

7 WHERE ARE YOU GOING?

PREVIEW THE UNIT

LESSON 1	Talk about an upcoming trip	
	Vocabulary	Verbs / Adjectives + prepositions
	Grammar	Gerunds as objects of prepositions
	Pronunciation	Blending: want to ("wanna") and going to ("gonna")
LESSON 2	Talk about what you would like to do	
	Vocabulary	Words to describe a place
	Grammar	Would like / love / hate + infinitive
	Conversation skill	End a conversation
LESSON 3	Talk about geographical features	
	Vocabulary	Geographical features
	Grammar	Superlative adjectives
	Pronunciation	Dropping the /t/ and linking in superlatives
	Listening skill	Listen for specific information
LESSON 4	Read about unusual hotels	
	Reading skill	Identify point of view
LESSON 5	Write a description of a place	
	Writing skill	Include one topic per paragraph
PUT IT TOGETHER		
	Media project	Photos: Tourist destinations
	Learning strategy	Learn grammar in context



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

- A** • Write the unit title on the board. Then ask the class, *Where are you going after class?* Elicit answers from Ss.
 - Tell Ss to read the learning goals. Explain that *upcoming* means happening soon; *geographical features* are the interesting or important parts or qualities of a natural place.
- B** • Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
 - Lead a class discussion. Ask Ss, *Where is this person?* (in the glaciers) *What is the person doing?* (hiking)
 - Ask Ss if they have ever been to a similar place or done similar activities.
- C** • Focus on the social media message. Ask, *What do you know about Mario?* (He is from Ecuador and travels a lot for work.) Have them read what Mario says in *Meet the People of TSW Media* on page 4 or play the video of Mario.
 - Read Mario's social media message aloud. Ask, *What does this quote mean?* Have volunteers explain it in their own words. Ask Ss, *Do you agree or disagree? Why?*

7

WHERE ARE YOU GOING?

LEARNING GOALS

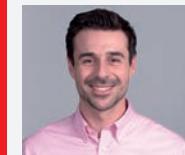
In this unit, you

- ⊖ talk about an upcoming trip
- ⊖ talk about what you would like to do
- ⊖ talk about geographical features
- ⊖ read about unusual hotels
- ⊖ write a description of a place



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a vacation. What do you see?
- C** Now read Mario's message. What does this quote mean?



MARIO CALVO

@MarioC

"Travel is the only thing you buy that makes you richer." – Anonymous

LESSON 1

TALK ABOUT AN UPCOMING TRIP



MARIO CALVO

@MarioC

Visiting Mexico City next week.
It's a work trip, but I have some
fun things planned!

1 VOCABULARY Verbs / Adjectives + prepositions

A 07-01 Listen. Then listen and repeat.

Verbs and adjectives go with specific prepositions. These combinations are often followed by gerunds.

Verb / Adjective	Preposition
be excited	about
be worried	
dream	
talk	
think	
apologize	for
be responsible	
blame	
prepare	
thank (someone)	
be interested	in
believe	
engage	
participate	
succeed	

Verb / Adjective	Preposition
approve	of
be afraid	
be fond	
be tired	
take care	
adapt	to
be used	
feel up	
look forward	
object	

B PAIRS Student A, say a verb or adjective from 1A. Student B, say the preposition.



2 GRAMMAR Gerunds as objects of prepositions

A gerund is a verb + *ing*. It is used the same way as a noun. A gerund is often the object of a preposition.

	Preposition	Object	
I'm interested	in	learning	more about Mexico City.
She's responsible	for	planning	the trip.
We look forward	to	hearing	all about it.
They talked	about	going	to an unusual restaurant.
He's afraid	of	flying	too far.

>> FOR PRACTICE, GO TO PAGE 143



LESSON 1 TALK ABOUT AN UPCOMING TRIP

- Read the title of the lesson. Say, *This weekend I'm going camping in the mountains. I'm so excited!* Ask Ss, *Do you have any upcoming trips?* Have them share in pairs.
- Read the social media message aloud. Ask the class, *Where is Mario going on his upcoming trip?* (Mexico City) *What kind of trip is it?* (a work trip) *What do you*

think he has planned? Give Ss time to discuss their ideas in pairs.

- Encourage Ss to recall information about Mexican holidays and food from Unit 4. Say, *Maybe Mario is going to Mexico to celebrate Independence Day.* Ask, *How did Mario describe this holiday?* (lots of music, dancing, and fireworks; delicious food like molé chicken and chiles en nogada)

1 VOCABULARY

- A**
- Read the vocabulary title aloud. Have Ss look back at the first example in the grammar chart. Read it aloud. Ask Ss, *Is am a verb or an adjective?* (verb) Say, *Right! It's the be verb.* Ask, *Is interested a verb or an adjective?* (adjective)
 - Have Ss look at 1A. Read the explanation aloud. Say, *Be interested is a verb/adjective combination that goes with the preposition in. Let's hear what other combinations go with a specific preposition.*
 - Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
 - Have Ss circle any verbs or adjectives they are unfamiliar with. In pairs, have them share and compare their previous knowledge. Clarify the meaning of any new or confusing words.

- B**
- Arrange Ss in same-level pairs. Read the instructions aloud. Model the exercise with a **higher-level S**. Make sure Ss understand before moving on.
 - Challenge **higher-level Ss** to complete the exercise without looking at the chart.



LANGUAGE NOTE Some of these verb/adjective combinations may appear with other prepositions. For example, *excited* can be used with the preposition *for* in addition to *about*, as in, *I'm excited for you!* Different prepositions usually have slightly different meanings.



EXTENSION In pairs, have Student A say a verb or adjective. Have Student B respond with a complete sentence, including the correct preposition. For example, Student A: *be excited*; Student B: *I am excited about my birthday.*

2 GRAMMAR

- Have Ss close their books. Write on the board,
 1. *I am thinking about Mexican food.*
 2. *I am thinking about traveling to Mexico.*
- Ask Ss, *What is the verb in each sentence? What is the object in the sentence?* Have volunteers call out the answers. (1. verb: am thinking; object: Mexican food, 2. verb: am thinking; object: traveling to Mexico) Point out that an *-ing* word is both a verb and an object in the examples. Say, *-ing words can be used in many ways. It depends on their position in the sentence.*
- Ask Ss, *What word in each sentence is a preposition?* (about) Elicit other examples of prepositions from the class. Write Ss' ideas on the board.
- Have Ss open their books and look at the grammar chart. Read the explanation and examples aloud. Point out the placement of the preposition. (before the gerund) Ask Ss, *When do we use contractions like I'm or She's?* (in spoken English and informal writing)
- Elicit the *-ing* spelling rules. Say, *For most verbs, we add -ing to the verb.* Ask Ss, *When a verb ends with the letter e, what do we do?* (drop the e and add *-ing*)

- Ask, *When a one-syllable verb ends in vowel + consonant, what do we do?* (double the final consonant and add *-ing*) *What is an example of this spelling rule in the grammar chart?* (planning)
- In pairs, have Ss take turns saying aloud the example sentences in the grammar chart.



EXTENSION Ask Ss to make 3–5 questions using the verb/adjective and preposition combinations in the vocabulary chart. Provide Ss with examples, such as *What is one thing you are worried about right now?* and *Where have you always dreamed about traveling?* Ask them to make open-ended questions rather than yes/no questions. **Lower-level Ss** can work in pairs but write down their sentences individually. Then ask Ss to stand up and walk around, taking turns interviewing at least three different classmates. Encourage them to take notes on their partner's answers. Invite volunteers to share with the class any of their classmates' answers they found interesting or surprising.

3 PRONUNCIATION

- A** • Read the Pronunciation box aloud about blending *want to* ("wanna") and *going to* ("gonna").
• Write on the board,
1. *She's going to change jobs.*
2. *She's going to a new company.*
3. *She's going to participate in a new project.*
Ask, *In which of these examples can we blend going to as gonna? (1, 3) Why?* (It comes before a verb.)
• Read the directions aloud. Play the audio.

- B** • Tell Ss, *Listen. Complete the sentences with going to, gonna, or wanna. Then listen again and repeat. Play the audio.*
• Go over the answers as a class. After each sentence, ask, *Why is this the correct answer?*
C • Arrange Ss in same-level pairs. Tell them to choose a vacation destination that interests them both. Ask them to make sentences using *going to* and *want to* about their upcoming trip.
• Join pairs to share their ideas.
• Monitor. Listen for the unstressed /ə/ sound in /wʌnə/, /gʌnə/, and /tə/.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (Eric and Mario) *What is their relationship?* (co-workers, friends) *Where are they?* (in different offices) *What are they doing?* (talking on a video call)
• Give Ss time to preview the exercise. Ask, *What do you think Eric and Mario are talking about?*
• Have Ss listen or watch and complete the exercise. Ask, *Were your predictions correct?*
• Go over the answers as a class.

- EXTENSION** Play the audio or video again. Have Ss focus on the men's feelings. Ask:
1. *How did Eric feel when Mario told him about his meeting in Mexico City?* (jealous)
2. *How does Mario feel about Mexico City?* (enthusiastic)
3. *How did Eric feel when Mario talked about the restaurant that serves insects?* (worried)
4. *How does Mario feel about eating insects?* (excited)

- B** • Ask Ss to predict ways the gaps might be filled.
• Then have them listen and complete the conversation.
• Review the answers as a class.
• Ask, *How many times do you see the phrase going to in the conversation? (three) Elicit the sentences and write them on the board, underlining going to.*
1. *I'm going to Mexico City next week.*
2. *What are you going to do?*
3. *We're also going to visit some museums.*
• Ask, *Which of these can be blended together as gonna? (2, 3) Why?* (They come before verbs.)
C • Play the audio and have Ss repeat.
• Put Ss in pairs to practice the conversation. Monitor and listen for correct pronunciation. Time permitting, have Ss swap roles and practice again.
D • Have Ss make new conversations by substituting the highlighted words in 4B.
• **Higher-level Ss** can vary their responses and make longer conversations by adding details and asking and answering more questions.

5 TRY IT YOURSELF

- A** • Copy the chart on the board. Model note-taking as you talk about a place you're interested in visiting.
• Ask Ss, *Where are you interested in visiting?* Tell them to complete the chart with their own ideas. If possible, allow them to use their phones for research. Monitor and assist as necessary.
B • Model the example conversation with a **higher-level Ss**. In pairs, have Ss take turns talking about places they're interested in visiting.
• Encourage Ss to ask open-ended follow-up questions. Remind them to use the blended pronunciations *gonna* and *wanna* when appropriate.
• Have volunteers report back about their partners.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:
✓ using gerunds as objects of prepositions
✓ using verb/adjective + preposition combinations
✓ blending *want to* ("wanna") and *going to* ("gonna")



EXIT TICKET Write on the board, *Where are you going to go? What do you want to do?* Give Ss a few minutes to review the target vocabulary in the lesson and prepare an answer. Encourage **lower-level Ss** to write their ideas down. As Ss leave, ask them the questions on the board. Take notes on any common errors to identify areas for review in later lessons.



3 PRONUNCIATION

- A** 07-03 Listen. Notice the blended pronunciations of *want to* and *going to*. Then listen and repeat.

going to: I'm going to Mexico City.
/gənə/: What are you going to do?
/wənə/: I want to see the pyramids.

Blending: *want to* ("wanna") and *going to* ("gonna")

We often blend *want to* together as "wanna" /wənə/. We often blend *going to* together as "gonna" /gənə/ when *going to* comes before a verb: *I'm going to leave soon*. We do not blend *going to* together before a noun: *I'm going to Mexico City*, but *to* is usually unstressed /tə/.

- B** 07-04 Listen. Complete the sentences. Then listen and repeat.

1. I'm going to Japan in the summer.
2. I'm going to take cooking classes.
3. I want to learn to make sushi.
4. My friend and I want to go hiking.
5. We're talking about going to Canada.
6. I think we're going to go in August.

- C** PAIRS Make three sentences with *going to* and *want to* about another idea for a vacation.

4 CONVERSATION



- A** 07-05 Listen or watch. Circle the correct answers.

1. Mario mainly talks about a work meeting / visiting Mexico City / the Mexican team.
2. Mario goes to Mexico City a few times a year / every month / once a year.
3. Mario hasn't been on a hot air balloon tour / on a private tour / to a museum.



- B** 07-06 Listen or watch. Complete the conversation.



Mario: I'm going to Mexico City next week. Have you ever been there?

Eric: No, but I'm interested in visiting. What are you going to do?

Mario: We talked about going to an unusual restaurant. Every dish on the menu includes insects.

Eric: That sounds interesting.

Mario: Yes. I'm excited! We're also going to visit some museums.

Eric: Well, I look forward to hearing all about it.



- C** 07-07 Listen and repeat. Then practice with a partner.

- D** PAIRS Make new conversations. Use these words or your own ideas.

Cancún the aquarium. They have a lot of unique exhibits. go ziplining

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about a place you're planning to visit. Why do you want to visit? What do you want to do there? Take notes.

- B** PAIRS Talk about the place from 5A. Ask questions to get more information.

A: I'm interested in visiting Paris. I've never been there.

B: That's cool. What do you want to do there?

I CAN TALK ABOUT AN UPCOMING TRIP.



LESSON 2

TALK ABOUT WHAT YOU WOULD LIKE TO DO



1 VOCABULARY Words to describe a place



MARIO CALVO

@MarioC

Dreaming of future vacations—where should I go?

A 07-08 Listen. Then listen and repeat.



clean



safe



ancient



famous



touristy



deserted

B 07-09 Listen to the descriptions. Write one adjective from 1A. More than one answer may be possible.

1. crowded, touristy
3. modern
5. safe
7. famous, touristy
2. unsafe, polluted
4. deserted, unpopular
6. ancient
8. unsafe, deserted

C PAIRS Describe a place for your partner using two adjectives from 1A.

London is famous and touristy.



2 GRAMMAR Would like / love / hate + infinitive

Use *would* ('d) *like* / *love* / *hate* to politely say what you want or don't want. *Would like* / *love* / *hate* are followed by an infinitive. Other verbs that are followed by an infinitive include *need*, *plan*, and *prefer*.

Question					Statements					
Wh-word	Would	Subject	Like	Infinitive	Subject	Would	Not	Like / Love / Hate	Infinitive	
What	would	they	like	to do?	They	would	not	like	to go	to a restaurant.
								hate		too late. someplace crowded.

Notes

- Use *would like*, *would love*, and *would hate* to talk about possible or imagined events.
We would like / would love to go to China someday. I would hate to be late for the wedding.
- Use *would like* as a polite way of saying want or for offers or requests. Do not use *like*, *would love*, or *would hate*. *Would you like to join us? Would your daughter like some ice cream?*
- Use the simple present form of *like* to talk about general preferences.
I like to travel to different countries. Ramzy doesn't like to wake up early.



>> FOR PRACTICE, GO TO PAGE 144

LESSON 2 TALK ABOUT WHAT YOU WOULD LIKE TO DO



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 1?* (to talk about an upcoming trip) *What will we learn in this lesson?* (to talk about what we would like to do)

- Have a volunteer read the social media message aloud. Ask Ss, *Where do you dream of going on vacation? Where do you think Mario should go on vacation?* Have Ss share their ideas in pairs.

