

H.Q. Mitchell

# Traveler

beginners

American edition



teacher's book

mm publications

# Contents of Teacher's Book

## Introduction

### Student's Book with Teacher's Notes

#### Contents of Student's Book

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## OUTLINE OF THE COURSE

### Objectives

*Traveler American Edition* is an exciting and easy-to-use seven-level course in English, which smoothly takes learners from Beginners to Advanced level. The main concern of the writer of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Traveler American Edition* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

### Goals

*Traveler American Edition* follows the requirements of the Common European Framework of Reference for Languages (CEF). It aims at achieving the following goals:

- Communicative - to help students establish relations, exchange information and express ideas, attitudes and feelings.
- Socio-cultural - to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- Learning how to learn - to help students plan their work over a time span and set themselves realistic objectives.
- Language and cultural awareness – to help students acquire an understanding of the language and culture.

### Syllabus

*Traveler American Edition* follows the modular approach, which enables students to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organized, user-friendly syllabus combining functions, structures, vocabulary, pronunciation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised enabling students to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

### Organization and length of the course

*Traveler American Edition Beginners*, the first book in the series, effectively meets the needs of learners with no or little previous exposure to the English language. It brings students to level A1 (Basic User/Breakthrough) of the CEF.

The book is organized in eight modules, each of which is based on a general topic. The modules are well-organized within a steady framework. Each module consists of a cover page, 5 two-page lessons, a round-up section and a cross-curricular/culture page for extra reading. In this way, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The course can be completed in 65-100 teaching hours. The precise time needed will vary according to factors such as school organization, class size, learner ability and motivation.

### Key features

Certain key features of the book add to the challenging and motivating material of the course:

- Lively dialogues presenting real spoken English.
- Emphasis on vocabulary building.
- Cross-curricular and cultural information.
- The language used. It is principally American English. However, the writer has taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, students are exposed to linguistic varieties as well as texts and information about various English speaking countries and cultures.
- Personalization activities
- Opportunities for promoting learner autonomy with learning tips, self-assessment and *Now I can* sections, learning objectives on the cover pages, through the use of the Portfolio, etc.
- Opportunities for promoting critical thinking skills by using an inductive approach to present grammar and vocabulary, relating new information to prior knowledge with warm-up activities, asking open-ended questions, through problem-solving activities, etc.
- The use of IT (Information Technology) (e.g. web links, Ss' CD-ROM).

## COURSE COMPONENTS

### Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, pronunciation as well as the language skills practiced in each module.
- Eight modules, each divided into a cover page, five lessons and two Round-up pages.
- Four culture pages.
- Four cross-curricular pages.
- A speaking section including pair work activities.
- A song page including 4 songs.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A section with tips helping students to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing.
- A list of irregular verbs.
- An appendix of differences between American and British English.
- A word list containing the active vocabulary in alphabetical order per lesson.

### Workbook and Student's CD/CD-ROM

The Workbook is in full color and is closely linked with the Student's Book providing further practice of all the linguistic items dealt with in the Student's Book. Students are thus able to reinforce and consolidate what they have learned and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook should be done in class but most of them should be assigned for homework. The Workbook includes:

- Ten pages per module comprising vocabulary, grammar, communication, listening, reading and writing tasks.

