Seoul and try her coffee. She doesn't make too much money, but she works with people she likes. I'd love to find a job that I was happy in.

5 Interview

A. Work with a partner. Ask and answer these questions. First, think of two more questions. If you don't have a job, talk about a family member.

Before having the pairs make their own questions, have them read all the questions on the list so they do not make repeat questions. Once they have quickly read all the questions on the list, have each of them make up two questions of their own. After they have done that, each person in the pair should ask the other all of the questions in the interview and write down the answers. If the students don't have a job, they should talk about a family member who does and change the questions accordingly.

Sample Answers

1. I do have a part-time job. I work at a hair salon. 2. I cut people's hair! 3. I work in a local shopping mall. It's a chain store. 4. I do like it, yeah. But . . . customers can be rude, and with my studies, too, I feel really tired. 5. Most of it! Mainly rude customers, like I said. I do like my co-workers, though. 6. I've worked there for almost four months. 7. My boss is OK. She's kind of strict, but I guess I need that. I can be pretty lazy! 8. I stat work at different times. On the weekdays it's 4:00 p.m., but on weekends it can be as early as 8:30 a.m. 9. Yeah, like I said, I'm good friends with them. We hang out after work most days. 10. Around 10:00 p.m. on weekdays, and 3:30 in the afternoon on the weekend. 11. I want to be a vet. I love animals! I guess I'm just good at cutting hair, but I don't see it as a career. 12. I hang out with my friends, mostly. Some of them from work. We go to dinner and maybe have a drink or three! Sometimes I'm too tired so I just go to bed. 13. Not really. It's just a part-time job, so I can't complain too much. 14. I have a friend who works in a grocery store. Her boss lets her take home some fruit at the end of every day. I'd like that. I don't get any perks here, not even a discount! 15. What's one thing you really like about the job? Oh, I have this one old lady who comes in every month to have her hair cut. She's so adorable, and we just chat for hours! I never get any work done those days. I cut her hair really slowly! 16. What was your first day like? It was scary, definitely. I'm always shy around new people, but luckily, the people who work there are really nice. They made me feel welcome right away.

B. Work in a group. Talk about your partner to the group.

Put students in groups of three or four. Have them speak about the answers their classmates gave during the interview. Go around the classroom to listen to the groups' conversations. Wrap up the activity by having volunteers from each group talk about one or two interesting things they learned from the interview.

Sample Answer

Philip works at a hair salon. He likes it, but he doesn't really enjoy it when customers are rude to him. Plus, he often feels tired because of his classes. He's worked there for almost four months, and he has become good friends with his co-workers.

C. As a class, ask your teacher the above questions.

As a class, let the students take turns asking you the questions on the list. If the activity is going well, give the students extra time to ask you some of the questions they made up.

Tip

Make sure students keep their answers diplomatic, positive, and upbeat, regardless of their personal feelings.

6 Partner-Up

A. Work with a partner. Look at the questions from Activity B on page 74. Ask and answer questions about the jobs below.

Have the students pair up. They will then use the information in each box to answer the questions they just read on page 74 of the student book. Have the students take turns asking and answering questions about the boxed information.

Sample Answers

What do you do? *I'm a janitor.*

Where do you work? *I work in an office building in Denver.*

Do you like your job? *It's OK.*

What do you do there? *I clean and I make small repairs.*

How many days a week do you work? *I work three days a week.*

When do you start work? *I start work at 6:30 in the morning.*

What time do you finish? *I finish at 12:00 p.m.*

When is your break time? *My break time is from 9:05 to 9:35.*

Do you ever work overtime? *I never work overtime.*

Do you work weekends? *I always work weekends!*

Do you ever go out with your co-workers? *Hardly ever. I mainly work alone most days.*

How much money do you make? *I make \$12 an hour. It's pretty good money, I think.*

B. Think of a job. Write the details in the left-hand box below.

Working in pairs, have each student write down the details of his/her job.

Sample Answers

Job:	<i>Movie theater usher</i>
Place:	<i>A multiplex in Colorado</i>
Like Job?:	<i>It's great, get to watch new releases</i>
Duties:	<i>Checking tickets, showing people to their seats, cleaning the screens</i>
Schedule:	<i>weekends, 10:00 a.m. - 6:00 p.m.; break: 1:30 p.m. - 2:00 p.m.</i>
Work overtime/weekends?:	<i>sometimes, only work weekends</i>
Go out with coworkers?:	<i>on Saturday nights most weeks</i>
Pay:	<i>\$8.50 an hour</i>

C. Work with a partner. Ask questions about his/her job. Write your partner's details in the right-hand box above.

After each partner has written down information about their job, the partners will interview each other to find out the details of their partner's job and write it down in the correct box in Activity B.