1 VOCABULARY

- A**
- Tell Ss, *You will learn six pairs of words to describe a place. In each pair, the words are opposites.* Ask, *What do we call words that are opposite in meaning to each other?* (antonyms)
 - Have Ss scan the pictures and captions before listening. Ask, *What do you see in the pictures? Where are these places?* Elicit descriptions.
 - Tell Ss to listen first, and then listen again and repeat. Play the audio.

B

 - Tell Ss, *You will hear eight descriptions of places. For each one, choose a word from 1A that best defines that place.*
 - Do number 1 as a class. Play the audio and pause after the first description. Ask, *What is a word that describes this place?* (crowded)
 - Play the audio. Have Ss complete the exercise individually. Remind Ss there may be more than one answer. If appropriate, replay the audio.
 - Have Ss compare answers in pairs. Then review them as a class. Ask Ss to explain their choices. Clarify the meaning of any target vocabulary Ss still find confusing.



EXTENSION In pairs, have Ss find as many synonyms as possible for the vocabulary words in 1A. Remind them that a synonym is a word or phrase that means exactly or nearly the same as another word or phrase. Encourage Ss to use a dictionary or consult a thesaurus if necessary.



TEACHING TIP Synonyms and antonyms are important tools to help Ss expand their vocabulary. Tell Ss that synonyms and antonyms will help them use a greater variety of words and avoid sounding repetitive in their spoken and written English.



- Arrange Ss in same-level pairs. Say, *Use the words in 1A to describe places.* Read the example aloud. Ask Ss to use each word at least once. Encourage them to draw on personal experiences to answer.
- Take a class survey to see what places Ss have been to before. For example, *Who has been to Cancún? What is it like?* Ask volunteers to share their experiences.



EXTENSION In small groups, have Ss use the adjectives in 1A to describe the place they were born and the place they live now, if different. Encourage them to ask each other follow-up questions.

2 GRAMMAR

- To introduce the grammar, say, *I'd like to go to the movies this weekend.* Ask Ss, *What about you? What would you like to do this weekend?* Elicit answers from Ss.
- Have Ss look at the grammar chart and follow along as you read the first two sentences of the description aloud. Ask, *What is an infinitive?* (to + base form of a verb) Say, *Find the infinitives in the examples in the grammar chart.* (to do, to go)
- Explain that an infinitive is used only after certain verbs. Read the rest of the description and the example question and answer aloud. Point out the word order in the question and the *not* placement in the statement.
- Bring Ss' attention to the first Note at the bottom of the chart. Read the explanation and examples aloud and provide further explanation. For example, *We would like to go to China someday. We can't go now because we are busy, but this is a possible trip for the future.*
- Tell Ss they can make contractions by combining the subject pronouns with the *would* auxiliary in statements. Ask Ss, *How would you make*

the contraction of we would? (we'd) Repeat for other subjects.

- Say, *There are other reasons we use would like in English.* Read the second Note and the example sentences aloud. Remind Ss they cannot use *like*, *would love*, or *would hate* for this purpose. Provide additional examples if necessary.
- Read the third Note aloud. Provide additional examples if necessary.



EXTENSION In pairs, have Ss write three statements or questions using *would (not) like / love / hate* followed by infinitives.

3 CONVERSATION

- A** • Have Ss look at the video still. Ask, *What do you think Eric and Mario are talking about now?*
- Give Ss time to preview the exercise items. Point out that the quotation marks in "Door to Hell" indicate the name of a place. Then play the audio or video. Have them complete the exercise individually.
 - Go over the answers as a class. If appropriate, replay the audio or video.
 - Focus on the Conversation Skill. Model the correct pronunciation and intonation of the expressions in the box. Have Ss repeat. Read the conversation in the skill box aloud with a **higher-level S**.
 - Ask Ss to listen or watch the conversation in 3A again, underlining any of the expressions in the box they hear. (I should be going now)

EXTENSION In pairs, have Ss talk about the places Eric wants to visit. First, ask them to recall details about the "Door to Hell" and Patagonia. If possible, show images of these two tourist destinations. Then ask Ss to talk to their partner about which trip they prefer and why. Finally, take a class poll to see which trip most Ss prefer.

- B** • Ask Ss to predict ways the gaps might be filled.
- Then have them listen or watch and complete the conversation.
 - Review the answers as a class. Ask, *Were your predictions correct?*
- C** • Play the audio again and have Ss repeat.
- Then in pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.
- D** • Arrange Ss in same-level pairs to make a new version of the conversation in 3B by swapping the highlighted words or using the target vocabulary from 1A and their own ideas. Encourage Ss to practice ending the conversation with different expressions from the Conversation Skill.
- **Higher-level Ss** can make longer conversations by adding details and asking and answering more questions.
 - Invite pairs to role-play their conversations for the class.

4 TRY IT YOURSELF

- A** • Copy the chart on the board, leaving the boxes blank. Model note-taking as you talk about the vacation style described in the example entries. For example, *I like to visit famous locations. It's important to me that the place is modern, clean, and has lots of restaurants. I'd really love to avoid areas that are unsafe or deserted.*
- Tell Ss to complete the chart with information about their own vacation style. Remind them to reference 1A for words to describe places. Monitor their work and provide help with vocabulary as necessary.

OPTION If possible, project images of places you'd like to visit. Point to each image as you describe the kind of place you want to visit.

- B** • Have Ss share their charts in pairs. Model the example conversation with a **higher-level S**. Encourage them to ask additional open-ended questions to learn more about their partners.
- Invite volunteers to share any interesting or unusual places they heard about.

EXTENSION Arrange Ss in mixed-level groups of 3-4. Tell them their team was hired to increase tourism at a destination that is not yet well known. The group's task is to create a tourism brochure or poster that describes the best qualities of the place and fun activities to do there. Have each group present their brochure or poster to the class. Display them on the wall when finished.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:

- ✓ using adjectives to describe a place
- ✓ using *would like / love / hate + infinitive* to say what they want or don't want
- ✓ using appropriate expressions to end a conversation



EXIT TICKET Write on the board, *What's your vacation style?* Give Ss 2-3 minutes to write down as many ideas as they can. Then have them take turns asking and answering the question in small groups. Listen and take notes on areas for review and extra practice in later lessons.

3 CONVERSATION



A 07-11 Listen or watch. Circle the correct answers.

1. How does Eric describe the "Door to Hell"?
 - a. different
 - b. touristy
 - c. famous
2. What does Mario think about the "Door to Hell"?
 - a. He is surprised that Eric wants to go there.
 - b. He wants to go there, too.
 - c. He thinks lots of people probably go there.
3. Why does Eric want to visit Patagonia soon?
 - a. He won't be able to go next year.
 - b. He wants to visit before it closes for the season.
 - c. He's afraid that it's going to become crowded.



B 07-12 Listen or watch. Complete the conversation.



Mario: You like to travel, right?

Eric: Yes, I do! I like to visit places that are **not well known**.

Mario: Really? Like where?

Eric: I'd **love to** go to **Patagonia**.

Mario: **Patagonia?** Wow. I'd **love to** hear more about it.

Eric: OK, sure. But I'm so sorry, I have to go now. I'll tell you more later.

CONVERSATION SKILL

End a conversation

When you want to end a conversation, say: *Well, it was nice talking with you..., I've got/I have to go now..., I need/have to get going..., I should be going now..., or I'd love to keep talking with you, but...*

A: I need to get going now.

B: Sure. I'll talk to you soon.

Listen to or watch the conversation in 3A again. Underline the expressions that you hear above.

C 07-13 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

touristy
London

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Think about your vacation style. What kinds of places would you like to visit? What's important to you when you travel? What do you like to avoid? Complete the chart.

Kind of place	What's important	What to avoid
famous location	modern, clean, lots of restaurants	unsafe and deserted areas

B PAIRS Talk about your chart in 4A. Describe the kinds of places you would and wouldn't like to visit. Ask questions to get more information.

A: I'd love to visit somewhere famous that's modern and clean.

B: Really? Like where?

I CAN TALK ABOUT WHAT I WOULD LIKE TO DO.



LESSON 3

TALK ABOUT GEOGRAPHICAL FEATURES



MARIO CALVO

@MarioC

What's the hottest place on Earth?
The first person who answers gets
to take me there on vacation! 😊



1 VOCABULARY Geographical features

- A** 07-14 Listen. Then listen and repeat.



- B** Look at the words in 1A. Write them in the correct category.

Land	Water
a hill a mountain a coast a forest an island a volcano a desert a jungle	an ocean a river a lake a pond

- C** PAIRS Add 2-3 more geographical features to the list in 1A.



2 GRAMMAR Superlative adjectives

Use superlative adjectives to compare more than two people or things. Use *the* or a possessive adjective (*my / her*, etc.) before the superlative.

Rules	Adjective	Superlative
For most one-syllable adjectives, add -(e)st for the superlative.	high large	highest largest
For one-syllable adjectives ending in one vowel + one consonant, double the final consonant and add -est.	hot big	hottest biggest
For two-syllable adjectives ending in y, drop the y and add -iest.	happy pretty	happiest prettiest
For most adjectives with two or more syllables, use <i>least</i> or <i>most</i> + the adjective.	beautiful popular	most beautiful least popular

Notes

- Superlatives are often used with prepositional phrases with *in* or *of*.
*Australia is the **smallest** continent **of all**.*
- Some adjectives have irregular forms.
good → best bad → worst far → farthest / furthest

>> FOR PRACTICE, GO TO PAGE 145



LESSON 3 TALK ABOUT GEOGRAPHICAL FEATURES



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What does the word geographical mean?* (relating to an area or place) *What does the word feature mean?* (an important part or aspect of something) *What are other words in English that have a similar meaning?* (characteristic, attribute, trait, quality, property)
- Read the social media message aloud. Ask Ss, *Where do you think the hottest place on Earth is? Would you like to go on vacation there?*



LANGUAGE NOTE *Get to do something* is most often used informally to mean "to have the opportunity to do something." For example, *Did you get to visit the Louvre when you were in Paris?* However, in Mario's social media message, he is using it in a sarcastic manner as a joke. That is, he knows none of his friends are offering to take him there on vacation.

1 VOCABULARY

- A**
- Have Ss scan the pictures and captions before listening and circle the words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
 - Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
 - Remind Ss about the difference in pronunciation between the noun *desert* (an area of dry land) and *dessert* (sweet food eaten after the main part of a meal). To pronounce *desert*, stress the first syllable: *desert*. (*Dessert* receives the stress on the second syllable: *dessert*.)



TEACHING TIP Suggest that Ss write not only the definition but also the pronunciation of target vocabulary in a vocabulary journal. For words with more than one syllable, remind Ss to separate them into syllables and mark the stressed syllable.

- B**
- Tell Ss to categorize the words in 1A into land and water geographical features. Draw the chart on the board. Write in the examples and read them aloud.
 - Have Ss complete the exercise individually and then compare their answers in pairs.
 - To review, invite volunteers to write the answers in the chart on the board.
- C**
- Put Ss in new pairs. Have them discuss other geographical features and add 2–3 more to their charts from 1B.
 - Invite volunteers to draw any other geographical features on the board. Tell them not to write the word but rather elicit the name of the feature from the class.



EXTENSION In pairs, have Ss share which geographical features are near where they live.

2 GRAMMAR

- To introduce the grammar, write on the board, *Disneyland is famous for being the happiest place on Earth*. Read the example aloud. Underline *happiest*, and say, *Happiest is a superlative adjective*. Check Ss' prior knowledge. Ask, *What does superlative mean?*
- Bring Ss' attention to the grammar chart. Say, *We use superlative adjectives to point out the number-one item in a group of three or more*. Read the description aloud, and give a few examples, such as *This is the highest building*. Or *This is my prettiest sweater*. Write them on the board; underline *the* and *my*.
- Ask Ss to follow along as you read the rules and examples aloud.
- Clap or tap out the syllables in each example. Point out how adjectives gain a syllable when they become superlatives.
- Bring Ss' attention to the first Note. Read the explanation and example aloud. Ask Ss, *What's the prepositional phrase in the example? (of all) Why do we use a superlative adjective in this example?* (There are more than two continents in the world.)
- Read the second Note aloud. Tell Ss that some adjectives have irregular forms. Read the adjectives and their irregular superlatives aloud.

- Ask Ss write the two additional superlatives using *most* and *least*. Invite volunteers to share their examples with the class.



LANGUAGE NOTE The adjective *far* has two superlative forms, *farthest* and *furthest*. We use *farthest* to talk about physical distance. For example, *Which planet is farthest from the sun?* *Furthest* is usually used figuratively, to mean most or greatest extent or degree. For example, *Studying physics is the furthest thing from my mind*. *Furthest* is more common than *farthest*.



EXTENSION Have Ss write 3–5 sentences with superlative adjectives that are true for them. Have them share in pairs and ask follow-up questions.

- To review comparative adjectives, have Ss look at the chart on page 162.

3 PRONUNCIATION

- A** • Read the Pronunciation box about dropping the /t/ and linking in superlatives aloud.
- Tell Ss, *Listen to the words. Pay attention to the dropping or the linking of the sound /t/*. Remind Ss to listen first, and then listen again and repeat. Replay audio if appropriate.
- B** • Ask Ss to underline the superlative adjective in each question. Spot-check their work.
- In pairs, have Ss predict if the sound /t/ in the superlative is dropped or if it is linked to the following vowel. Have them discuss and pencil in their answers.
- Then play the audio and have Ss check their answers. Review any tricky pronunciations.

- C** • Put Ss in pairs to ask and answer the questions in 3B about their own or a preferred country. Allow Ss to research the answers, if appropriate. Point out that some of the answers are based on facts, while others are based on opinion (4, 6, 7, 8).
- If possible, pair up **lower-level Ss** with classmates from the same country, and have them research together. Suggest they divide up the questions and then share their answers with each other.
- Monitor conversations and provide feedback on linking in superlatives. Encourage Ss to take notes and ask follow-up questions.
- Invite Ss to share any interesting facts they learned.

4 LISTENING

- A** • Have Ss look at the picture. Ask, *Who do you think this is? Where is he? What is he doing?* Elicit ideas.
- Tell Ss, *You will hear a podcast where each episode is a "quiz show"*. Ask, *What is a quiz?* (a set of questions about a particular subject that people try to answer as a game or competition) *So, what is a "quiz show"?* (a show where people answer questions live on the radio or recorded on a podcast)
- Play the audio. Ask, *What is today's topic of the quiz podcast?* (world geography) Say, *Right. So what is the answer to 4A?* (c. places)

OPTION Play only the introduction of the audio, pausing after the word *geography*.

- B** • Read the Listening Skill aloud. Ask, *What are examples of specific kinds of information you might need in order to understand someone or something?* (places, times, dates, numbers, names)
- Tell Ss, *This time, listen specifically for the numbers, places, and adjectives.* Give Ss time to preview the exercise items before listening.
- Have Ss listen and complete the exercise.