# Contents

Modules	Vocabulary	Grammar	Reading
<b>Hello</b> page 6	<ul style="list-style-type: none"> <li>Greetings</li> <li>Names</li> <li>Alphabet</li> <li>Countries and nationalities</li> <li>Classroom language</li> </ul>	<ul style="list-style-type: none"> <li>What's your name?</li> <li>I'm.../My name's...</li> <li>How do you spell...?</li> <li>Plurals (regular -s)</li> <li>Imperative (affirmative)</li> </ul>	
<b>1</b> page 7 <b>Nice to meet you</b> Cross-curricular page: Different cultures, one country page 20	<ul style="list-style-type: none"> <li>Greetings</li> <li>Countries and nationalities</li> <li>Relationships</li> <li>Numbers (0-100)</li> <li>Jobs</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>be</i> (I, you, he, she, we, they)</li> <li>Possessive adjectives (my, your, his, her, our, their)</li> <li>Who?/What?/How?/Where...from?</li> <li>a / an</li> </ul>	<ul style="list-style-type: none"> <li>An advertisement in a TV guide: <i>Get together</i></li> <li>A job blog</li> </ul>
<b>2</b> page 21 <b>All about me</b> Culture page: How many names for family members? page 34	<ul style="list-style-type: none"> <li>Personal items</li> <li>Colors</li> <li>Items related to traveling</li> <li>Family members</li> <li>Clothes</li> <li>Opposite adjectives</li> <li>Physical appearance</li> </ul>	<ul style="list-style-type: none"> <li>this / that / these / those</li> <li>The verb <i>be</i> (it)</li> <li>Plurals (regular-irregular)</li> <li>Possessive case</li> <li>Whose?</li> <li>The verb <i>have</i></li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>A magazine page: <i>What's in your closet?</i></li> <li>A short movie review: <i>Who is Edna Turnblad?</i></li> </ul>
<b>3</b> page 35 <b>Everyday life</b> Cross-curricular page: The Tembé Indians of the Amazon page 48	<ul style="list-style-type: none"> <li>Telling time</li> <li>TV shows</li> <li>Days of the week</li> <li>Spare-time activities</li> <li>Daily routines</li> <li>Ways of getting around</li> <li>Household chores</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple</li> <li>What time? / When?</li> <li>Prepositions of time</li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>A short text: <i>A "day in the life of Gary Silver</i></li> <li>A girl's diary page</li> </ul>
<b>4</b> page 49 <b>Places</b> Culture page: What's up there? page 62	<ul style="list-style-type: none"> <li>Rooms and parts of a house</li> <li>Furniture and appliances</li> <li>Places in a town/city</li> <li>Addresses</li> <li>Buildings</li> <li>Location and directions</li> <li>Ordinals</li> <li>Adjectives describing homes</li> </ul>	<ul style="list-style-type: none"> <li>There is / There are</li> <li>Prepositions of place</li> <li>a(n) / the</li> <li>Object personal pronouns</li> <li>Imperative</li> </ul>	<ul style="list-style-type: none"> <li>A note on a refrigerator door</li> <li>Three newspaper advertisements: <i>Property for rent</i></li> </ul>
<b>5</b> page 63 <b>Food</b> Cross-curricular page: Baked potatoes page 76	<ul style="list-style-type: none"> <li>Food and drink</li> <li>Containers</li> <li>Prices</li> <li>Money</li> </ul>	<ul style="list-style-type: none"> <li>a(n) / some</li> <li>Countable and uncountable nouns</li> <li>some / any</li> <li>would like + noun</li> <li>How much / How many?</li> </ul>	<ul style="list-style-type: none"> <li>A magazine page: <i>Food Corner</i></li> <li>A magazine article: <i>Breakfast!</i></li> </ul>
<b>6</b> page 77 <b>Get busy</b> Culture page: Life in the fast lane... page 90	<ul style="list-style-type: none"> <li>Jobs</li> <li>Skills and abilities</li> <li>Everyday activities</li> <li>Phrases related to the environment</li> <li>Weather</li> <li>Computer parts</li> <li>Numbers over one hundred</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>can</i></li> <li>Present Progressive</li> <li>Let's / How about?</li> </ul>	<ul style="list-style-type: none"> <li>Quiz: <i>Career Paths</i></li> <li>A magazine article: <i>A digital world: Computers</i></li> </ul>
<b>7</b> page 91 <b>Looking back</b> Cross-curricular page: The race to the South Pole page 104	<ul style="list-style-type: none"> <li>Accidents and injuries</li> <li>Parts of the body</li> <li>Opinion adjectives</li> <li>Years</li> <li>Academic subjects</li> <li>Life events</li> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple</li> <li>Time expressions</li> <li>Why? / Because</li> <li>Past Simple of the verb <i>be</i></li> <li>Past Simple vs. Present Simple</li> </ul>	<ul style="list-style-type: none"> <li>Two short e-mails</li> <li>A magazine article: <i>From Tenerife to tennis</i></li> <li>An interview: <i>The Math genius who gave it all up...</i></li> </ul>
<b>8</b> page 105 <b>On vacation</b> Culture page: Traveling to New Zealand page 118	<ul style="list-style-type: none"> <li>Seasons</li> <li>Months and dates</li> <li>Vacation activities</li> <li>Geographical features</li> <li>Ailments</li> <li>Sightseeing</li> </ul>	<ul style="list-style-type: none"> <li>Future going to</li> <li>Time expressions</li> <li>want to / would like to</li> <li>The verb <i>should</i></li> </ul>	<ul style="list-style-type: none"> <li>Four e-mails about vacation plans</li> <li>A web page: <i>First-aid for travelers</i></li> <li>A brochure: <i>Margarita Island</i></li> </ul>