Sample Answers

What do you do? *I'm a librarian.*

Where do you work? *At the municipal library.*

Job:	<i>Librarian</i>
Place:	<i>Municipal library</i>
Like Job?:	<i>Love it!</i>
Duties:	<i>Organizing books, helping customers</i>
Schedule:	<i>4 days a week, 3:00 p.m. - 6:00 p.m.; break: none</i>
Work overtime/weekends?:	<i>occasionally, rarely</i>
Go out with coworkers?:	<i>not really—co-workers are much older!</i>
Pay:	<i>\$20 a day</i>

◆ Integrated Learning

A. Read the dialog below. Complete the sentences with the missing words.

Have the students work on their own to complete the dialog by inserting the correct words into the blanks. The context of each sentence is enough for the students to figure out the correct answers.

Answers

Stan: So, what does your father do?

Bethany: He's a **doctor**.

Stan: Oh, really? Where does he work?

Bethany: At **King's College Hospital** in **London**.

Stan: That sounds interesting. Does he like it?

Bethany: Yeah, he likes it a lot. It's **interesting**, and he gets to **help a lot of people**.

Stan: Is there anything he doesn't like about working there?

Bethany: Well, it's **hard**, because he has to **work long hours**.

B. Listen to the answers and check them with a partner.  Track 33

Have the students pair up and play the audio recording. Have the students check their answers with each other and against the recording as they listen to it.

C. Let's play a game! This game is called Twenty Questions. First, look at the dialog below.

As a class read the dialog below. Explain to the class that this is the format of the game. Students will ask a classmate *Yes/No* questions to try to find out what profession they are thinking of.

Play in a group. One person thinks of a job, and the others must guess what it is. Ask no more than twenty questions. Use only *Yes/No* questions.

Read these rules again and ask the class if they have any questions.

Optional

Do a test-run to make sure the students understand how to play if you are worried they aren't getting it. Think of a profession and let the students ask you questions about it. Make sure the questions are *Yes/No* questions.

D. What is your dream job? Discuss this with your group.

Explain to the class what a dream job is: the perfect job where everything is exactly the way the students would want it to be. In their groups, have each student describe their dream job. They should explain what it is, what they would do at this job, and why they would like to do it.

Sample Answer

I would love to be an archaeologist, like Indiana Jones! It would be so much fun. When I was young, there were two things I really loved; dinosaurs and ancient Egypt! The treasures of Tutankhamen's tomb fascinated me, and what kid didn't love dinosaurs? I would love to be able to spend my days digging in the dirt trying to unearth the past.

Review

Working in pairs, small groups or as a class, have the students explain what they think their parents would like them to be when they grow. Give them sentence construction they will need.

My parents want/would like me to be

My parents want me to do this because . . .

Have the students explain what that job entails, why their parents want them to have this career and whether they like this career or not.

Sample Answer

My parents would like me to be an accountant. Accountants work for big companies and help them keep track of their money. My parents want me to do this because they are both accountants. I do not want to be an accountant. I'm not good at math and I think it's boring. I want to be a singer!

UNIT 12 Travel

Talking About	Travel and vacations
Speaking Success!	<i>So/very</i>
Vocabulary	Travel words
Language Focus	Present perfect

* Warm Up

Close the book. Ask students questions about the title of the chapter: When was the last time you traveled someplace far away? Where did you go? What did you do? Ask students to think of their last traveling experience.

Open the book. Ask students to look at the picture. Ask the students questions about the image. (E.g., Where do you think this picture was taken? Would you like to go to a place like this?) Put students into pairs and have them ask each other the **Warm Up** questions.

Sample Answer

Korea is a beautiful country with many great places to visit. I would recommend that a tourist visit Gyeongbok Palace in Seoul, because it's beautiful! I would also suggest they go to Gyeongju, which is full of historical sights. And they should also go to Jeju, where they should see the sunrise at Sunrise Peak. It's breathtaking!

Talking About

This unit will focus on strategies and topics used to talk about travel and vacations. As a class, talk about the different vacations that people often take in your country. What do students usually do during these vacations? Talk to students about their ideal vacation/travel spot.

1 Model Dialog

Listen and practice the dialog with a partner.  Track 34

Tell students that they will listen to a conversation between two people. Ask them to read along as they listen to the audio. Play the track.