5 TRY IT YOURSELF

- A** • Read the directions and examples aloud. Explain that Mount Everest, K2, and Makalu are names of famous mountains. Ask, *Where are the mountains located?* (in the Himalayas, a mountain range in Asia) *What are these mountains famous for?* (They are the highest in the world.) Tell Ss to choose places that are special or important for some reason.
- Give Ss time to brainstorm and research. Have **lower-level Ss** work in pairs.
- B** • Model the example conversation with a **higher-level S**. Tell Ss to use comparative and superlative adjectives to describe why the places are special or important. Remind them to ask follow-up questions. Encourage Ss to show pictures of them as they discuss.
- Put Ss in pairs to share their information.
- Invite volunteers to present places to the class.

OPTION Create the feeling of a quiz show in the classroom. Pause after each question in the quiz and elicit the answer from the class. Then continue playing the audio and have Ss check their answers.

TEACHING TIP For question five in the quiz, explain to Ss that the name of the Yangtze in China is the "Chang Jiang". For question six, explain that the Antarctic and Arctic regions are considered deserts, but they are not sand deserts. Both are larger than the Sahara.

- C** • Have Ss compare their answers in pairs.
- To review, have volunteers read the completed sentences aloud. If possible, show images of the places mentioned in the podcast.
- Clarify any new or confusing words or expressions, such as *contestant* (a person who takes part in a contest or game), *record* (the highest or best of its kind), *subscription* (an agreement you make to get a publication regularly that you pay for in advance). Remind Ss that words may have different meanings in different contexts.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ talking about geographical features
- ✓ using superlative adjectives
- ✓ dropping and linking the /t/ when pronouncing superlatives
- ✓ listening for specific information



EXIT TICKET Ask Ss, *What is your favorite geographical feature?* Have Ss write their names on a blank card or piece of paper. Tell them to write down 2-3 complete sentences and use superlative adjectives. Collect cards as Ss leave. Read the cards to identify areas for review.



3 PRONUNCIATION

- A** 07-16 Listen. Notice the way /t/ is dropped before a consonant and linked to a vowel. Then listen and repeat.

the smallest country the largest island
the highest mountain the deepest ocean

Dropping the /t/ and linking in superlatives

We often drop the sound /t/ in words that end in -st when the next word begins with a consonant sound: *the smallest* country. We do this to make a long group of consonant sounds easier to say. When the next word begins with a vowel sound, we pronounce the /t/ and link it to the following vowel: *the largest* island.

- B** 07-17 Draw a line (/) through t in the superlative if we can drop the sound /t/. Draw a linking line to show where we link t to the next word. Listen and check your answers.

1. What's the tallest building?
2. What's the hottest place?
3. What's the most expensive city?
4. Which city has the best food?
5. Which city has the busiest airport?
6. What's the most interesting park?
7. What's the most beautiful city?
8. What's the best time of year to visit?

- C PAIRS** Ask and answer the questions in 3B about your country.

4 LISTENING

- A** 07-18 Listen to the quiz show. What are the questions about?

- a. people b. numbers c. places

- B** 07-18 Read the Listening Skill. Listen again. Circle the correct answers.

1. The smallest country in the world has under **100** / **1,000** / **10,000** people.
2. It also has the world's largest **church** / **palace** / **park**.
3. The largest lake in the world is in **Asia** / **Africa** / **North America**.
4. Aconcagua is more than **22,000** / **28,000** / **32,000** feet tall.
5. The Nile River is **shorter** / **longer** / **deeper** than the Yangtze River.
6. The hottest place in the world is **Death Valley** / **the Sahara Desert** / **the Australian Outback**.

- C PAIRS** Compare your answers in 4B.



LISTENING SKILL

Listen for specific information

When you're listening, you don't need to understand every word. Focus on the information you think you'll need in order to understand the topic. For example, listen to places, times, dates, numbers, and names.

5 TRY IT YOURSELF

- A MAKE IT PERSONAL** Choose three geographical features from 1A. Write three places for each geographical feature. Name places in your country or in other locations. Take notes.
a mountain: Mount Everest, K2, Makalu

- B PAIRS** Discuss your notes from 5A. Compare the places using adjectives. Which is the highest, smallest / largest, least popular, or most beautiful?

A: For a mountain, I listed Mount Everest, K2, and Makalu.

B: Mount Everest is in China and Nepal. It's the highest mountain in the world.

A: What else do you know about it?

I CAN TALK ABOUT GEOGRAPHICAL FEATURES.



LESSON 4

READ ABOUT UNUSUAL HOTELS



MARIO CALVO

@MarioC

This hotel not only floats but also turns around in a circle. Now THIS I need to see!

1 BEFORE YOU READ

- A PAIRS** What kinds of places would you prefer to stay in when you travel?

I prefer to stay at people's houses because...



- B VOCABULARY** 07-19 Listen. Then listen and repeat.

a **palace**: a large home where a queen or king lives

a **rule**: a statement of what you can or cannot do

lick: to move the tongue across something

a **tank**: an object that is used to hold a large amount of a liquid

submerged: under water

rotate: to go around in a circle like a wheel

face: to be towards or in the direction of something

a **butler**: a person whose job is to serve other people and take care of their home

out of sight: hidden; not able to be seen

>> FOR PRACTICE, GO TO PAGE 157

2 READ

- A PREVIEW** Look at the title and the photograph. What do you think the blog post is about?

Possible answer: the most interesting hotels that the writer has stayed in

- B** 07-20 Listen. Read the blog post.

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My World Travels—The Most Interesting Places I've Stayed

When I travel, I try to find interesting places to stay. Here are three of the most beautiful and unique hotels from my travels.

The Palacio de Sal (or Palace of Salt) Hotel is truly amazing. It is in the salt desert of Bolivia, at the eastern edge of Salar de Uyuni. What makes this hotel so unique? It is made entirely out of salt! When they first started to build the hotel, building materials were hard to find in the area. But there was plenty of salt. The floor, ceiling, walls, and even some of the furniture are all made of salt. If you're planning a visit, make sure to stay in a room with a view of the desert. It's beautiful. And remember one important rule: Don't lick the walls!

The Marmara Antalya Hotel in Turkey is another great place to visit. Part of this modern hotel is a building that floats in a tank of water. The bottom three floors of this building are completely submerged. The building revolves, or turns in a circle. It is the only hotel in the world that rotates 360 degrees! When I stayed there, I went to sleep facing the pool and woke

up facing the sea. I'd love to see those views again! Just remember: Only one building at this hotel turns, so make sure you get a room in the right building.

But there is nowhere more beautiful than the Null Stern Hotel in the Swiss mountains. This hotel is just one "room." The room has a bed, two small tables, two lamps, and nothing else. And I mean nothing else. There are no walls! There is just a bed, outside, surrounded by mountains and sky. A butler stays nearby, but out of sight, and brings guests their meals. The views of the mountains and the star-filled sky are incredible. But be ready to take a walk if you need to go to the bathroom: There isn't one at the hotel. I had to use a public bathroom which was five minutes away!

Next week I'll write about the best free places I've ever stayed. You'll be surprised by how many there are!

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THE BEAUTIFUL
VIEW FROM MY
HOTEL IN THE
SALT DESERT.

LESSON 4 READ ABOUT UNUSUAL HOTELS



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and social media message aloud. Ask, *What does float mean?* (to rest on top of liquid like water) *What are things that usually float?* (ice floats in water; ships float in the ocean) Elicit answers from Ss.
- Ask Ss to stand up. Say, *Turn around in a circle.* Wait for Ss to turn around a few times then ask them to sit

down. Ask, *Would you want to stay in a hotel that floats and turns around in a circle?* Elicit Ss opinions.

- Point out that the word *this* in the social media message is in all caps. Ask Ss, *Why did Mario write this in all caps?* (to emphasize the word)

1 BEFORE YOU READ

- A**
- Read the question aloud. Say, *When I travel, I prefer to stay at people's houses because I love meeting new people.*
 - Lead a class brainstorm about other types of places you can stay when you travel. Elicit ideas from Ss and write them on the board for reference. (hotels, inns, tents, etc.)
 - Give Ss time to discuss in pairs; then bring the class back together. Have volunteers share their preferences with the class.



TEACHING TIP Remind Ss that travel doesn't have to mean world travel. We can also travel within our own country or city. If Ss have never traveled, encourage them to discuss an imagined trip.

- B**
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
 - Review the definitions. When appropriate, ask Ss to provide an example. Ask,

1. *What is a famous palace?* (Buckingham Palace in London)
2. *What is an example of a rule?* (A red light means stop.)
3. *What is an example of a tank?* (fish tank, water storage tank)
4. *What is something that is submerged?* (a submarine)
5. *What is something that rotates?* (the Earth)
6. For more vocabulary practice, have Ss turn to page 157.



OPTION Have Ss review the vocabulary before listening. In pairs, ask them to take turns reading the terms and definitions aloud. Then play the audio. Have Ss check the pronunciation of the words and then listen and repeat. Ask them to circle any words whose meaning or pronunciation are still confusing. Provide clarification.

2 READ

- A**
- Read the title of the blog post aloud. Bring Ss' attention to the photo in the background and read the caption aloud.
 - Ask Ss, *What do you think you will read about in the blog post?* Have Ss discuss their predictions in pairs.

B

 - Have Ss listen to and read the article. If possible, show images of the three hotels discussed in the article as Ss listen and read.
 - As they listen, ask them to circle the vocabulary words from 1B as well as any words they are unfamiliar with.
 - Ask, *Were your predictions correct?*
 - Point out the introductory sentences in bold. Tell Ss this text is in bold because it is giving an overview or summary of the article.
 - Point out the quotations around the word *room* in line 30. Ask Ss, *Why are there quotations marks around this word?* Remind Ss these kinds of quotes are referred to as scare or shudder quotes. Putting them around a word in this way implies that you're using a term in an unusual way. For example, the room discussed in line 30-33 isn't literally a room because it has no walls.

- Point out that the word *free* in line 40 is in italics. Ask Ss, *Why is the word free in italics?* (to show emphasis in spoken language) Remind Ss that when a word in spoken language is styled for emphasis, it should also be emphasized, or stressed, when read aloud. Read lines 40-41 aloud again. Emphasize the word *free*.



OPTION Arrange Ss in mixed-level pairs. Have the **higher-level S** read the article aloud as the **lower-level S** follows along. Ask Ss to circle or underline any new or confusing words to review later.



EXTENSION Arrange Ss in same-level pairs. Have them compare the three hotels by discussing which they think is the best, the most interesting, the most beautiful, the most famous, etc. Remind Ss to give reasons to support their opinions. **Lower-level Ss** can prepare their answers in writing before discussing. After 10-15 minutes, take a class vote to see which hotel is the most popular in the class. Invite volunteers to explain their preference.

3 CHECK YOUR UNDERSTANDING

- A** • Ask, *What is the main idea of this blog post?* Read the sentence and answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
- Review the answer as a class. Ask volunteers to share their answer and explain why the other answer choices are incorrect.
- Ask Ss if they agree with the main idea of the blog post. Have them discuss in pairs.
- B** • Tell Ss to preview the exercise items, and answer the ones they can. Say, *Read the blog post one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs.
- To review, read the question aloud and call on Ss to read the answer.
- Ask Ss, *What is the one thing that is most important to you when you stay at a hotel? Why?* Have Ss discuss in pairs or small groups.
- C** • Ask a volunteer to read lines 21–27 aloud for the class. In pairs, have Ss discuss the meaning of the phrases *360 degrees* and *the right building* in this context.
- Have them complete the exercise, and review answers as a class.
- Ask Ss, *Can you think of any other words in English that have the same meaning as right in this context? (correct)*
- Clarify any words or expressions that are still confusing to Ss, such as, *plenty*. (a large amount of something, usually more than enough)
- D** • Read the Reading Skill aloud. Tell Ss the point of view can be defined as the perspective from which a work is written. Review the three different points of view.
- Have Ss read the article again. Tell them to underline the pronouns that show who is telling the story. (*I*, *you*)
- Explain that in the blog post the author directly refers to herself with *I* and directly addressed the reader with *you*. Elicit examples from Ss of when these pronouns are used in the text (... the places I've stayed; When I travel... ; I try... ; If you're planning a visit...). Write them on the board and underline the pronouns.
- E** • Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article. Remind them to use their own words as they summarize.
- Give **lower-level Ss** a few moments to take notes. Suggest they use the notes as they summarize, if necessary. Challenge **higher-level Ss** to close their books to complete the exercise.
- Encourage Ss to give each other feedback on their summaries. Have them repeat several times to increase fluency.
- Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.



EXTENSION Bring Ss attention to the comment section at the bottom of the blog post. Ask Ss, *How would you respond to this blog post?* Give Ss a few minutes to write 2–3 comments and then share them in small groups. Have volunteers share their comments with the class.

4 MAKE IT PERSONAL

- A** • Ask Ss, *What is your dream hotel?* Tell Ss to brainstorm details about a unique hotel they would like to stay in.
- Read the words in the chart aloud for the class. Make sure Ss understand what services means. Give examples, such as cleaning services, laundry services, room service (to bring food to the room), and business services, like Wi Fi or printing and faxing services.
- Have Ss brainstorm ideas in a small group. After five minutes, ask them to work individually to complete the chart. Walk around as Ss work to provide help with vocabulary and spelling as necessary.
- B** • Have Ss report to the class or small groups about their ideas. Ask them to start their presentation with *I would like to stay in a hotel that...*
- Remind them to use vocabulary they learned in 1B and in the article.



EXIT TICKET Tell Ss, *Write 2–3 sentences about the most interesting and unique hotel you learned about in this lesson.* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to review the Reading lesson and prepare an answer. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.



EXTENSION For homework, have Ss research one unique hotel. Tell them to take notes on where it is, what it looks like, what makes it unique, and what they think it would be like to stay there. Have Ss present their hotel to the class or in small groups.

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the blog post?

- a. The best hotels are always unique.
- b. Unique hotels are often expensive.
- c.** It is fun to stay in unique hotels.

B Read the blog post again. Circle the correct answers.

- 1. Why was the Palacio de Sal made of salt?
 - a. It was the best way to attract tourists.
 - b.** It was hard to find other materials.
 - c. It was the cheapest way to build.
- 2. What kind of view can you find at the Marmara Antalya Hotel?
 - a. the jungle
 - b. the desert
 - c.** the sea
- 3. What was one thing the author would have liked at the Null Stern Hotel?
 - a ceiling
 - b. walls
 - c.** a bathroom
- 4. What is one thing all these hotels have in common?
 - a.** They have great views.
 - b. They are in Europe.
 - c. They are hard to find.

C **FOCUS ON LANGUAGE** Reread lines 21-27 in the blog post. Think about the phrases *360 degrees* and *the right building*. Then circle the correct answers.