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Listening	Speaking (Pronunciation*)	Writing	Functions
<ul style="list-style-type: none"> <li>- Simple greeting and saying goodbye</li> <li>- Three short dialogues (identifying relationships)</li> <li>- A dialogue (understanding personal information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• The alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences giving personal information</li> <li>• Completing a form</li> </ul> <p><b>Developing skills:</b> Capital letters</p>	<ul style="list-style-type: none"> <li>• Greeting and introducing oneself</li> <li>• Spelling</li> <li>• Understanding and using classroom language</li> </ul>
<ul style="list-style-type: none"> <li>- Three short dialogues (identifying personal items)</li> <li>- Three short dialogues (understanding specific information)</li> <li>- A dialogue (identifying people / transferring from verbal to visual information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Group work</li> <li>• Guessing game</li> <li>• Role play</li> <li>• Numbers (sixteen vs. sixty)</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about one's family members</li> <li>• A description of a person</li> </ul> <p><b>Developing skills:</b> Punctuation and capital letters</p>	<ul style="list-style-type: none"> <li>• Greeting and saying goodbye</li> <li>• Asking about one's health</li> <li>• Introducing oneself and others</li> <li>• Exchanging basic personal information</li> <li>• Identifying relationships</li> </ul>
<ul style="list-style-type: none"> <li>- A street survey (understanding specific information)</li> <li>- A dialogue (understanding specific information)</li> <li>- Two phone conversations (understanding gist and specific information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Group work</li> <li>• Guessing game</li> <li>• /d/, /z/, /tʃ/ (plural -s)</li> <li>• /ʃ/, /s/, /tʃ/</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences comparing people's daily routines</li> <li>• A paragraph about what one does on Saturday</li> </ul> <p><b>Developing skills:</b> Word order</p>	<ul style="list-style-type: none"> <li>• Identifying and describing objects</li> <li>• Expressing possession</li> <li>• Talking about one's family members</li> <li>• Discussing clothes</li> <li>• Expressing opinion</li> <li>• Describing people's physical appearance</li> </ul>
<ul style="list-style-type: none"> <li>- Three short dialogues (identifying the location of objects)</li> <li>- Three short dialogues (understanding directions and locating places on a map)</li> <li>- A dialogue (understanding gist and specific information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Game: Spot the differences</li> <li>• Group survey</li> <li>• Intonation</li> <li>• Word stress</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences describing a picture</li> <li>• A description of one's house / apartment / dream house</li> </ul> <p><b>Developing skills:</b> How to list things</p>	<ul style="list-style-type: none"> <li>• Telling the time</li> <li>• Expressing likes and dislikes</li> <li>• Talking about spare-time activities</li> <li>• Talking about routines</li> <li>• Discussing TV shows</li> </ul>
<ul style="list-style-type: none"> <li>- A dialogue (understanding specific information)</li> <li>- A dialogue (understanding specific information)</li> <li>- Three monologues (identifying prices)</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Role play</li> <li>• Class survey</li> <li>• Game: Find someone who...</li> <li>• Class discussion</li> <li>• /ɪ/, /h/, /g/, /dʒ/</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about food preferences</li> <li>• A paragraph about eating habits</li> </ul> <p><b>Developing skills:</b> Linking words (and, but, or)</p>	<ul style="list-style-type: none"> <li>• Identifying the location of objects</li> <li>• Describing rooms and houses</li> <li>• Referring to the location of places in a town</li> <li>• Asking for, giving and understanding directions</li> <li>• Reading a map</li> <li>• Asking and answering about where one lives</li> </ul>
<ul style="list-style-type: none"> <li>- Two phone conversations (transferring from verbal to visual information)</li> <li>- A dialogue (understanding gist and specific information)</li> <li>- Three monologues (understanding specific information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Role play</li> <li>• Guessing game</li> <li>• Game: Spot the differences</li> <li>• /n/, /ŋ/, /ɒ/, /ɒ/</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about one's talents and abilities</li> <li>• An e-mail to a friend</li> <li>• A paragraph describing what people are doing</li> </ul> <p><b>Developing skills:</b> Set phrases for letters and e-mails</p>	<ul style="list-style-type: none"> <li>• Expressing preference</li> <li>• Ordering food</li> <li>• Taking an order</li> <li>• Making, accepting, and refusing offers</li> <li>• Asking and answering about quantity and prices</li> <li>• Discussing food and eating habits</li> </ul>
<ul style="list-style-type: none"> <li>- Three short dialogues (identifying situations)</li> <li>- A quiz show (understanding specific information)</li> <li>- Four monologues (identifying places / understanding gist)</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Pair work</li> <li>• -ed endings: /t/, /d/, /ɪd/</li> <li>• /θ/, /ð/</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about past events</li> <li>• A paragraph about one's life story</li> </ul> <p><b>Developing skills:</b> Linking words (because, so)</p>	<ul style="list-style-type: none"> <li>• Talking about talents and abilities</li> <li>• Making a phone call</li> <li>• Offering help</li> <li>• Making suggestions and arrangements</li> <li>• Talking about current activities</li> <li>• Talking about the weather</li> </ul>
<ul style="list-style-type: none"> <li>- A dialogue (identifying objects)</li> <li>- An answering machine message (understanding gist and specific information)</li> <li>- Three short dialogues (understanding specific information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Group work</li> <li>• Strong and weak forms of <i>to</i></li> <li>• Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• An e-mail about one's vacation plans</li> <li>• A postcard</li> </ul> <p><b>Developing skills:</b> Using tenses</p>	<ul style="list-style-type: none"> <li>• Talking about past events</li> <li>• Discussing facts</li> <li>• Talking about famous people</li> <li>• Giving reasons</li> <li>• Talking about sports</li> <li>• Comparing past and present facts</li> <li>• Expressing opinion</li> </ul>
			<ul style="list-style-type: none"> <li>• Talking about a vacation</li> <li>• Making plans</li> <li>• Inviting</li> <li>• Accepting and refusing invitations</li> <li>• Talking about health problems</li> <li>• Asking for and giving advice</li> <li>• Referring to the past and future</li> <li>• Asking and answering about dates</li> </ul>

# Hello

## 1. COMMON WORDS



Match. Then listen and check your answers.  
Do you know any other English words?



1

**computer**

2

**hamburger****stop****basketball****telephone****taxi****supermarket****coffee****hotel****jeans**

3



4



5

10



9



8



7



6



## 1. COMMON WORDS ►12

Aim: to introduce common English words

### Vocabulary

basketball coffee computer hamburger hotel  
jeans stop supermarket taxi telephone

- Introduce yourself to the class. Say: *Hello! I'm...*
- Ask Ss to look at pictures 1-10.
- Ask Ss if they know what any of the words shown in the pictures are called in English.
- Ask Ss if they use the same/similar words in their L1.
- Ask Ss to match the words in the boxes with the pictures 1-10.
- Play the CD and have Ss listen and check their answers.



1. hamburger
2. hotel
3. supermarket
4. basketball
5. coffee
6. taxi
7. jeans
8. telephone
9. computer
10. stop

- If necessary, play the CD again and pause so that Ss can repeat what they hear.
- Explain any unknown words if necessary.
- Ask Ss the question in the rubric and elicit answers.

### LANGUAGE PLUS

Point out to Ss that in the U.S. people often use the word "grocery store" instead of "supermarket."

# Hello

## 2. WHAT'S YOUR NAME? ➤ 3

### Functions

Greeting and introducing oneself

### Vocabulary

Hello Hi Nice to meet you (too).  
What's your name? I'm... / My name's...