Optional

Have students close the book. Ask true/false questions about the dialog. **1.** James is going to Vietnam for summer vacation. (False. Lauren is going to Vietnam.) **2.** James has been to Vietnam before. (False. James has never been to Vietnam, but he heard it's nice.) **3.** James's parents live in France. (True) **4.** James's parents live in Paris. (False. James's parents live in Nice.) **5.** Lauren asks James to bring her cakes called madeleines. (True)

Ask students to practice the dialog together in pairs. After they complete one turn, have them switch roles. Check each pair's intonation as they practice. Ask a few pairs to perform the dialog in front of the class.

Speaking Success!

Introduce the casual usage of the word *so* as being interchangeable with the word *very*. Using the word *so* in writing is considered very informal, and the word *very* is preferred. However, in casual speech, people often use the word *so* to add emphasis on a statement. Use the model sentences to help explain this point, or make your own.

*I'm **so** tired. I'm **very** tired. I'm **so** angry right now. I'm **very** angry right now.*

2 Vocabulary

A. Write the correct travel word next to each definition.

Read the vocabulary words aloud to your class. Cover each word so that students know the words and their pronunciation. Ask students to fill in the blanks by matching the definition to the word.

Answers

- | | | | |
|--------------|---------------|---------------|-------------|
| 1. suitcase | 2. taxi fare | 3. tap water | 4. currency |
| 5. sunscreen | 6. be careful | 7. pickpocket | 8. bargain |

B. Work with a partner. Make sentences using the above words.

Students should be put into pairs. Ask them to think of sentences using the vocabulary words. Try to have the students relate the words in sentences related to travel. Model a few sentences for students in order to help them. You can also talk about places where the words would be useful.

Sample Answers

What currency do people use in Turkey?

I am always wary of pickpockets when I am traveling.

Sometimes I forget to put sunscreen on when it's really sunny.

I never drink the tap water in a different country.

3 Language Focus

Rewrite these sentences in the present perfect tense.

The present perfect tense is used to talk about experiences or very recent events or changes. It is constructed like this: **Subject + have/has + past participle**

*I **have seen** that movie already. **He has eaten** all of the cake.*

When talking about places we have traveled to, we usually use **have been** instead of **have gone**.

*I **have been** to America three times. **Have you been** to South Africa?*

Explain the usage of perfect present tense to students. Use the model sentences to help illustrate how *have/has* and *have been / have gone* can be used to describe experiences or places they have traveled to.

Grammar Point

Present perfect is used to say an action happened at an unspecified time before now. It illustrates that the exact time is not important. You should not use the present perfect when using expressions that specify time, such as: *yesterday, one year ago, last week, when I was in America*, etc. The present perfect is difficult for many students to use and is best used when describing the following situations: experiences, change over time, incomplete actions you are expecting, and multiple actions at different times.

Answers

1. I have broken my glasses.
2. She has studied French.
3. I have been to Japan.
4. I have finished my homework.
5. Jimmy has not broken his leg.
6. They have been for an hour.

4 Listening

A. Look at the picture. What do you know about this place? Have you been there? Would you like to go?

Ask students to look at the picture in the upper right-hand corner. The picture is of the “Welcome to Fabulous Las Vegas” sign, which is a Vegas landmark. Ask students if they can identify the sign. Ask them if they have ever been to Las Vegas. If anyone has, ask them what they did while they were there or if they had any memorable experiences in Las Vegas. Also ask students if they’d ever like to go. If they say yes, ask them what they’d like to see and do.

Sample Answer

It’s Las Vegas! Wow, I want to go there so much! Ever since I was a kid I have been fascinated by it. I think it’s all the bright lights, the music, the glamor. I don’t even want to gamble . . . much! I haven’t been there, but I would love to go.

B. Listen to Michelle talk about an interesting vacation she has been on. Complete the questions.



Read the directions to students. Explain that they should be ready to take notes or fill in the blanks as they listen. Play the audio. Students should complete the exercise as it plays or take notes and complete it afterward.

Sample Answer

- | | | | | |
|-------------|--------------|--------------|---------------|------------------------|
| 1. vacation | 2. Where, go | 3. did, for | 4. who | 5. did, there |
| 6. stay | 7. kind, eat | 8. souvenirs | 9. much, trip | 10. did you, Las Vegas |

C. Listen again. Write Michelle’s responses to the above questions.

Play the audio again. This time, make sure that students focus on the answers to the questions given to Michelle. Encourage them to look over the questions before playing the audio again. This will help them associate the answers and questions better.

Answers

(Students can also summarize her answers.)