- 1. The expression *360 degrees* means ____.
 - a.** a complete circle
 - b. from left to right
 - c. halfway around
- 2. The phrase *the right building* means ____.
 - a. the building on the right
 - b. the best building
 - c.** the correct building

D Read the Reading Skill. Look at the blog post in 2B again. Identify the point of view of the author by underlining the pronouns that let you know who is telling the story.

E **PAIRS** What is the blog post about?

Retell the most important ideas in the blog post. Use your own words.

The blog post is about hotels that are...

READING SKILL Identify point of view

Identifying the point of view can tell you who is telling the story and how they are telling it. Writers may choose to tell their story in three ways.

First-person: using the pronouns *I* or *we*

Second-person: using the pronoun *you*

Third-person: using the pronouns *he*, *she*, *it*, or *they*

Tip: Not every sentence in a story tells you the point of view. To decide which point of view is being used, imagine someone reading the text aloud. Is it a story about themselves or about someone else?

4 MAKE IT PERSONAL

A **GROUPS** Think about the blog post you just read. Imagine you are staying in a unique hotel. What makes a hotel an interesting or fun place to stay?

	Details
food	
view	
activities	
services	
other	

Find out about other unusual places to stay.



B **CLASS** Report to the class about your ideas.

I would like to stay in a hotel that...

I CAN READ ABOUT UNUSUAL HOTELS.

LESSON 5

WRITE A DESCRIPTION OF A PLACE



MARIO CALVO

@MarioC

San Francisco is the best city! Everyone should visit at least once!

Possible answer: San Francisco is Mario's favorite city. He thinks everyone should visit.

1 BEFORE YOU WRITE

- A Where is your favorite town or city? What do you like best about it?

- B Mario wrote a blog post about San Francisco. What does he think of the city?

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My Favorite City

Even though I live in Ecuador, I travel a lot for work. San Francisco is one of my favorite places to visit. You should definitely go there!

Most people spend time at touristy places like the Golden Gate Bridge, but I prefer places that are not well known. For example, Corona Heights Park is one of my favorite spots, and it has the most beautiful views of the city.

However, there are a few touristy things to do that are really fun. One of the most interesting places to visit is Alcatraz Island and its famous prison. Don't worry. It's completely safe—the prison is no longer open. It's also nice to walk around Chinatown, eat the wonderful food, and buy some fun souvenirs. The streets are always crowded with people.

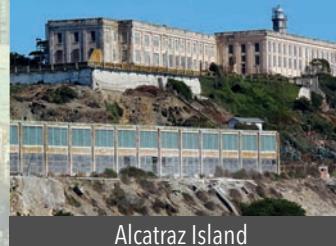
If you want to get out of the city, head over to Muir Woods. It is the most amazing forest in the country! The tallest tree in the forest is 258 feet tall and most of the trees are around 500 to 800 years old. Walking in Muir Woods makes me feel better about the world!

There are so many great things to do in San Francisco. Be sure to plan a trip soon!

Leave a reply

Enter your comment here...

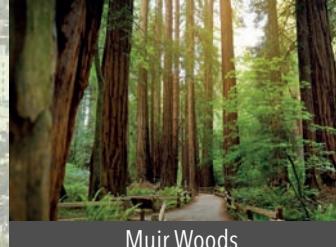
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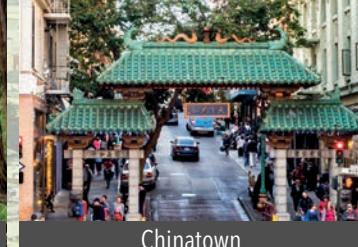
Alcatraz Island



Corona Heights Park



Muir Woods



Chinatown

- C Read the blog post again. What places does Mario mention? Complete the chart.

Place	Why it's interesting	What you can do there
Corona Heights Park	has the most beautiful views of the city	enjoy the views
Alcatraz Island	has a famous prison	visit the prison
Chinatown	has wonderful food and fun souvenirs	walk around, eat wonderful food, buy some fun souvenirs
Muir Woods	most amazing forest in the country	walk around, take in the scenery

LESSON 5 WRITE A DESCRIPTION OF A PLACE



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Where is the city of San Francisco?* (the state of California in the U.S.) *Have you ever been?*

1 BEFORE YOU WRITE

- A**
- In pairs, have Ss take turns discussing their favorite town or city. Tell Ss we use the word *town* to refer to a small city. Remind them to say what they like best about this place.
 - Ask the class, *What's your favorite town or city?* Invite volunteers to share their opinion with the class. If possible, show images of the towns or cities as Ss talk about them.
 - Tell Ss to look at the text. Ask, *What is it?* (a blog post) Remind Ss that blog posts are written in an informal or conversational style.
 - Ask, *Who wrote the blog post?* (Mario) *What is it about?* (his favorite city) *What is his favorite city?* (San Francisco)
 - Bring Ss' attention to the photos. Point out there are four photos, including the photo in the background. Ask a volunteer to read the four captions aloud. Ask Ss to cover up the text and describe what they see in the photos.
 - Have Ss follow along in their books as you read Mario's blog post aloud for the class. Ask the target question, *What does Mario think of the city?* (It's one his favorite places to visit.)
 - Ask Ss to underline any target vocabulary included in the blog post. (touristy, not well known, famous, safe, crowded) If necessary, have them look back at Lesson 2.

Why do you think Mario says it's the best city? Have Ss share their experience and ideas in pairs.

- Take a class survey to see how many Ss have been to San Francisco or want to visit.

- B**
- Ask Ss, *Did Mario use any comparative or superlatives adjectives in his post? What are they?* Review as a class. (most beautiful, most interesting, most amazing, tallest, better)

- C**
- Ask Ss, *What places did Mario mention?* Tell Ss to complete the chart individually.
 - Encourage them to reference specific parts of the blog post in their responses. Then have them compare their answers in pairs.
 - As Ss work, draw the chart on the board. To review, ask volunteers to add to it. Go over the answers as a class.

⊕ EXTENSION In pairs, have Ss summarize the information in the chart and talk about San Francisco. Challenge **higher-level Ss** to close their books as they summarize.

⊕ EXTENSION Ask Ss, *Which of these four places in the photos in San Francisco do you think is most interesting?* In pairs, have Ss compare what they like and don't like about the four places mentioned in Mario's blog post. Remind them to use comparative and superlative adjectives as they discuss.

2 FOCUS ON WRITING

- A** • Read the Writing Skill aloud.
- Remind Ss that organized writing is clear and focused. Tell them that organization makes it easier for the writer to put the paragraphs together and for the reader to understand the main ideas.
- B** • Ask Ss to look back at Mario's blog post and underline the topic sentence in paragraphs 2–4. Then have them write each topic in the chart.
- Have Ss compare and discuss in pairs.

- To review, have volunteers read the topic sentences in paragraphs 2–4 aloud. As a class, identify the main idea in each.

 **OPTION** To review, you can project the blog post and have volunteers underline the topic sentences on the board.

 **EXTENSION** Tell Ss to look back at the blog post on page 84 and underline the topic sentences in each paragraph. Have them discuss the main idea of each paragraph in pairs.

3 PLAN YOUR WRITING

- A** • Model the activity by completing the chart on the board with your own personal information. Talk about your hometown or favorite place to visit. Take notes as you speak.
- Say, *Now, you think of your hometown or favorite place to visit and write key words and ideas in the chart.*
- Walk around as Ss complete the chart and provide help with vocabulary and spelling as necessary.

- B** • Have Ss share their charts in pairs, beginning with *My favorite place to visit is . . .*
- Encourage Ss to ask follow-up questions to get more information. Tell them to give each other feedback on idea development.
- Make sure Ss are using comparative and superlative adjectives and the vocabulary from the unit.

4 WRITE

- Tell Ss to use the notes in their chart to write 3–5 complete sentences. **Higher-level Ss** can write more.
- Tell Ss to include information from 3A, descriptive words and phrases, and comparative and superlative adjectives.

- Encourage Ss to write in first person and include their own opinions and recommendations for tourist destinations and other activities for visitors.
- Assist with spelling and punctuation as necessary. Work one-on-one with **lower-level Ss**.

5 REVISE YOUR WRITING

- A** • Arrange Ss in mixed-level pairs. Tell Ss to review their partner's writing by responding to the three questions.
- Ask Ss to exchange and read each other's blog posts. Have them underline descriptive words or phrases and circle any comparative or superlative adjectives.
- B** • Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask clarification questions if necessary.

- Encourage Ss to help their partners add more details to their descriptions or suggest additional adjectives to use, if necessary.
- Monitor to ensure that Ss' feedback is correct and constructive.

6 PROOFREAD

- Give Ss time to review their partners' feedback, make corrections, and/or ask clarification questions.
- Have Ss review their writing individually three times: first to check spelling, then punctuation, and finally capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their response.

 **EXIT TICKET** Tell Ss, *Describe a new place you learned about.* Have Ss write their names on a blank card or piece of paper. **Lower-level Ss** can write 2–3 sentences. **Higher-level Ss** can write 4–5. Collect cards as Ss leave. Read them to identify areas for review and Ss who may need more practice.

EXTENSION As a class project, make a travel guide and include each S' blog post as a separate entry. Share the travel guide with Ss' family and friends.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Look at the blog post in 1B again. What is the topic of each paragraph?

	Topic
Paragraph 2	Lesser known places
Paragraph 3	Fun touristy things to do
Paragraph 4	Places outside of the city; Muir Woods

WRITING SKILL

Include one topic per paragraph

A paragraph is a group of sentences that talks about a single idea, or topic. An effective paragraph often begins with a topic sentence that expresses the main idea. The rest of the sentences in the paragraph support the main idea of that paragraph, and maintain a consistent flow. These sentences are organized in a way to keep the flow of ideas.

3 PLAN YOUR WRITING

- A** Think about your hometown or your favorite place to visit. What are the most interesting places to visit there? Complete the chart.

Place	Why it's interesting	What you can do there

- B** PAIRS Discuss your ideas.

My favorite place to visit is...

4 WRITE

Write a blog post about the places you described in 3A. Describe where a visitor should go, why you recommend the places, and what a person can do there. Remember to include one topic per paragraph. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A** PAIRS Exchange posts and read your partner's.

1. Did your partner describe where to go and provide details on why it would be interesting?
2. Did your partner describe what a visitor could do at each place?
3. Did your partner include one topic per paragraph?

- B** PAIRS Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

 I CAN WRITE A DESCRIPTION OF A PLACE.

PUT IT TOGETHER

1 MEDIA PROJECT



- A** ▶07-21 Listen or watch. What does Paula talk about? **La Paz, suggestions about what these visitors might want to do**

- B** ▶07-21 Listen or watch again. Answer the questions.

1. What location is the group going to visit? La Paz, Bolivia
2. What places does Paula suggest? Valle de la Luna, or Moon Valley; Lake Titicaca
3. What is one interesting fact about each place? Possible answers: Valle de la Luna, or Moon Valley: Parts of the mountains there have been washed away by water, so you feel like you're walking on the moon.; Lake Titicaca: It's up in the mountains, and is one of the highest lakes in the world. It is the largest lake in South America.

C Show your own photos. **by water, so you feel like you're walking on the moon.; Lake Titicaca: It's up in the mountains, and is one of the highest lakes in the world. It is the largest lake in South America.**

Step 1 Imagine that you are a tour guide, and you are planning a visit for a group of out-of-town visitors. Choose 2-3 photos of places that you think visitors would like to see.

Step 2 Show your photos to the class. Say what the places are and describe them. Give details about why they are interesting.

Step 3 Answer questions about your photos. Get feedback on your presentation.



2 LEARNING STRATEGY

LEARN GRAMMAR IN CONTEXT

Study grammar by finding real-life examples of the grammar you're trying to learn, for example, comparative adjectives. You can find grammar examples in books, magazine articles, or on websites. Reviewing grammar in this way will help you to use correct grammar when you're speaking.

TRAVELING THE WORLD

Are you interested in visiting Bolivia?



Look through travel magazines, books, or websites to find examples of the grammar in this unit. For practice, read the example sentences out loud. Try using the grammar when you speak.

3 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- Talk about an upcoming trip
- Talk about what you would like to do
- Talk about geographical features

Grammar

- Gerunds as objects of prepositions
- Would like / love / hate + infinitive*
- Superlative adjectives

Vocabulary

- Verbs / Adjectives + Prepositions
- Words to describe a place
- Geographical features

Reading

- Identify point of view

Pronunciation

- Blending: *want to* ("wanna") and *going to* ("gonna")
- Dropping the /t/ and linking in superlatives

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the photo on the right. Ask, *How would you describe what you see in this picture?* (a city with mountains, tall buildings, and public parks)
- Tell Ss to listen to or watch Paula describe a place for tourists to visit. Remind them to listen for the main idea, not the details, at this stage.
- Review the answer as a class.
- **OPTION** If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the word *Moon Valley*. Ask Ss, *What do you think Moon Valley is?* Pause after the phrase *Lake Titicaca*. Ask Ss, *What do you think Lake Titicaca is?*
- B** • Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. If appropriate, let them listen or watch a third time.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Does this sound like a fun place to visit to you? Why or why not?* Invite volunteers to share their opinions with the class.
- Ask Ss, *Which place do you prefer to visit: Moon Valley or Lake Titicaca? Why?* In pairs, have Ss compare the two places using comparative and superlative adjectives.
- C** • Have Ss choose one location to talk about in their photo presentation. Take a class survey to see if any of the Ss are talking about the same place.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Tell Ss to pay attention to real-life examples of grammar they are learning anytime they read books, magazines, newspaper articles, websites, or blog posts.
- Encourage them to write down example phrases or sentences in their notebooks and to review them

- Read the three steps aloud for the class. Tell Ss they can talk about any places in this location they think visitors would like to see.
- Have them write down their own names and 2-3 interesting and unique places. Next to each place, have them note whether they *have* or *need* to take a picture of this place. Tell Ss to list adjectives to describe these places as well as at least one interesting fact about each place.
- Invite them to share their ideas in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- Tell Ss to prepare their photo presentations at home. Remind them it should be about 2-3 minutes long.
- Back in class, write the following checklist on the board and review it with the class:
- Introduce the name of the location.*
 - Include 2-3 places.*
 - Include one interesting fact about each place.*
 - Use descriptive adjectives.*
 - Speak loudly and clearly.*
- Give Ss a few minutes to adjust their presentations based on the checklist and practice with a partner.
- Then have Ss present their photos to the class. Keep track of time.
- Leave 2-3 minutes for questions and comments after each presentation. Remind Ss to give constructive feedback based on the checklist on the board.

3 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B** • Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.

several times a week. Remind them to read the examples aloud as they study.

- For homework, have Ss look through travel magazines, books, or websites to find examples of the grammar in the unit. Have them share their examples in pairs or small groups.

- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 7 Board Game. You'll find instructions for the game in the same folder.