### OPTIONAL ACTIVITY

- Write words that Ss have learned so far on the board and ask Ss to spell them.
- Alternatively, you can write individual letters on the board and ask Ss to identify them.

#### A. Aim: to present ways of introducing oneself

- Choose a student and introduce yourself. Say: *Hello! I'm ... What's your name?*
- Encourage the student to answer: *Hi! I'm ...*
- Ask Ss to look at the picture.
- Play the CD. Ss listen and follow in their books.
- Ask Ss what the names of the two young men are (*Kevin, Paul*).
- Point out to Ss that we use the phrase *Nice to meet you* when we meet somebody for the first time.
- Play the CD again. Pause after each utterance and have Ss repeat what they hear.

#### B. Aim: to give Ss practice in introducing themselves

- Divide Ss into pairs.
- Ss take turns to introduce themselves.
- Go around the class helping Ss when necessary.

### OPTIONAL ACTIVITY

- Tell Ss to stand up and pretend that they are at a party where they don't know anybody.
- Encourage Ss to go around the class and introduce themselves, shaking hands with the person they are talking to if they wish.

## 3. ALPHABET ➤ 4

### Functions

Identifying the letters of the alphabet  
Spelling

### Vocabulary

first name How do you spell...? last name

#### A. Aim: to present the alphabet

- Ask Ss to look at the letters of the English alphabet.
- Differentiate between capital and lower-case letters.
- Ask Ss to pronounce any of the letters they know in English.
- Play the CD. Ss listen and follow in their books.
- Play the CD again. Pause after each letter and ask Ss to repeat what they hear.
- Point out the English vowels (a, e, i, o, u) and explain that the rest are consonants.

#### B. Aim: to give Ss practice in spelling their names

- Draw Ss' attention to the speech bubble.
- Choose a student and act out the dialogue.
- Divide Ss into pairs. Ss take turns to spell their names.
- Go around the class helping Ss when necessary.

## 2. WHAT'S YOUR NAME?

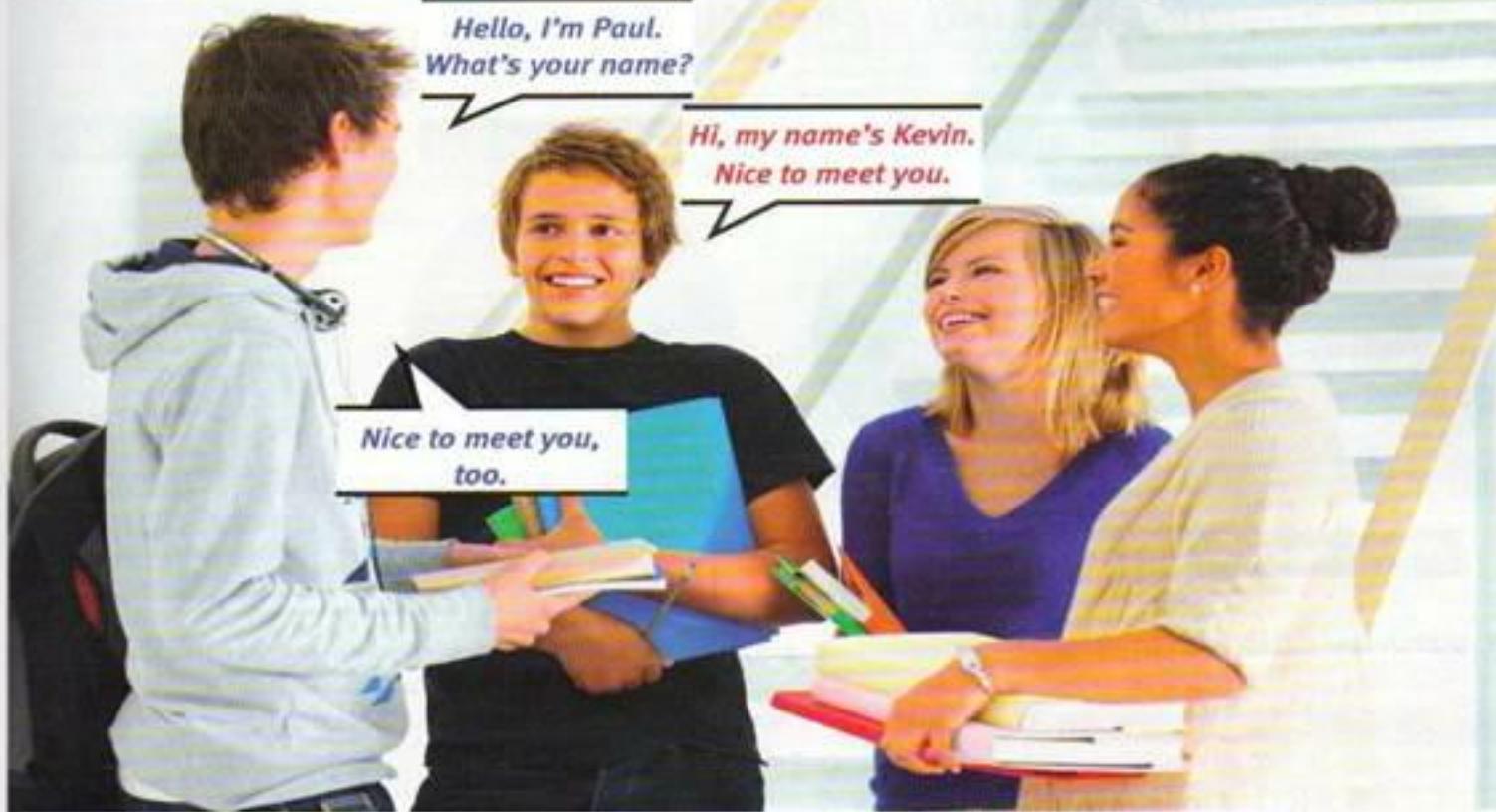
A. Listen and read.