1. It was great. I had a lot of fun.
2. I went to Las Vegas.
3. I was there for about two weeks.
4. I went by myself to begin with. I was visiting a friend. And then another friend came over and joined me there.
5. We didn't gamble because none of us were 21, but . . . just saw the sights.
6. I stayed at my friend's house.
7. We went to a bunch of different restaurants. We went to the Cheesecake Factory and had spaghetti and cheesecake.
8. I bought gifts to bring home to friends and family. I bought candles and stuffed animals.
9. Far too much. Umm . . . I think it cost me . . . the plane ticket cost about \$400 . . . and altogether, maybe about \$550.
10. It was nice to see my friend. And . . . all the hotels, all the theme hotels. The best part was at the Bellagio—they had a water show. That was nice.

D. Work in a group. Talk about Michelle's trip and give your opinions.

Put students into groups of three to five. Ask students to think about Michelle's vacation and to give their thoughts and opinions on it. Encourage students to express their own ideas about what would have made her vacation better or worse. Also encourage students to think of what they would do if they had the same vacation.

Sample Answers

Michelle seemed to have a great time. I am jealous, as I have never been to America, let alone Las Vegas. She had cheesecake, too, which is my favorite dessert! It sounds like a great trip. Especially that she went by herself to begin with—that's so brave!

5 Survey

A. Ask the following questions to three classmates. Write their responses. First, write one more question.

Keep your students in their groups. Go over the questions given in the survey. Ask students if they have any questions regarding the words or questions. Have students create their own unique question and write it down. Ask a few students to say theirs aloud as an example for others. Now in their groups, students should interview at least three other students and fill in the chart.

Sample Answers

	Name <u>Ian</u>	Name <u>Erica</u>	Name <u>Terry</u>
Have you ever been to another country?	No, never	Yes	Indeed I have
Which countries have you been to?	Just this one.	Australia, Indonesia, Japan, China	Japan, France, UK, USA, Germany, Austria, Russia, Italy, Spain, Belgium
What is the most interesting place you have visited?	The National Museum.	Tokyo—there’s just so much!	The Grand Canyon. Just wow.
What is the worst place you have ever been to?	I went to Seoul once but it was so crowded and so dirty.	The Great Wall of China was great but it rained, so we couldn’t really walk it. Disappointing.	Venice is kind of old and in need of restoration, actually.
What problems have you experienced while traveling?	Not being able to find a bathroom!	I forgot my sunscreen, and we were out of the city. I got badly burned.	The mussels in Belgium made me sick!
What is your best memory on vacation?	My dad having his lunch stolen by a seagull!	Taking my picture with a real geisha.	Climbing the steps on the Eiffel Tower.
Have you ever been sunburned?	Never, I always cover up.	Yes, really badly!	Just a little
What is the best meal you have eaten while on vacation?	A huge burger in Jeju	Fresh sushi in a Tokyo fish market	Mussels in Belgium
Have you ever traveled alone? Would you like to?	No, and no I wouldn’t.	Not yet, but I’m planning to.	Yep, I traveled Europe alone.
Which place would you most like to travel to? Why?	Somewhere hot. Maybe Hawaii. It looks beautiful.	Oh, everywhere! I love to travel.	I think Kenya. I’d love to go on a safari.
Would you consider living and working in another country?	No way	Yes, definitely	I would love to do that. My friend is abroad now, and she loves it.
Is there any place in the world that you would not like to visit? Why not?	Hmm . . . I shouldn’t say.	No really, I’ll try anything!	Nope, I’ll go anywhere I can!
Which country has the best food?	Korea	I had some great food in Indonesia.	Oh, well maybe the Southern USA or France, sure. I like anything, though.

B. Work in a group. Talk about the most interesting answers that you heard.

Within the students’ groups you can continue with Activity B. You can also shuffle groups to allow students to meet other students. Have each one briefly summarize a person’s answers and then talk about what they found most interesting about those answers. They can speak as a group and should be encouraged to ask questions and ask for more detail.

Sample Answers

Terry said that the best meal he ate on vacation was mussels in Belgium, but his worst memory is that they made him sick! He has traveled to many places, and traveled around Europe all by himself. That's really brave of him, and I'm really jealous!

C. As a class, ask your teacher the above questions.

Allow your students to use the questions in Activity A to ask you questions about your vacations or travels. Encourage students to ask for more information. You can also give them supporting details or information after answering their questions to help build interest.

Tip

Try to use *so* instead of *very* here to illustrate the **Speaking Success!** points.

6 Partner-Up

A. Listen to the dialog and perform both roles with a partner. Track 36

Have students partner with different people. Play the audio. Tell students to pay attention to the intonation and pronunciation of the speakers. Now have the students practice the dialog. Students should pick roles and practice. Afterwards, have them switch roles and practice again.