8 WHAT ARE YOU DOING TONIGHT?

PREVIEW THE UNIT

LESSON 1		Talk about music
		Vocabulary Instruments and musicians
		Grammar Questions about the subject and object
		Pronunciation Intonation: Showing enthusiasm
LESSON 2		Talk about evening plans
		Vocabulary Evening events
		Grammar So / Because (of) to show cause and effect
		Pronunciation Main stress to emphasize a contrast
		Conversation skill Turn down an invitation politely
LESSON 3		Describe habits and routines
		Vocabulary Healthy habits
		Grammar Time expressions
		Listening skill Listen for examples and supporting statements
LESSON 4		Read about the power of music
		Reading skill Ask and answer questions
LESSON 5		Write suggestions for meeting people
		Writing skill Write informally
PUT IT TOGETHER		
		Media project Photos: Healthy habits
		Learning strategy Create connections



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

- A** • Write the unit title on the board. Then ask the class, *What are you doing tonight?* Elicit answers from Ss.
 - Tell Ss to read the learning goals.
 - Answer any questions Ss have about them.
- B** • Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
 - Lead a class discussion. Ask, *What is this event? (a concert) What kind of music do you think the band is playing?*
 - Ask, *Have you ever been to a concert?* Have Ss share their experiences in pairs.
- C** • Read Lucas's social media message aloud. Ask, *What does Lucas mean when he says, Hope to get out for some fun? (He wants to go to different places and spend time enjoying himself.)*
 - Ask Ss, *What do you think Lucas likes to do for fun? What do you like to do for fun?*

8

WHAT ARE YOU DOING TONIGHT?

LEARNING GOALS

In this unit, you

- ⊖ talk about music
- ⊖ talk about evening plans
- ⊖ describe habits and routines
- ⊖ read about the power of music
- ⊖ write suggestions for meeting people



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a concert. What do you see?
- C** Now read Lucas's message. What does his message mean?



LUCAS MORALES

@LucasM

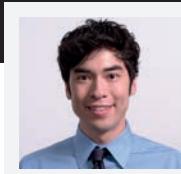
Traveling this week for work.
Hope to get out for some fun.

LESSON 1

TALK ABOUT MUSIC



1 VOCABULARY Instruments and musicians



LUCAS MORALES

@LucasM

I love listening to music! I have a song for every part of my day.

- A** 08-01 Listen. Then listen and repeat.



a guitar / a guitarist



a piano / a pianist



drums / a drummer



a bass / a bassist



a keyboard / a keyboardist



a trumpet / a trumpeter



a saxophone / a saxophonist



a violin / a violinist

- B** 08-02 Listen. What do you hear? Who is playing the instrument? Number the images in 1A.

- C PAIRS** Cover the words in 1A. Test your partner. Student A, say an instrument. Student B, say the word for the musician. Keep score.

A: a trumpet

B: a trumpeter



2 GRAMMAR Questions about the subject and object

In questions about the subject, the *wh-* word is the subject of the verb. The answer tells us the subject.

Questions about the subject			Answers
Wh- word	Main verb	Object	
Who	is	the guitarist?	Joe is the guitarist.
What	happened	this weekend?	A band performed at the park.
Which band	sings	this song?	Talking Hearts sings this song.

In questions about the object, the *wh-* word is the object of the verb. The answer tells us the object.

Questions about the object				Answers
Wh- word	Auxiliary verb	Subject	Main verb	
Who	are	you	listening to?	I'm listening to Talking Hearts .
What	is	she	playing?	She's playing the piano .

Note: Most questions about the subject use *who* or *what*. There is no auxiliary verb.

For questions about the object, an auxiliary verb comes before the subject.



>> FOR PRACTICE, GO TO PAGE 146

LESSON 1 TALK ABOUT MUSIC

- Read the title of the lesson and the social media message aloud. Ask the class, *Do you love listening to*

1 VOCABULARY

- A**
- Ask Ss to close their books. Write the vocabulary title on the board and read it aloud. Ask, *What is an instrument?* (an object you use for playing music) Explain to Ss that musical instruments are often simply called instruments.
 - Write *a guitar* on the board. Point to it and say, *This is a kind of instrument.* Ask Ss, *What are other kinds of instruments?* Elicit ideas from Ss. Write them on the board.
 - Then ask, *What is a musician?* (a person who writes, sings, or plays music) Next to *a guitar* write *a guitarist.* Say, *We call the person who plays the guitar a guitarist.* Point to the different instruments on the board and ask, *What do we call the person who plays this instrument?* Write Ss' ideas on the board.
 - Ask Ss to open their books and look at 1A. Tell them to compare their answers with those in the book.
 - Tell Ss to listen for the names of instruments and musicians, and then listen again and repeat. Play the audio.

LANGUAGE NOTE Musicians for most of these instruments can also be called *players* by adding the word *player* to the instrument. For example, *guitar player* and *piano player*. An exception to this rule is *drum / drummer*, and, although possible, it's rare to use *violin player*.

EXTENSION Invite Ss to share if they play a musical instrument, and, if so, what kind.

- B**
- Read the instructions aloud. Tell Ss to listen to the music and identify which instrument is being played. Tell them each instrument will be played once.

2 GRAMMAR

- Have Ss close their books. Write on the board, *Joe is the guitarist.* Ask, *What's the subject of the sentence?* (*Joe*) *What is the object?* (*the guitarist*) Circle the subject and underline the object.
- Have Ss open their books and look at the grammar chart. Say, *Sometimes, we need to ask questions about the subject and object.* Read the explanation and examples aloud.
- Ask Ss to circle the *wh-* words in the questions about the subject (Who, What, Which band) and circle the subject in the answers (*Joe*, *A band*, *Talking Hearts*). Then have them underline the *wh-* words in the questions about the object (Who, What) and underline the object in the answers (*Talking Hearts*, *the piano*).

music? How does it make you feel? Have Ss share their experiences in pairs.

- Do number 1 as a class. Play the audio, and pause when the guitar music stops. Ask, *Which instrument do you hear?* (*guitar*) *Who is playing the instrument?* (*a guitarist*) Tell Ss to write the number 1 next to the picture of the guitar and guitarist in 1A.
 - Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
 - Review the answers as a class.
- C**
- In pairs, have Ss cover the words in 1A and take turns testing each other on the target vocabulary.
 - Walk around as Ss work and listen for the correct pronunciation and word use.

EXTENSION Have Ss play a memory game to review target vocabulary. In pairs, have them cut out 16 small square cards from blank pieces of paper. On eight of the cards, they write the name of the instruments, and on the other eight cards they write the musicians. Ask Ss to use pencil so they can't see through the paper. One side of all the cards should be blank. To prepare the game, Ss mix up the cards and turn them face down so each card looks the same. The object of the game is to match each instrument with its musician. To begin the game, Student A turns over one card and says the word aloud, leaving that card face up. Student A then turns over another card and says that word aloud as well. If the terms on both cards are a match, the S picks them both up, puts them to the side, and wins another turn. If the words are not a match, Student A turns the cards back over and leaves them in the exact same place for Student B to take the next turn. The game continues until all cards have been matched.

- Bring Ss' attention to the Note. Tell them that we don't use an auxiliary verb in questions about the subject, but we do in questions about the object. Point out the placement of the auxiliary verb before the subject in the examples.

LANGUAGE NOTE Short answers are also possible as responses to questions about the subject or object. For example, to respond to the question, *Who is the guitarist?* one could answer with *Joe plays the guitar*, *Joe does*, or simply just *Joe*.

3 PRONUNCIATION

- A** • Read the Pronunciation box aloud about intonation: showing enthusiasm. Ask Ss, *What does enthusiasm mean?* (strong excitement about something)
- Say the word *wow* with high intonation to express enthusiasm and then low intonation to express disinterest. Have Ss repeat.
- Read the directions aloud. Play the audio.
- Replay the audio. Pause after each sentence and ask, *How is this person feeling?* Elicit ideas from Ss. (1. enthusiastic; 2. uninterested; 3. enthusiastic; 4. disappointed; 5. enthusiastic; 6. uninterested)
- B** • Tell Ss, *Listen to the different responses from speaker B. Pay attention to the intonation. For each response, choose the sentence you think speaker A said.* Give Ss time to preview the answer choices.
- Play the audio. Pause after the word *Great* in sentence four. Have Ss complete the exercise individually and then compare their answers in pairs.
- C** • Then play the remainder of the audio for Ss to listen and check their answers. Pause after each conversation and ask, *How is this person feeling?* Elicit ideas from Ss.
- In pairs, have Ss read the sentences aloud and respond with the appropriate expressions.
- C** • Lead a class brainstorm about good and bad news. For example, good news could be graduating from college, and bad news could be that a favorite restaurant is closing. Write Ss' ideas on the board in two columns.
- Arrange Ss in same-level pairs. Have them choose one topic from each column and write a short conversation about each. Ask them to include the responses in 3A.
- Have pairs practice their conversations.
- Walk around as Ss talk. Listen for intonation showing enthusiasm or lack of enthusiasm.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (Lucas and Mandy) *What is their relationship?* (They are co-workers and friends.) *Where are they?* (in the company cafeteria) *What is Mandy doing?* (listening to music)
- Give Ss time to preview the exercise. Ask, *What do you think Lucas and Mandy are talking about?*
- Have Ss listen or watch and complete the exercise. Ask, *Were your predictions correct?*
- Go over the answers as a class.
- B** • Ask Ss to predict ways the gaps might be filled.

- Then have them listen or watch and complete the conversation. Review answers as a class. Ask, *Were your predictions correct?*
- Have Ss identify any words or expressions that show enthusiasm or strong interest. (Cool; It's amazing.)
- C** • Play the audio and have Ss repeat.
- Put Ss in pairs to practice the conversation. Listen for correct intonation to show enthusiasm.
- D** • Have Ss make new conversations about a band or genre of music they like, using the words from 1A or their own ideas. **Higher-level Ss** can vary their responses and make longer conversations by adding details and asking and answering more questions.

5 TRY IT YOURSELF

- A** • Tell Ss to think of a popular song they are familiar with. Give them time to listen to it and take notes on the lyrics, band members, and instruments being played.
- B** • Sing or play a few lines of a popular song. Refer a **higher level S** to the example conversation. Read it aloud, changing *Maná* for whoever plays the song you sang. In pairs, have Ss take turns singing and guessing the names of their popular songs.
- Encourage Ss to ask information questions about the song or band to learn more about the music.
- Invite volunteers to sing a few lines of a popular song for the class. Have Ss ask questions about the song or band, and try to guess the song.

OPTION Bring several popular songs to class. Play a few lines of each and elicit questions from the class about the song and band. Ask the class to guess the name of the song.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using vocabulary for instruments and musicians
- ✓ asking questions about the subject and the object
- ✓ using intonation to show enthusiasm.



EXIT TICKET Write on the board, *What's your favorite song?* Ask Ss to include details about the instruments in the song and musicians playing them. Encourage **lower-level Ss** to write their ideas down. As Ss leave, ask them the question on the board. Take notes on any common errors to identify areas for review in later lessons.



3 PRONUNCIATION

- A** ►08-04 Listen. Notice the different intonations. Then listen and repeat.

Wonderful! You're kidding! That's great!
Wonderful! You're kidding! That's great!

- B** 08-05 Listen to the intonation in speaker B's response. Which sentence do you think speaker A said? Circle the correct answers. Then listen and check your answers.

1. a. I got the job.
 2. **a.** I got free tickets to see Lady Gaga.
 3. **a.** Sam and I are getting married.
 4. a. I'm going to France next year.
 - b.** The computers are all down.
 - b. Our flight was canceled.
 - b. We're going to miss the train.
 - b.** It's raining again.

- C PAIRS** Use the responses in 3A. Create two dialogs, one showing enthusiasm and the other showing a lack of enthusiasm.

4 CONVERSATION



- A** ▶ 08-06 Listen or watch. Circle the correct answers.

1. Mandy is surprised Lucas knows Talking Hearts because they're **not well known** / **from Canada** / **a new band**.
 2. Talking Hearts have just **made an album** / **finished touring** / **visited Vancouver**.
 3. The Clouds are from **Canada** / **the U.K.** / **South America**.
 4. Emma Taylor plays the **guitar and drums** / **bass and trumpet** / **drums and piano**.



- B** ►08-07 Listen or watch. Complete the conversation.



Lucas: What are you listening to?

Mandy: A band called Talking Hearts. Here. Listen.

Lucas: Cool. I like this song. I love the guitar solo.

Mandy: Yeah. Me, too. It's amazing.

Lucas: Who's the guitarist?

Mandy: His name is Joe Ramos.



- C** ►08-08 Listen and repeat. Then practice with a partner.

- D PAIRS** Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think of a popular song. Think about the members of the band or artist and the instruments they play. Take notes.

- B** GAME Student A, sing a few lines of the song in 5A. Student B, ask questions about the song and the band. Try to guess the song.

B: Who sings this song?

A: The band is called Maná



LESSON 2 TALK ABOUT EVENING PLANS

1 VOCABULARY Evening events



A 08-09 Listen. Then listen and repeat.



see a show



go to an art gallery



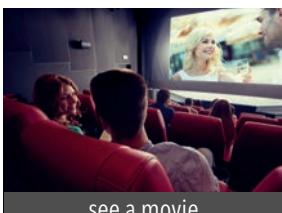
go to a game



see a musical



go to a comedy club



see a movie



go to the opera



go to the ballet

B 08-10 Listen to the sentences. Write the correct activity from 1A.

1. go to a game
3. go to an art gallery
5. go to a comedy club
2. go to the ballet
4. go to the opera, see a musical
6. see a movie

C PAIRS Take turns describing an activity from 1A that you like to do.

I like to go to comedy clubs. I love to laugh.



2 GRAMMAR So / Because (of) to show cause and effect

Use so to introduce an effect, or a result of something.

Cause / Reason	So	Effect / Result
It isn't a famous band,	so	I'm sure we can still get tickets.
My boyfriend loves them,	so	he'll probably want to come with us.

Note: So goes between two independent clauses. A comma usually comes immediately before so.

Use because and because of to introduce the cause of a cause-and-effect relationship.

Because / Because of	Cause / Reason	Effect / Result
Because	it's near the club,	let's eat at Pasha Café.
Because of	the traffic,	we're going to be late.

Notes

- *Because* or *because of* can go at the beginning or the middle of the sentence.
Because I'm meeting some friends, I can't go. I can't go **because** I'm meeting some friends.
- *Because* is followed by a subject and a verb. *Because of* is followed by a noun or noun phrase.
- When *because* or *because of* comes first in the sentence, the phrase or clause is followed by a comma. When the main clause comes first, there is no comma.

>> FOR PRACTICE, GO TO PAGE 147



LESSON 2 TALK ABOUT EVENING PLANS



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 1?* (to talk about music) *What will we learn in this lesson?* (to talk about evening plans)

- Read the social media message aloud. Clarify the meaning of the word *tour* (a series of live shows that occur at different places over a period of time). Ask Ss, *Who is your favorite band? Have you ever seen them on tour?* Have Ss share their experiences in pairs.

1 VOCABULARY

- A**
- Tell Ss, *You will learn how to talk about eight common evening events.* Have them scan the pictures and captions before listening. Ask, *What do you see in the pictures? What's happening?* Elicit descriptions.
 - Have Ss underline the words they are unfamiliar with. In pairs, have them share which activities they have done and which they haven't.
 - Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.