*Hello, I'm Paul.  
What's your name?*

B. Talk in pairs. Introduce yourself to your partner.

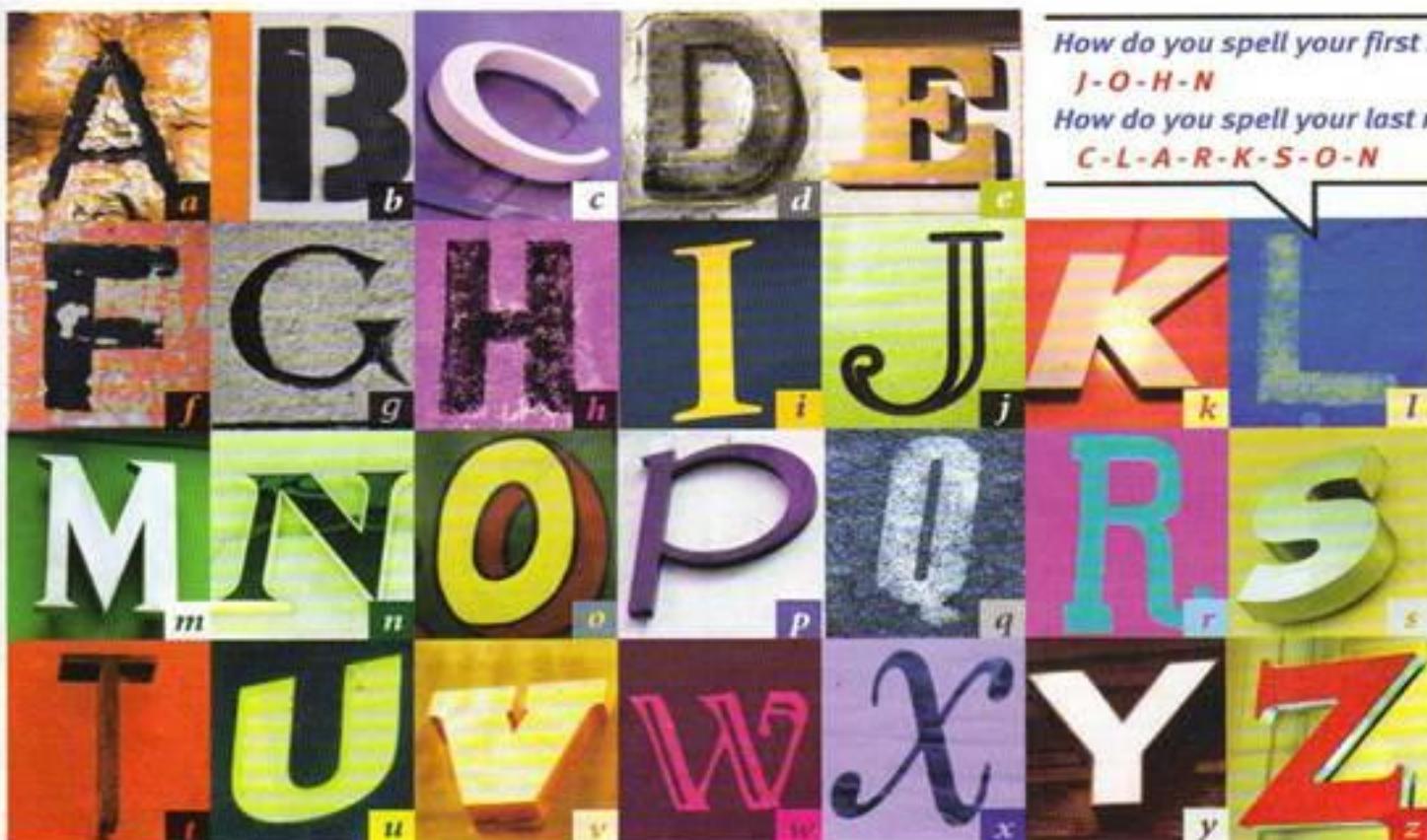
*Nice to meet you,  
too.*

*Hi, my name's Kevin.  
Nice to meet you.*



## 3. ALPHABET

A. Listen and repeat.



B. Talk in pairs.

*How do you spell your first name?*

*J-O-H-N*

*How do you spell your last name?*

*C-L-A-R-K-S-O-N*

# Hello

## 4. THE ENGLISH-SPEAKING WORLD

A. Listen and repeat.

Canada - Canadian



U.S.A. - American

Ireland - Irish



U.K. - British

South Africa - South African



Australia - Australian



New Zealand - New Zealander

B. Match the cities with the countries.

Montreal

London

Wellington

Johannesburg

Dublin

New York

Sydney

## 5. CLASSROOM LANGUAGE

Listen and repeat. Who usually says  
these things? Teachers, students or both?

What does this  
word mean?

Open your books.

Write a sentence.

I don't understand.

Speak in English.

Can you repeat that?

I don't know.

Listen to the CD.

Can I go out?

Look at the board.

How do you say ...  
in English?

Be quiet, please.

Close your books.

That's right.