B. With your partner, practice the dialog with the following details.

With a partner, have students look over the profiles in Activity B. Ask the students to recreate the dialog in Activity A with information presented in the profiles. Model a few sentences for students. Have students practice recreating the dialog with one another, playing different roles and switching.

Answers

Agent: Sky High / Air World / Asia Express. May I help you?

Caller: Yes, I'd like to reconfirm my flight to Johannesburg / Edinburgh / Shanghai.

Agent: OK. May I have your name, please?

Caller: My name's Brandon Glover / Hakim Jones / Jeffrey Leech.

Agent: One moment, please . . . all right, Mr. Glover / Jones / Leech, you are confirmed on Flight SH670 / WW99 / SH670, leaving at 2:00 p.m. / 11:55 p.m. / 2:00 p.m. on Friday, May 17th / Monday, February 28th / Tuesday, August 14th.

Caller: It leaves at 2:00 / 11:55 / 2:00?

Agent: That's correct. Please check-in two hours before departure.

Caller: OK. Thank you.

Agent: You're welcome. Thank you for choosing Sky High / Air World / Asia Express. Goodbye.

Caller: Goodbye.

C. Practice the dialog again, using your own ideas for flight details.

Sample Answer

Agent: **Air Express**. May I help you?

Caller: Yes, I'd like to reconfirm my flight to **Jakarta**.

Agent: OK. May I have your name, please?

Caller: My name's **Daisy Parker**.

Agent: One moment, please . . . all right, **Ms. Parker**, you are confirmed on **July 11th**, leaving at **6:55 a.m.** on **Wednesday, December 8th**.

Caller: It leaves at **6:55**?

Agent: That's correct. Please check-in two hours before departure.

Caller: OK. Thank you.

Agent: You're welcome. Thank you for choosing **Air Express**. Goodbye.

Caller: Goodbye.

◆ Integrated Learning

A. Work in a group. Read the passage below. Take turns reading it aloud.

Put students into small groups. Have students take turns reading the passage. Make sure that students are reading fluently and using proper pronunciation and intonation while they speak.

B. Read again. Write "T" (true) or "F" (false) next to the statements.

Ask students to read the passage in Activity A again. You may also read the passage aloud. Have them complete the true/false exercise here. Encourage students to check their answers or ask questions if they're having difficulty with any of the words.

Answers

1. F 2. T 3. F 4. F 5. T 6. T

C. Look at the words below. Work in your group. Give each problem a number from 1-8, depending on how badly it would affect your trip.

Read the following statements that address different problems that can happen to travelers. Now have students number the incidents from 1 to 8, with 1 having the least negative effect and 8 having the greatest negative effect. After completing the exercise, ask students to share which points they felt had the greatest negative effect and the ones that had the least negative effect.

Sample Answers

2 Flights are delayed

6 Lost luggage

7 Wallet is stolen

3 Bad weather all vacation

1 No food on the plane

4 Loud guests in the hotel

5 Get food poisoning

8 Lost tickets

▶ TALKOPOLY REVIEW: Please refer to the instructions on page 81.

Appendix Talkopoly Review

Let's review! We will play Talkopoly. The object of this game is to move around the board and try to win as many points as you can. The first player to reach 1,000 points is the winner!

▶ How to Play

1. Work in a group of three or four. Make a marker and put each marker on "START" before the game begins. Markers can be small squares, or bits of paper with the students' initials on them, different coins for each student, various pencil tops that students have, etc. The only important thing is that each student in the group has a unique marker for the game.
2. Each player starts with 100 points.
3. To move around the board, students roll a die and move the number rolled. If you don't have a die, you can flip a coin, and then move four spaces for heads and one space for tails. If you don't have a coin, all players in the group count to three and then hold out none, one, or two fingers. Add up the all of the fingers held out, and the player moves that many squares.
4. When a player lands on a question square, follow the instructions. The player wins the points stated on the square—but only after you have completed the activity!
5. Write down how many points each player has after each turn.
6. Players can land on the same square more than once and win points again, but they must give a different answer from before.
7. If a player lands on "Oh My Gosh!" he or she must pay the stated points to the bank. If a player lands on "Lucky You!" he or she wins all the points currently in the bank.
8. Each time players pass "GO," they win 25 points.
9. If a player takes longer than thirty seconds before he or she starts to answer, the player LOSES the number of points on that question square!

The game continues until one player has reached 1,000 points. The other players can keep going until they reach 1,000 points as well if time allows.

NOTE

These instructions also appear in the student book in **Appendix 1**. Refer students to that page if they can't remember what to do during the game.