LANGUAGE NOTE *Show* in this context can cover any public entertainment, but mostly refers to a musical or theatrical performance. *Game* in this context typically refers to a sporting event, such as a baseball game or volleyball game. Certain sports, however, have *matches* rather than *games*, such as tennis, rugby, and European football/soccer.



EXTENSION Have Ss write down one more evening event beginning with *see* and another beginning with *go to*. For example, *see a fashion show* and *go to a restaurant*. Encourage Ss to write down activities that are familiar to them. Have volunteers share their ideas with the class.

- B**
- Tell Ss, *You will hear eight descriptions of evening events. Next to each number, write the event from 1A that the speaker is describing.*
 - Do number 1 as a class. Play the audio and pause after the first description. Ask, *What activity is this speaker describing?* (go to a game) *How do you know?* (The speaker talks about her favorite team and a new stadium.)
 - Play the audio. Then have Ss compare their answers in pairs. If appropriate, replay the audio. Review the answers.

C

 - Arrange Ss in same-level pairs. Have them take turns describing the activities from 1A they like to do. Encourage them to give additional details about their preferences. Read the example aloud.
 - Encourage Ss to use each event at least once. Encourage them to draw on personal experiences to answer. If they don't like to do it, tell them to use negative forms and provide an explanation.
 - Have **higher-level Ss** discuss additional evening events they like to do.
 - Take a class survey to see which activities Ss have done before. Ask, *Who has been to the opera? What was it like?* Ask volunteers to share their experiences.
 - Invite volunteers to share if these events are common in their home country or culture.

2 GRAMMAR

- To introduce the grammar, review the meaning of cause and effect. Tell Ss that *cause* means the reason that something happens. Write on the board, *The hit song is the cause of the musician's success.* Read the sentence aloud. Say, *The hit song is the reason why the musician is so successful.*
- Then tell Ss that *effect* means the result or consequence of an action. Read the sentence on the board again. Say, *In other words, the musician's success is the effect of the hit song.*
- Have Ss look at the grammar chart. Say, *We can show the cause-and-effect relationship with connector words and phrases like so, because, and because of.*
- Read aloud the explanation and examples for *so*. Bring Ss' attention to the first Note. Ask them, *What is an independent clause?* (a group of words that contains a subject and verb and expresses a complete thought) Point out the comma before *so* in the examples.
- Read aloud the explanation and examples for *because* and *because of*. Tell Ss to cover up the Notes. Ask,

What is the difference in use between because and because of? Have Ss discuss their predictions in pairs.

- Bring Ss' attention to the Notes. Explain the placement and comma rules for *because* and *because of*. Read the examples aloud. Ask Ss, *What is the independent, or main, clause in the example sentences?* (*I can't go*) Point out the comma before *I can't go* in the example.
- Explain that *because* is followed by a subject and a verb while *because of* is followed by a noun or noun phrase. Ask Ss, *Were your predictions correct?*



EXTENSION Say, *My excellent cooking skills are the result of spending time with my grandmother in the kitchen.* Write on the board, *Because I spent time with my grandmother in the kitchen, I am an excellent cook.* Have Ss think of three positive personality traits or skills they have and who or what helped them develop them. Tell them to write a sentence for each using *so, because, and because of*. Provide additional examples if necessary, such as *I get good grades because of my dedication.*

3 PRONUNCIATION

- A** • Read aloud the Pronunciation box about main stress to emphasize contrast. *What words do we usually stress in a sentence?* (important words that communicate meaning) Say, *That's right! It's important we that we stress new or different information.*
- Point out the large solid dots aligned over words for contrast in each question. Tell Ss the dots show them what word to stress.
- Read the directions aloud. Play the audio.
- B** • Tell Ss, *Listen to the conversations and underline the main stress in Speaker B's response based on what you hear.* Remind Ss they are listening for contrasting information.
- In pairs, have Ss preview the sentences and predict the main stress. Suggest they pencil in the answers.
- Play the audio. Ask, *Were your predictions correct?*
- C** • Arrange Ss in same-level pairs. Have them practice the conversations in 3B. Walk around and listen for main stress to emphasize contrast.
- Then have Ss make and practice similar conversations. **Lower-level Ss** can make 1-2 conversations. **Higher-level Ss** should make 3-4.
- Invite volunteers to role-play their conversations for the class.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *What do you think Lucas and Mandy are talking about this time?*
- Give Ss time to preview the exercise items before listening or watching. Then play the audio or video.
- Have Ss listen or watch and circle the correct answers. Ask, *Were your predictions correct?*
- Go over the answers as a class. If appropriate, replay the audio or video.
- Clarify the meaning of any new or confusing words or expressions, such as *Are you free?* (*Are you available?*)
- Read the Conversation Skill aloud. Model the correct pronunciation and intonation of the expressions in the Note. Have Ss repeat. Read the conversation aloud with a higher-level S.
- Ask Ss to listen to or watch the conversation in 4A again. Say, *Listen for the expressions to turn down an invitation politely. Write down any that you hear.* (Oh, no. I'm sorry. I'm afraid I'm busy that night.)
- B** • Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review the answers as a class.
- Explain to Ss that the expression *I'm in* means *Include me in your activity.*
- C** • Play the audio again. Have Ss repeat each line.
- In pairs, have Ss practice the conversation. Walk around and listen for the main stress to emphasize contrast.
- Time permitting, have Ss swap roles and practice again.
- D** • Arrange Ss in same-level pairs to make a new version of the conversation in 4B using the highlighted phrases or their own ideas.
- Invite pairs to role-play their conversations for the class.

5 TRY IT YOURSELF

- Say, *Let's make evening plans!* Read the conversation aloud with a **higher-level S**. Tell Ss to take turns making plans and declining invitations. Remind Ss to use *so*, *because*, and *because of* in their explanations and suggestions.
- Monitor and listen for main stress to emphasize contrast.
- Ask Ss to stand up, walk around, and make plans with at least three other classmates.

EXTENSION Have Ss report to the class about their evening plans. Tell them to talk about where they're going, who they're going with, and why.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using vocabulary to describe evening events
- ✓ using *so*, *because*, and *because of* to show cause and effect
- ✓ using main stress to emphasize a contrast
- ✓ using expressions to turn down an invitation politely.



EXIT TICKET Write on the board, *Let's make evening plans!* Have Ss write their names on a blank card or piece of paper. Give them 2-3 minutes to write down a short conversation of two people making plans. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and Ss who may need more practice.



3 PRONUNCIATION

A 08-12 Listen. Notice the way speaker B uses main stress to emphasize a different word for contrast in each conversation. Then listen and repeat.

1. A: Are you free on Thursday at 10?
B: No, how about Friday at 10?

Main stress to emphasize a contrast

The main stress in a sentence is often on the last important word. However, when we want to emphasize a contrast, the main stress moves to highlight the new or different information.

2. A: Are you free on Friday at 8?
B: No, how about Friday at 10?

B 08-13 The main stress is underlined for Speaker A. Underline the word that should have the main stress in Speaker B's response. Then listen and check your answers.

- | | |
|---|---|
| 1. A: I think the show starts at <u>8:30</u> .
B: No, actually, it starts at <u>9:30</u> . | 3. A: The drummer is <u>British</u> , right?
B: No, the <u>guitarist</u> is British. |
| 2. A: Let's meet at the restaurant at <u>7</u> .
B: Could we make that <u>7:15</u> ? | 4. A: Should I buy a <u>ticket</u> for you?
B: Thanks, but I already <u>have</u> a ticket. |

C PAIRS Practice the short conversations in 3B. Then make similar conversations.

4 CONVERSATION



A 08-14 Listen or watch. Circle the correct answers.

1. Lucas is in town until Thursday / Friday / Saturday.
2. The tickets should be easy to get / expensive / cheap.
3. Lucas asks Mandy to lend him money / buy the tickets / get him some cash.
4. On Friday, Lucas is going to an art gallery / a game / a show.



B 08-15 Listen or watch. Complete the conversation.



Mandy: Do you want to see a show on Wednesday?

Lucas: I'd love to, but I can't because I'm meeting some friends.

Mandy: Oh, OK. There's another one on Thursday night. Are you free?

Lucas: Yes, I am.

Mandy: Great. They just added this show, so I'm sure we can still get tickets.

Lucas: Sounds good. I'm in.

CONVERSATION SKILL

Turn down an invitation politely

To turn down an invitation politely, say: Sorry, I can't, I wish I could, but..., I'd love to, but..., I'm afraid I'm busy, Sorry, I'm not free this morning/afternoon/evening.

A: Do you want to go to a show tonight?

B: I'd love to, but I can't.

Listen to or watch the conversation in 4A again. Underline the expressions that you hear above.

C 08-16 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

see a movie

showtime

5 TRY IT YOURSELF

ROLE PLAY Make plans with your partner for an evening activity. Decline the invitation, and make another suggestion.

A: Do you want to get together on Friday night?

B: I'm sorry, but I can't because I have plans. How about Saturday evening?



I CAN TALK ABOUT EVENING PLANS.

LESSON 3

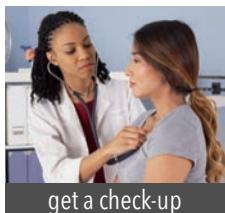
DESCRIBE HABITS AND ROUTINES



1 VOCABULARY Healthy habits

A

08-17 Listen. Then listen and repeat.



get a check-up



go for a run



go to the gym



spend time outdoors



meditate



get enough sleep



cut down on sugar



follow a balanced diet



put down your device



drink water

B

Look at the healthy habits in 1A. Put them into the groups. *Possible answers:*

Rest	Exercise	Diet	Other
meditate get enough sleep	go for a run go to the gym	cut down on sugar follow a balanced diet drink water	get a check-up spend time outdoors put down your device

C

PAIRS Talk about a habit from 1A that you don't do but would like to do. How can you make it happen?

I'd like to drink more water. I can fill up a large bottle with water in the morning.



2 GRAMMAR Time expressions

Use time expressions with the simple present tense to talk about things that happen often, regularly, or all the time.

I go swimming	every day.	I use my device	once an hour.
I meditate	every morning.	I go to the gym	twice a week.
I go for a run	on Mondays.	I go for a hike	three times a month.
I spend time outdoors	on weekends.	I get a check-up	a few times a year.

Notes

- Time expressions made up of two or more words can go either at the beginning or the end of a sentence. When a time expression comes at the beginning of the sentence, it is sometimes followed by a comma.

Leah goes to the gym every Monday. Every Monday, Leah goes to the gym.

- Add *-ly* to words like *day* and *night* to show something happens every day or every night.

Maya exercises every night. = Maya exercises nightly.

Her blog comes out every day. = Her blog comes out daily.

Other common examples include *hourly*, *weekly*, *monthly*, *quarterly*, and *yearly*.

>> FOR PRACTICE, GO TO PAGE 148



LESSON 3 DESCRIBE HABITS AND ROUTINES



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 2?* (to talk about evening plans) *What will we learn in this lesson?* (to describe habits and routines)
- Ask, *What is the difference between a habit and a routine?* (A habit is something you do in a regular and repeated way with little conscious thought. A routine is a regular way of doing things in a particular order with intention and effort. It is made up of many habits.)
- Read the social media message aloud. Ask Ss, *What does the phrase you're in luck mean?* (to be able to get or do something that you wanted that did not seem likely) *Why does Lucas use it here?* (because many people like to sleep but don't know it's a healthy habit)

Provide additional examples of the expression, such as *You're in luck! We still have a few more tickets left to your favorite band's show.*

- Ask Ss, *What does Lucas mean when he says sleeping counts?* (Sleeping in an activity that is accepted or officially allowed as a way to get healthy.) Provide Ss with additional examples of this use of the word *count*, such as *The goal does not count because there was a penalty.*
- Ask Ss, *Did you know sleeping counts as a healthy habit? How many hours a night do you sleep? Do you like to sleep?* In pairs, have them share their experiences with sleeping.

1 VOCABULARY

- A**
- Have Ss scan the pictures and captions before listening and circle any words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
 - Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
 - Write *go for a ___* on the board. Explain to Ss that you can use this structure to talk about other physical activities, such as *go for a walk* or *go for swim*.
 - Clarify any new or confusing words, such as *cut down* (to use less or do less of something) and *balanced* (having equal amounts of all the necessary parts of something).
 - Remind Ss that devices include phones, computers, tablets, and e-readers.



LANGUAGE NOTE As a noun, *check-up* is used with a hyphen or as one word, *checkup*. As a verb, it's used as two words, *check up*. For example, *Will you go upstairs and check up on your sister?*

- B**
- Tell Ss to categorize the words in 1A into the groups in the chart.
 - Draw the chart on the board and read the headings aloud. Review the meaning of the word *rest*. (a period of time in which you relax, sleep, or do nothing after you have been active or doing work)
 - Do the first item in the exercise together. Ask Ss, *Is a check-up a part of your rest routine? Your exercise*

routine? Your diet routine? Or another kind of routine? (other) Write *get a check-up* in the Other column on the board.

- Have Ss complete the exercise individually and then compare their answers in pairs. To review, invite volunteers to write their answers in the chart on the board.



EXTENSION Ask Ss what other habits they consider healthy, such as *go to therapy* or *wear sunscreen*. Have them add their ideas to the chart on the board.



- In pairs, have Ss take turns discussing habits from 1A they don't do but would like to. Tell them to help each other brainstorm ways they can start doing these habits.
- Read the example aloud. Elicit additional ideas from the class. Ask, *What are other ways I can drink more water?* (drink water with meals, leave a water bottle in your car)



TEACHING TIP Keep in mind that there are a variety of reasons Ss may not do these activities. For example, Ss may not run or spend time outdoors because of a disability. Ss might not go to the gym because of the membership price. Remind the class there are many different ways to stay healthy and emphasize the importance of differences.

2 GRAMMAR

- To introduce the grammar, write on the board, *I exercise three times a week*. Read the example aloud. Underline *three times a week*, and say, *This is a time expression.*
- Bring Ss' attention to the grammar chart. Read the description and examples aloud.
- Bring Ss' attention to the first Note and related examples. Point out the comma use in the second example. Remind Ss both sentences have the same meaning.

- Read the second Note aloud. Provide additional examples of *-ly* words. For example, *I go to the dentist quarterly*, meaning *I go to the dentist every quarter, or every three months*.
- Write the following expressions on the board: *once in a while, every now and then, from time to time, every so often*. Tell Ss they are other common time expressions. They mean sometimes. Encourage Ss to write them down in their books.