Read the text.

a teacher

students

NOTE

a book → books

## 4. THE ENGLISH-SPEAKING WORLD ➤15

### Vocabulary

#### Countries-Nationalities

Australia – Australian Canada – Canadian  
Ireland – Irish New Zealand – New Zealander  
South Africa – South African U.K. – British  
U.S.A. – American

#### A. Aim: to present countries and nationalities

- Ask Ss to tell you if they know where English is spoken around the world.
- Elicit answers.
- Ask Ss to look at the globes.
- Point out to Ss that the U.S.A. (*United States of America*), Canada, Ireland, the U.K. (*United Kingdom*), South Africa, Australia and New Zealand are English-speaking countries while the words next to them are the respective nationalities.
- Play the CD and have Ss repeat what they hear.

### LANGUAGE PLUS

We use the definite article *the* before U.S.A. and U.K. and while we say *I'm Canadian/American/Irish/British/South African/Australian*, we say *I'm a New Zealander*.

#### B. Aim: to familiarize Ss with cities in the English-speaking world

- Ask Ss to read through the cities in the box.
- Have Ss match the cities with the countries in exercise A.
- Check the answers with the class.

Montreal – Canada

London – U.K.

Wellington – New Zealand

Johannesburg – South Africa

Dublin – Ireland

New York – U.S.A.

Sydney – Australia

- Ask Ss if they can think of any other cities in the English-speaking countries and elicit answers.

## 5. CLASSROOM LANGUAGE ➤16

### Functions

Understanding and using classroom language

### Structures

Plural nouns (regular -s)

Imperative (affirmative)

### Vocabulary

Be quiet, please book Can I go out?  
Can you repeat that? Close your books  
How do you say ... in English? I don't know.  
I don't understand Listen to the CD Look at the board  
Open your books Read the text Speak in English  
student teacher What does this word mean?  
That's right Write a sentence

- Ask Ss to look at the picture and the words *a teacher*, *students*. Make sure that Ss understand what they mean.
- Ask Ss to read through the phrases written on the board.
- Play the CD and pause so that Ss can repeat what they hear.

- Explain any sentences Ss may have difficulty with.
- Point out to Ss that we use the imperative when we ask somebody to do something.
- Read out and explain the NOTE.
- Draw Ss' attention to the noun *a teacher* and ask them to form the plural (*teachers*).
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY

What does this word mean? – Both

Write a sentence. – Teachers

Speak in English. – Teachers

I don't know. – Students

Listen to the CD. – Teachers

Can I go out? – Students

Look at the board. – Teachers

Be quiet, please. – Teachers

That's right. – Teachers

Open your books. – Teachers

I don't understand. – Students

Can you repeat that? – Both

How do you say ... in English? – Both

Close your books. – Teachers

Read the text. – Teachers

- If necessary, play the CD again and pause so that Ss can repeat what they hear.

### WORKBOOK LISTENING ➤17

#### LISTENING TRANSCRIPT

- A: How do you spell Adrienne?  
B: A-D-R-I-A-N-N-E
- A: How do spell your last name?  
B: R-O-B-I-N-S-O-N
- A: How do you spell your first name?  
B: C-A-T-H-E-R-I-N-E
- A: How do you spell your first name?  
B: A-R-N-A-L-D-O
- A: How do you spell Mahoney?  
B: M-A-H-O-N-E-Y

# 1 Nice to meet you

Aims: • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Ask Ss to look at the title of the module.
- Activate Ss' background knowledge by asking them to tell you when we say *Nice to meet you* (*when we meet someone for the first time*).
- Ask Ss to look at the picture of the young man.
- Ask Ss some questions:

*What is the young man doing? He is stretching out his right hand.*

*Why is he doing that? Because he wants to shake hands with someone he has met (for the first time) / the reader.*

- Ask Ss what they do when they meet someone and if they know what people in other countries do.
- Choose a student and pretend that you are meeting for the first time. Introduce yourselves to each other and say *Nice to meet you*.
- Ask Ss the two questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flip through the module and find* section. Explain any unknown words.
- Then ask Ss to flip through the pages of the module and find where these points are discussed.



- ▶ a TV show about a group of friends: p. 12
- ▶ a blog about finding a job: p. 16
- ▶ two friends greeting in the morning: p. 8
- ▶ a man with a new phone: pp. 14-15
- ▶ flags from different countries: p. 10

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.



1

# Nice to meet you



**Discuss:**

- ▶ Do you like meeting new people?
- ▶ What do you usually talk about?

**Flip through the module and find...**

- ▶ a TV show about a group of friends
- ▶ a blog about finding a job
- ▶ two friends greeting in the morning
- ▶ a man with a new phone
- ▶ flags from different countries

**In this module you will learn...**

- ▶ to greet people and say goodbye
- ▶ to introduce yourself and others
- ▶ to ask for and give basic personal information (name, nationality, age, job, telephone number, e-mail, marital status)
- ▶ to complete a form
- ▶ to write about yourself
- ▶ to talk about relationships
- ▶ to use numbers 0-100

# 1a How are you?

8 cd.

## 1. VOCABULARY

Listen and repeat.

Good morning!



Good afternoon!



Good evening!



## 2. READ



Listen and read. Which phrases are formal, informal or both?



Jill Good morning, Brian.  
Brian Hi, Jill. How are you?  
Jill Not bad. And you?  
Brian I'm OK, thanks.



Paul Hello Leo!  
Leo Hi Paul! What's up?  
Paul Not much. How's it going?  
Leo Great!



Mrs. Day Good afternoon, Mrs. Ignes. How are you?  
Mrs. Ignes Good afternoon, Mrs. Day. I'm fine. And you?  
Mrs. Day I'm very well, thank you.