3 LISTENING

- A** • Have Ss look at the picture. Ask, *What is this woman doing?* (working on her laptop, drinking coffee, reading an email) *Where is she?* (in an office) *How do you think she is feeling?* (bored, unhappy, irritated)
- Tell Ss they are going to listen to a podcast called *Wellness Weekly* about adding healthy habits to regular routines. Have Ss preview the exercise.
- Play the introduction, pausing after Anika says, *Thanks for having me, David.* Ask Ss, *What is the main idea of what the woman is talking about?* (problems from using too much technology)
- Ask questions to check understanding. For example, *Who is David Duran?* (the program host) *Who is Anika Rai?* (the guest on the program) *What does she do?* (She's a psychologist who studies the effects of too much screen time.)
- B** • Read the Listening Skill aloud. Check Ss prior knowledge. Ask, *Which of these phrases are you familiar with? Which are you unfamiliar with?*
- Tell Ss, *This time, listen specifically for example phrases. Circle the correct answers that are mentioned in the podcast.* Give Ss time to preview the exercise items before listening and answer what they can based on what they remember from the first listening. Remind them that each question will have two correct answers.
- Play the audio again without pausing. Have Ss complete the exercise individually and then compare

their answers in pairs. To review, read the statement aloud and elicit answers from Ss.

- +** **EXTENSION** Have Ss write down 1-2 additional examples for numbers 3-5. Invite volunteers to share their ideas with the class.

- C** • Tell Ss, *This time, listen specifically for details. Complete the sentences with the missing word or phrase.* Give Ss time to preview the sentences.
- Play the audio again.
- D** • Have Ss compare their answers in pairs. Call on Ss to read the complete sentences aloud.
- Tell Ss to add 1-2 specific solutions for each problem. Ask them to use time expressions.
- Invite volunteers to share their ideas. Ask the class, *Will this solution work?*

- +** **EXTENSION** Have Ss relate the listening content to their own real-life experience by discussing the following questions in pairs or small groups:

1. *What methods of communication were/are common for your great-grandparents and grandparents?*
2. *In your opinion, would they prefer face-to-face or digital communication? Why?*
3. *Do you think it was easier or more difficult to build strong relationships in the past? Why?*

4 TRY IT YOURSELF

- A** • Make two columns on the board. Label them *good habits* and *bad habits*. Say an example of each in your weekly routine and add them to the chart.
- Tell Ss to make a similar chart and take notes on their good and bad habits. Remind them to reference 1A for good habits. Walk around as Ss work and provide help with vocabulary and spelling as necessary.
- B** • In pairs, have Ss take turns discussing their good and bad habits. Tell Ss to be specific by using time expressions in their descriptions. Model the example conversation with a **higher-level S**.
- Remind Ss to ask follow-up questions to get more information. Encourage Ss to give real-life examples and help each other by giving suggestions for how to overcome bad habits.
- Take a class survey to see if any Ss have the same bad habits. Brainstorm solutions as a class.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using vocabulary to talk about healthy habits
- ✓ using time expressions
- ✓ dropping and linking the /t/ when pronouncing superlatives
- ✓ understanding phrases to introduce examples and supporting statements.



EXIT TICKET Write on the board, *Tips for adding healthy habits to our routines.* Have Ss write their names on a blank card or piece of paper. Give them two minutes to write down as many tips as they can for how to create healthy habits. Challenge Ss to not look at their books as they write. Collect cards as Ss leave. Read the cards to identify areas for review and Ss who may need more practice.

3 LISTENING

- A**  Listen to the podcast. What is the woman talking about?

- a. new ways of using technology to get healthy
- b.** problems from using technology too much
- c. how many hours a week people use their devices

- B**  Read the Listening Skill. Listen again for example phrases. Circle the answers that are mentioned in the audio. Each question has two correct answers.

1. People aren't getting enough sleep.
 - a.** People go to bed with their devices.
 - b.** The light from our devices keeps us awake.
 - c. People wake up early to use their devices.
2. Too much screen time can change a part of the brain.
 - a.** Kids may not learn how to have good relationships with people.
 - b. Adults may forget how to have relationships.
 - c.** Adults may have friends online, but not in real life.
3. Instead of picking up your device, try something new.
 - a.** Start a new hobby. b. Play a new game online.
4. Spend time with family and friends. 5. Do something for yourself.
 - a.** Have dinner together.
 - b.** Catch up with each other.
 - c. Socialize by chatting online.
 - a.** Do some online shopping.
 - b.** Find some quiet time.
 - c.** Focus on yourself for part of the day.

- C**  Listen again. Complete the sentences.

The Effects of Too Much Screen Time

Problems	Solutions
People aren't getting enough sleep.	Stop using your device at least (1) <u>30 minutes</u> before bed-time so you can start to (2) <u>relax</u> .
Too much screen time can change a part of the brain that helps people (3) <u>care for others</u> and build relationships.	Parents should (4) <u>limit</u> their own screen time, as well as their kids'.

- D PAIRS** Compare your answers in 3C. Did you get the same answers?



LISTENING SKILL Listen for examples and supporting statements

Speakers use certain phrases to introduce examples and supporting statements. These help to support speakers' ideas so that listeners understand them better. Some common phrases are: *such as, like, for example / for instance, for one thing / for another thing, in fact, in general, in particular / in detail, and let me explain.*

C  Take a class.

- a.** Start a new hobby.
- b. Play a new game online.
- c.** Take a class.

4 TRY IT YOURSELF

- A MAKE IT PERSONAL** Think about your weekly routine. What are your good and bad habits? What bad habits would you like to change? Take notes.

- B PAIRS** Discuss your habits. Ask questions to get more information.

A: I go to school five days a week. It's hard to find time to exercise.
B: What do you do on the weekends?

A: I like to spend time outdoors.
B: Maybe you could try...

 I CAN DESCRIBE HABITS AND ROUTINES.



LESSON 4

READ ABOUT THE POWER OF MUSIC



LUCAS MORALES

@LucasM

Ever wonder why loud music makes you feel good? Scientists have the answer.

1 BEFORE YOU READ

- A PAIRS** Discuss. What kind of music do you like? Say why.

I really love...



- B VOCABULARY** 08-20 Listen. Then listen and repeat.

a mood: the way a person feels at a certain time

stress: a feeling of worry that stops a person from being able to relax

a rhythm: a regular, repeated pattern of sounds

beat: to make a regular movement or sound

translate: to change something into another form

heart rate: the number of times the heart beats in a minute

a piece: something that someone has made, written, or drawn

a hormone: something the body makes that helps you to grow and change

release: to let something go into the body, air, water, soil, etc.

>> FOR PRACTICE, GO TO PAGE 157

2 READ

- A** Read the Reading Skill.

- B** 08-21 Listen. Read the article. As you read, stop and ask yourself these questions. *Do I understand what I just read? Do I need to reread anything? Do I need to look up any words?*

READING SKILL

Ask and answer questions

Asking questions while you read helps you understand the text. As you read, stop and ask questions about the text. Do you understand what you are reading? Do you need to look up any words?

The Power of Music

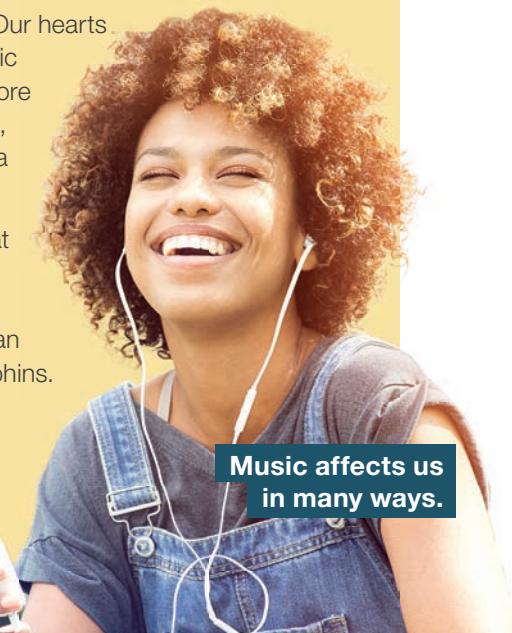
We all know that music affects our moods. It can make us feel great joy or make us think of our saddest moments. Soft music can calm an upset baby. And singing along to loud music can help someone get rid of stress or anger. But why? Why does music have this powerful effect?

Scientists have learned that music affects both our bodies and brains. Our hearts

5 beat at the same speed as the rhythms we hear. For example, fast music makes our hearts beat faster and slow music makes our hearts beat more slowly. Our brains translate these different heart rates into emotions. So, a loud, fast rock song can make us feel like we have more energy, and a slow, classical violin piece can make us feel calmer and less stressed.

10 Music also affects the hormones in our bodies. Studies have shown that when we listen to slow, quiet music, our bodies produce fewer stress hormones and more of the hormones that make us feel happy. But it's not only calm, quiet music that makes us feel good. Loud, fast music can move a small part of the ear which then tells the brain to release endorphins.

15 Endorphins can make us feel positive and happy. More endorphins are released at higher volume levels. The louder the music, the higher the level of endorphins.



Music affects us
in many ways.

LESSON 4 READ ABOUT THE POWER OF MUSIC



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask Ss the meaning of the word *power* in the phrase *the power of music*. (the ability to influence or control what people do, think, or feel) Ask, *In this sense, do you think music is powerful?* Elicit opinions from the class.

- Read the social media message aloud. Ask, *Does loud music make you feel good?* Have Ss share their experiences in pairs.

1 BEFORE YOU READ

- A**
- Read the question aloud. Say, *I really love pop music.* Lead a class brainstorm of different music genres, or styles. Elicit ideas from Ss and write them on the board for reference. (classical, country, jazz, hip-hop, etc.)
 - Give Ss time to discuss in pairs. Then bring the class back together. Have volunteers share their preferences. Take a class survey on the most popular genre of music in the class.

- ⊕ EXTENSION** Invite volunteers to share any music genres specific to their home country or culture, such as K-pop or Bossa Nova. If appropriate, play a short audio clip for the class.

- B**
- Tell Ss to listen to the vocabulary and then listen again and repeat. Replay the audio if appropriate.
 - Review any tricky pronunciations, such as *rhythm* (/rɪðəm/), and the definitions as a class.
 - For more vocabulary practice, have Ss turn to page 157.



TEACHING TIP Remind Ss that one word can have more than one form, all of which share a central meaning. The main word forms are noun, verb, adjective, and adverb. For example, *creation/creator* (noun), *create* (verb), *creative* (adjective), and *creatively* (adverb).



EXTENSION In pairs, have Ss sort the words by part of speech to review usage. (nouns: a mood, stress, a rhythm, heart rate, a piece, a hormone; verbs: beat, translate, release) Review additional word forms to deepen Ss' understanding of the vocabulary. For example, elicit from the class the meaning of *good mood*, *bad mood*, and *mood* (unexpectedly changing moods often). Ask, *Do you consider yourself a moody person?* Elicit additional word forms of the word *stress*. Ask Ss, *How do we describe something that causes stress?* (stressful) Ask, *How do we describe someone who is feeling stress?* (stressed) *What is something stressful that makes you stressed?* Have Ss share their ideas in small groups.

2 READ

- A**
- Read the Reading Skill aloud. Tell Ss that asking and answering questions as they read helps them be more active readers and language learners.
 - Read the title and then the first two sentences of the article aloud. Then ask Ss the questions in the Reading Skill. Have volunteers retell the ideas in their own words. Clarify the meaning of any words that are still confusing to Ss.
- B**
- Bring Ss' attention to the photo and read the caption aloud. Ask Ss, *What is this person doing?* (listening to music) *How does she feel?* (happy)
 - Ask Ss, *What do you think you will read about in the article?* Have Ss discuss their predictions in pairs.
 - Have Ss listen to and read the article. As they listen, ask them to circle the vocabulary words from 1B as well as any words they are unfamiliar with.
 - Ask, *Were your predictions correct?*
 - Point out that the words *can* and *that's* in line 25 are in italics. Ask Ss, *Why are the words can and that's in*

italics? (to show emphasis in spoken language) Remind Ss that when a word in spoken language is styled for emphasis, it should also be emphasized, or stressed, when read aloud. Ask a volunteer to read the last two sentences of the article aloud.



OPTION Ask Ss to close their books. Play the audio and pause after the question, *Why does music have this powerful effect?* Have Ss answer the question in pairs. Then have them open their books. Play the rest of the audio without pausing. Ask Ss, *Were your predictions correct?*



OPTION Have Ss listen to and read the article. Then have Ss take turns reading the article again in pairs. Have them read aloud and switch roles after every five lines. After each turn, have them ask each other the questions about the text in the Reading Skill. Encourage them to reread if necessary and take their time to look up any new or confusing words.

3 CHECK YOUR UNDERSTANDING

- A** • Ask, *What is the main idea of this article?* Read the answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
- Review the answer as a class. Ask volunteers to share their answer and explain why the other answer choices are incorrect. (b. There are many good ways to relax; c. The article suggests slow, quiet music is one kind of music that can help babies who are upset.)
- Ask Ss if they agree with the main idea of the article. Ask, *In your opinion, does music have a powerful effect on our bodies and minds? Why or why not?* Have Ss discuss in pairs. Encourage them to share real-life experiences they've had with music.
- B** • Tell Ss to preview the exercise items, and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs. To review, call on Ss to read the answers.
- Ask Ss, *What is one song that always makes you feel better?* Have Ss share their song in pairs. If appropriate, allow them to play an audio clip for their partner.
- C** • Ask a volunteer to read lines 20–25 aloud for the class. In pairs, have Ss discuss the meaning of the word *trigger* and the expression *that's music to your ears* in this context.
- Have them complete the exercise, and review answers as a class. Provide additional examples of this use of the word *trigger*, such as *Children's songs trigger memories of my childhood*, or *The political musical triggered a strong reaction from the government*.
- D** • Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article.
- Have Ss scan the article and circle any phrases that introduce examples and supporting statements. (for example, like, such as) Encourage Ss to use different phrases when introducing examples or giving supporting details in their summary.
- Give **lower-level Ss** a few moments to take notes. Suggest they use the notes as they summarize, if necessary. Challenge **higher-level Ss** to close their book to complete the exercise.
- Encourage Ss to give each other feedback on their summaries. Have them repeat several times to increase fluency.
- Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.



TEACHING TIP Teach Ss to read a line of a text, look up from the book, and say the line aloud to their partner. This requires Ss to process the language in order to remember the line, and making eye contact while speaking is a natural way to practice real conversation.

4 MAKE IT PERSONAL

- A** • Tell Ss to reflect individually on the ideas presented in the article. Read the questions aloud. Ask Ss to answer them in complete sentences.
- B** • In pairs, have Ss take turns discussing their answers in 4A. Ask them to start their presentation with *I agree with the author...* or *I don't agree with the author...*
- Encourage them to use specific examples from the article and their own lives to support their opinion.
- Remind them to use vocabulary they learned in 1B and in the article as they discuss.



TEACHING TIP Explain to Ss that in discussions or debates, they should listen to their classmates' opinions and not feel the need to respond immediately. Remind Ss that they do not need to agree with their classmates' opinions, but it's necessary to have an open mind. Many different perspectives are represented in the classroom, and Ss' opinions will reflect these various points of view.



EXTENSION Ask Ss to share how different kinds of music make them feel. For example, ask, *What kinds of music make you feel like you have more energy? What kinds of music make you feel calmer and less stressed?* Have Ss share the answers in pairs or small groups.