NOTE

- Male: Mr.
- Female: Miss, Mrs., Ms.

## 3. SPEAK

Talk in pairs.

Good evening,...

Hello,... How are you?

Not bad. And you?

**Functions**

Greeting and saying goodbye  
Asking about one's health

**Vocabulary****Titles**

Miss Mr. Mrs. Ms.

**Phrases**

And you? Bye Good afternoon Good evening  
Good morning Good night Goodbye Great!  
Have a nice weekend How are you? How's it going?  
I'm fine I'm OK I'm very well Not bad Not much  
See you See you later See you tomorrow Take care  
Thank you Thanks What's up?

**WARM-UP**

**Aim:** to introduce the topic of the lesson and one of the main functions presented

- Draw Ss' attention to the title of the lesson.
- Say: *Hello. How are you?*
- Try to elicit an answer but do not insist at this stage.

**1. VOCABULARY ►18**

**Aim:** to present common greetings for different periods of the day

- Ask Ss to look at the expressions in the speech bubbles. Explain to them that we use these expressions when we meet or welcome someone, but not when leaving them.

**LANGUAGE PLUS**

It is **morning** until 12p.m., **afternoon** from 12p.m. until 6p.m. and **evening** from about 6p.m. until midnight.

- Play the CD and tell Ss to listen and repeat each greeting.
- Ask Ss to tell you the equivalent greetings in their L1.

**PRE-READING**

**Aims:** • to introduce the topic of the dialogues  
• to help Ss create expectations and make hypotheses

- Draw Ss' attention to the three pictures and ask them some questions:

Where are the people? They're in the street.  
What are they doing? They're greeting each other.  
What is their relationship? In the first dialogue, they could be friends or neighbors. In the second dialogue, they are most likely friends. In the third dialogue, they could be an employee and the boss, colleagues or business partners.

**2. READ ►19**

**Aim:** to present vocabulary and functions in context

**First dialogue**

- Play the CD and have Ss read and listen to the first dialogue.
- Point out to Ss that we use the question *How are you?* to ask about someone's health and well-being.
- Point out to Ss that the question *And you?* needs to follow the response to the question *How are you?* to show that we also care about the other person's health and well-being.

- Draw Ss' attention to the responses (*Not bad* and *I'm OK, thanks*).
- Choose two Ss to act out the dialogue.

**Second dialogue**

- Play the CD and have Ss read and listen to the second dialogue.
- Point out the questions *What's up?* and *How's it going?* and explain to Ss that they are used in the same way as the question *How are you?* in the first dialogue.
- Do the same with the responses *Not much* and *Great*.
- Choose two Ss to act out the dialogue.

**Third dialogue**

- Play the CD and have Ss read and listen to the third dialogue.
- Point out that another way of saying *I'm fine* is *I'm very well*.
- Ask Ss what they think the title *Mrs.* means.
- Draw Ss' attention to the NOTE and explain how the titles are used.

**LANGUAGE PLUS**

- Mr. /'mɪstər/ is used before a man's last name when you are speaking or referring to him. It is an abbreviation of the word "Mister."
- Miss /mɪs/ is used before the last name of a girl or a woman who is not married.
- Mrs. /'mɪsɪz/ is used before the last name of a married woman.
- Ms. /mɪz/ is used instead of *Miss/Mrs.* when you do not wish to specify if the woman is married or not.

- Choose two Ss to act out the dialogue.
- Ask Ss to look at the three dialogues as well as the pictures and decide if the situations are formal or informal. Have them provide justification.

**First dialogue:** informal or semi-formal because the people are talking in a friendly way and they are using each other's first names.

**Second dialogue:** informal because the boys seem to be friends.

**Third dialogue:** formal because the two women are addressing each other by their last names preceded by the title *Mrs.*

- Go through each dialogue and discuss whether the phrases used are formal, informal or both.

**LANGUAGE PLUS**

- *What's up?* and *How's it going?* are used as greetings and are more informal than *How are you?*, which can be used in both informal and formal situations.
- We tend to use *Good morning*, etc. in more formal situations.
- In colloquial speech we can also say *Morning!* instead of *Good morning!*
- In informal situations, we can use *Fine* or *Very well* instead of *I'm fine* or *I'm very well*.
- We usually say *Thanks* in informal situations and *Thank you* in formal situations.

**3. SPEAK**

**Aim:** to provide practice in greeting people

- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go around the class helping them when necessary. Encourage Ss to use different greetings and responses they have learned in the dialogues.
- Choose Ss to act out the dialogue in class.

**4. VOCABULARY ►10****Aim:** to present different ways of saying goodbye

- Ask Ss to look at the picture of the young man and tell you what they think he is saying.
- Introduce *Bye/Goodbye* (*used when leaving someone's company*) as opposed to *Hi/Hello*.
- Explain to Ss that these are all different ways of saying goodbye.
- Play the CD and tell Ss to listen and repeat.

**LANGUAGE PLUS**

*Good night* is used to say goodbye to someone late in the evening or when someone is going to bed. *Good evening* is used to greet someone when we meet them in the evening. In informal situations we sometimes tend to say *Night* and *Evening*.

- Draw Ss' attention to *See you later*. Explain to them that the addition of the word *later* does not necessarily mean that we will actually see the other person later that day.
- Point out to Ss that we can also use these expressions in written speech, for example to end an informal letter, an e-mail, a note or even in a text message.