EXIT TICKET Ask Ss, *How does music affect our bodies and minds?* Give Ss a couple minutes to write down as many ideas as they recall from the article. Then have them take turns asking and answering the question on the board in small groups. Listen and take notes on areas for review and extra practice in later lessons.

Other studies have shown that listening to almost any kind of music can help people who suffer from short-term pain, such as a large cut or burn, or from a long-term illness, such as heart disease.

20 Music can help in two ways: It can trigger the release of endorphins which, in addition to making us feel happy, can also reduce our pain levels. And, more simply, it can help us to think about something other than the pain we are feeling. However, scientists do believe that we have to like the music in order for it to have a positive effect.

So, the next time you're sad and you want to feel happy, or you're in pain and you want to feel better,
25 listen to your favorite song. Music really *can* help you feel better. Now *that's* music to your ears!

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

- a. Music can have a powerful effect on our bodies and minds.
b. The best way to relax and have a good time is to listen to music.
c. Slow, quiet music is the only kind of music that can help people who are upset.

B Read the article again. Circle the correct answers.

1. Our hearts beat ___ the sounds we hear.
a. faster than b. slower than c. at the same speed as
2. The brain produces ___ when we listen to slow music.
a. fewer stress hormones b. more stress hormones c. fewer positive hormones
3. ___ music moves a part of the ear which tells the brain to release endorphins.
a. Loud and slow b. Loud and fast c. Soft and slow
4. Someone who is in pain should listen to ___.
a. their favorite song b. any kind of music c. nothing at all

C **FOCUS ON LANGUAGE** Reread lines 20–25 in the article. Think about the words *trigger* and *that's music to your ears*. Then circle the correct answers.

1. In this sentence, the word *trigger* means _____.
a. part of a gun b. to make something happen c. to move something with a finger
2. The expression *that's music to your ears* means _____.
a. that's a great song b. that's good news c. that's terrible news

D **PAIRS** What is the article about? Retell the most important ideas in the article.

Use your own words.

The article is about how music...

Find out about other ways
music affects people.



4 MAKE IT PERSONAL

A Think about the article you just read. Answer the questions.

1. Do you agree or disagree with the author of the article?

2. Did you learn something new? What did you learn?

B **PAIRS** Discuss your answers in 4A.

I agree with the author. I think...

I CAN READ ABOUT THE POWER OF MUSIC.

LESSON 5

WRITE SUGGESTIONS FOR MEETING PEOPLE



LUCAS MORALES

@LucasM

You know who makes new friends the easiest? Pet owners. Everyone stops to talk to you when you have a dog. 😊

1 BEFORE YOU WRITE

- A** What do you like to do after work or on weekends? Is it a good way to meet new people?
- B** Charlie posted a question on a discussion board. Lucas replied with some suggestions. Read the posts. What question does Charlie ask? *Possible answer: Charlie asks if anyone has ideas about fun ways he can meet new people.*

Discussion Thread

[Home](#) | [Discussion Board](#) | [Logout](#)

Home

- Moving home
- schools*
- work*
- health*
- community*
- social**

Just moved here. Looking for a fun, cool way to meet new people. Any ideas?

Hey Charlie! Lots to do here! Happy to help.

Do you like sports? We have lots of local sports teams you could join. I'm on a soccer team, and we usually have games every weekend during the season. I love it because it's great to spend time outdoors and hang out with new friends at the same time.

Or do you like other kinds of outdoor activities? Hiking? Rafting? I know there are some groups that get together to do these kinds of activities once a month. And they're free! Or don't cost too much.

Do you like art? There are social clubs where you can meet people to paint or draw, or to visit galleries or museums. The museums here are cheap, so you can usually get a pretty good deal!

Good luck and have fun!

[Leave a reply](#)

Enter your comment here...

Do you like this answer? (22) (3)



My soccer team

- C** Read the posts again. What does Lucas suggest to Charlie? Take notes in the chart. *Possible answers:*

	Idea	Details
Suggestion 1	join a sports team	great to spend time outdoors and hang out with new friends
Suggestion 2	join a group that does outdoor activities	go hiking or rafting good because they're free or don't cost much
Suggestion 3	join a club that makes or talks about art work	museums are cheap

LESSON 5 WRITE SUGGESTIONS FOR MEETING PEOPLE



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *What does Lucas say is an easy way to meet people? (owning a pet) Do you agree with him? Why or why not?*

- Ask Ss, *Do you own any pets? Do people stop and talk to you about your pet?* Have Ss share their experiences in pairs.
- Take a class survey to see how many Ss own pets, and what kinds.

1 BEFORE YOU WRITE

- A**
- In pairs, have Ss take turns discussing what they like to do after work or on weekends. Give Ss five minutes to discuss and then elicit ideas from the class.
 - Write Ss' ideas on the board. Ask, *Are these good ways to meet people? Why or why not?*
 - Have volunteers give their opinions and share their real-life experiences.
 - Get further information about interesting events to meet people in the local area. Encourage Ss to attend the events and report back to the class about their experience.
- B**
- Tell Ss to look at the text. Ask, *What is it?* (a post on a discussion board) *What is a discussion board?* (an Internet site where people can post and read messages, usually on a specific topic or area of interest) Point out the different topics on the discussion board in the drop-down menu on the left. (schools, work, health, community, social)
 - Ask, *Who wrote the question?* (Charlie) *Who wrote the board post?* (Lucas) *What is it about?* (activities to meet new people)
 - Bring Ss' attention to the photo. Read the caption aloud. Ask, *Are sports like soccer a good way to meet new people? Why or why not?* Elicit ideas from the class.
 - Ask the target question, *What question does Charlie ask?* (Are there any ideas for fun, cool ways to meet new people?) Ask a volunteer to read Charlie's question aloud.

- Have Ss follow along in their books as you read Lucas's board post aloud for the class. Ask them to circle any target vocabulary from the unit included in the post. (spend time outdoors, visit galleries) Have them refer back to previous lessons if necessary.
- Ask Ss, *Did Lucas use any time expressions in his board post? What are they?* (every weekend, once a month) Review as a class.



LANGUAGE NOTE Another common term for the phrase *discussion board* is *message board*.

- C**
- Ask Ss, *What activities does Lucas suggest to Charlie?* Tell Ss to write the main idea and details about three suggestions in the chart. Have them complete the exercise individually.
 - Encourage them to reference specific parts of the board post in their responses. Then have them compare their answers in pairs.
 - As Ss work, draw the chart on the board. To review, ask volunteers to add to it. Go over the answers as a class.



EXTENSION In pairs, have Ss summarize the information in the chart. Challenge **higher-level Ss** to close their books as they summarize.



EXTENSION Ask Ss, *Which of the suggestions is most interesting to you?* In pairs, have Ss compare what they like and don't like about the three suggestions in Lucas's board post.

2 FOCUS ON WRITING

- A**
- Read the Writing Skill aloud. Remind Ss that many posts and emails are written informally.
 - Ask them, *Can you think of writing that is even more informal than blogs or discussion board posts?* (text messages or short posts on social media)
 - Have volunteers read the examples of formal and informal writing aloud. Show or bring up additional examples of formal and informal writing for Ss to compare. If possible, include very informal messages from text messages or social media.
- B**
- Ask Ss to look back at Lucas's board post and underline any incomplete sentences.
 - Have Ss compare their findings in pairs and discuss any answers that were different.
 - To review, have volunteers read the incomplete sentences aloud. Back in their pairs, have Ss rewrite the incomplete sentences as complete sentences.
 - Ask Ss, *Is this board post written in first, second, or third person?* (first) Tell Ss that informal writing is often written in the first person.

3 PLAN YOUR WRITING

- A**
- Model the activity. Complete the chart on the board with your own information. Take notes as you speak.
 - Say, *Now, you think of different ways to meet new people in your hometown or where you live now.*
 - Have Ss complete the chart with key words and ideas. Remind them to use the target vocabulary from the unit and include specific real-life examples.
 - Walk around as Ss complete their charts. Provide help with vocabulary and spelling as necessary.
- B**
- Have Ss share their charts in pairs. Read the example aloud and finish the sentence. Suggest that Ss start their description in that way.
 - Encourage Ss to ask follow-up questions to get more information. Tell them to give each other feedback on idea development.
 - Walk around and monitor Ss' conversations to make sure they are using time expressions and the target vocabulary from the unit.

4 WRITE

- Tell Ss to use the notes in their chart to write 3–5 sentences. **Higher-level Ss** can write more.
 - Have them work individually. Tell them to include the information from 3A, the target vocabulary, and time expressions. Tell them to use 1B as a model.
- Remind Ss to use informal writing. Encourage them to include contractions and abbreviations.
 - Walk around and assist as necessary.
 - Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

5 REVISE YOUR WRITING

- A**
- Arrange Ss in mixed-level pairs. Tell Ss to review their partner's writing by responding to the two questions.
 - Tell Ss to underline suggestions and circle examples of informal writing such as contractions, abbreviations, or incomplete sentences.
- B**
- Have Ss give peer feedback and discuss how improvements can be made.
- Encourage Ss to help their partner add more details to their descriptions or suggest more informal language to use, if necessary.
 - Monitor and check that Ss' feedback is correct and constructive.
 - Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections or ask for clarification.
- Have Ss review their writing three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their response.



EXIT TICKET Ask, *What are some suggestions for meeting new people in your town?* **Lower-level Ss** can write 2–3 suggestions. **Higher-level Ss** can write 4–5. Collect cards as Ss leave. Read the cards to identify areas for review and Ss who may need more practice.



EXTENSION As a class project, organize a local meet-up event. Have Ss decide where in town it should be held, what kinds of activities they should do, and other details. In small groups, have Ss make posters about the event including all the relevant information. Remind them to use informal language and be creative. Display the posters around the classroom.

2 FOCUS ON WRITING

- A** Read the Writing Skill.

WRITING SKILL Write informally

Informal writing is similar to spoken conversation, and it follows fewer grammar rules than formal writing. We often use incomplete sentences in informal writing. Contractions (*I'm*, *doesn't*, *couldn't*, *it's*) and abbreviations (*TV*, *photos*) are also used.

Formal writing: *It was a pleasure to meet you yesterday. I hope we can see each other again very soon.*

Informal writing: *Great to meet you! Hope to see you again soon.*

- B** Reread the discussion board posts. Underline the incomplete sentences.

3 PLAN YOUR WRITING

- A** Think about Charlie's question. How could someone meet new people in your town? Complete the chart.

	Idea	Details
Suggestion 1		
Suggestion 2		
Suggestion 3		

- B** PAIRS Describe your suggestions to your partner.

I think someone who wants to meet new people could...

4 WRITE

Imagine you are answering Charlie's question. What things would you suggest he do to meet new people in your town? Use your suggestions from 3A. Remember to use informal writing. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A** PAIRS Exchange posts and read your partner's.

1. Did your partner include suggestions in his or her post?
2. Did your partner use informal writing in his or her post?

- B** PAIRS Can your partner improve his or her post?

Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

I CAN WRITE SUGGESTIONS FOR MEETING PEOPLE.

PUT IT TOGETHER

1 MEDIA PROJECT



- A** 08-22 Listen or watch. What does Rina talk about? *Possible answers: She talks about her healthy habits, and the things she does to relax and stay healthy.*
- B** 08-22 Listen or watch again. Answer the questions. *Possible answers:*
1. What are Rina's healthy habits? *She exercises (goes running), spends time with friends (goes to an art gallery), and relaxes (plays guitar).*
 2. How often does she do these activities? *She runs three times a week. She goes to an art gallery once a month. She plays guitar every evening.*
 3. Why does she do these activities? Write one reason.
runs/exercises: likes to spend time outdoors; spends time with friends/goes to art gallery: lowers her stress level; plays guitar: it relaxes her

- C** Share your own photos.

Step 1 Think about your healthy habits, or things you do to stay healthy, happy, or relaxed.
Think about how often you do these activities and why you do them.

Step 2 Show your photos to the class. Talk about your healthy habits. Say why you do these activities and how often you do them.

Step 3 Answer questions about your photos. Get feedback on your presentation.



2 LEARNING STRATEGY

CREATE CONNECTIONS

Connect new words with ones you already know. Make flashcards of sentences using the new words with blanks for words you already know. Write words for the blanks on the back of the card. For example, *I go to the ballet because I love the _____.* can be completed with *music, dancing, or costumes.*

Review the vocabulary in the unit. What words do you need to learn? Make five flashcards with the words. Be sure to have sentences with blanks and connected words for each flashcard. Review the cards twice a week.

I go to the ballet
because I love the
_____.

music/dancing/
costumes

3 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- Talk about music
- Talk about evening plans
- Describe habits and routines

Vocabulary

- Instruments and musicians
- Evening events
- Healthy habits

Pronunciation

- Intonation: Showing enthusiasm
- Main stress to emphasize a contrast

Grammar

- Questions about the subject and object
- So / Because (of) to show cause and effect
- Time expressions

Reading

- Ask and answer questions

Writing

- Write informally

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the photo on the right. Ask, *What do you see in this picture? (a park) How do you think this picture relates to healthy habits? (People can exercise or go for a walk or run in the park.)*
- Tell Ss to listen to or watch Rina describe her healthy habits. Remind them to listen for the main idea, not the details, at this stage.
- Read the question aloud. Review the answer as a class.

OPTION If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the phrase *near my home*. Ask Ss, *What do you think Rina likes to do in the park?* Pause after the phrase *of every month*. Ask Ss, *What do you think she does on the first Friday of every month?* Pause after the phrase *before I go to bed*. Ask Ss, *What do you think is Rina's healthy habit before she goes to bed?*

- B** • Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. If appropriate, let them listen or watch a third time.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Do these activities sound fun or interesting you? Why or why not?* Invite volunteers to share their opinions with the class.

- C** • Read the three steps aloud for the class. Tell Ss they can talk about activities they currently do to stay healthy or activities they would like to do more. Have them write down their own names and 3-5 activities they do to stay healthy. Next to each activity, have them note whether they have or need to take a picture of this activity. Tell Ss to use time expressions to describe how often they do each activity as well as at least one reason why they like to do it.
- Invite them to share in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- Tell Ss to prepare their photo presentation at home. Remind them it should be about 2-3 minutes long.
- Back in class, write the following checklist on the board and review it with the class:
- Include 3-5 photos.*
 - Introduce the healthy habits.*
 - Talk about how often you do them.*
 - Give at least one reason why you do them.*
 - Speak loudly and clearly.*
- Give Ss a few minutes to adjust their presentations and practice with a partner.
- Then have Ss present their photos to the class. Keep track of time.
- Leave 2-3 minutes for questions and comments after each presentation. Remind Ss to give constructive feedback based on the checklist on the board.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Have Ss review the target vocabulary in the unit and make flashcards of sentences using the words they still need to learn better.

- Have Ss make five flashcards and then compare their sentences in pairs. Give Ss time to test each other on the vocabulary in class.
- Remind Ss to review their cards twice a week.

3 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B** • Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.

- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 8 Board Game. You'll find instructions for the game in the same folder.