**5. LISTEN ►11,12****A. Aim:** to have Ss distinguish between greeting people and saying goodbye

- Explain to Ss that they will have to choose the most appropriate answer to each of the utterances they will hear.
- Allow Ss some time to read through the pairs of phrases and try to guess what the utterances may be in each case.
- Play the CD twice and check Ss' answers.

1. a 2. b 3. a 4. a 5. a 6. b

KEY

**LISTENING TRANSCRIPT**

- Woman: Good morning.
- Man: Hello. How are you?
- Woman: Good afternoon. What's your name?
- Man: See you later!
- Woman: Good night!
- Man: Hi! How's it going?

**B. Aim:** to give Ss practice in responding appropriately to different utterances

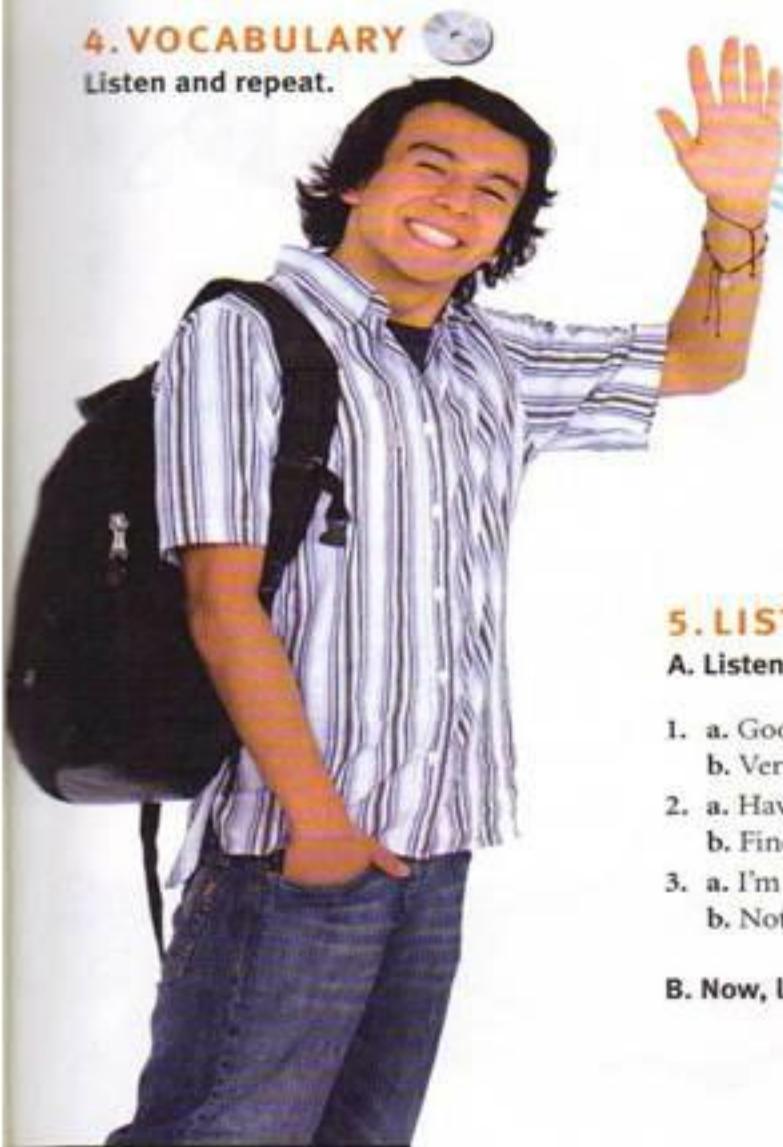
- Play the CD again and pause after each utterance.
- Have different Ss answer them orally. Try to elicit as many different answers as possible.

**6. SPEAK****Aim:** to provide practice in greeting and saying goodbye in different situations

- Draw Ss' attention to the pictures and the speech bubbles.
- Tell Ss to look at each picture and decide whether the situation is a greeting or saying goodbye, formal or informal and act accordingly.
- Choose Ss to act out the dialogues in class.
- Alternatively, tell Ss to imagine they are the people in each picture and greet each other. Then, imagine their conversation is over and say goodbye.

#### 4. VOCABULARY

Listen and repeat.



Bye.

Goodbye.

Good night.

See you.

See you later.

See you tomorrow.

Take care.

Have a nice weekend.

#### 5. LISTEN



A. Listen and choose the correct answer.

1. a. Good morning.  
b. Very well, thanks.
2. a. Have a nice weekend.  
b. Fine thanks. And you?
3. a. I'm Steven.  
b. Not bad.
4. a. Bye!  
b. I'm OK.
5. a. Take care.  
b. What's up?
6. a. See you tomorrow!  
b. Great!

B. Now, listen again and answer.

#### 6. SPEAK

Talk in pairs.

Practice greeting and saying goodbye in the following situations.



Hello...  
Hi! How are you?



Bye!  
Goodbye!



# 1b Where are you from?

## 1. VOCABULARY

Match the countries with the nationalities.  
Then listen and check.



Practice the spelling and pronunciation of new words.

TIP

- |               |               |
|---------------|---------------|
| 1. Poland     | a. Turkish    |
| 2. Spain      | b. Spanish    |
| 3. Brazil     | c. Chinese    |
| 4. Mexico     | d. Italian    |
| 5. Italy      | e. Peruvian   |
| 6. China      | f. Colombian  |
| 7. Peru       | g. Polish     |
| 8. Turkey     | h. Venezuelan |
| 9. Hungary    | i. Brazilian  |
| 10. Colombia  | j. Hungarian  |
| 11. Venezuela | k. French     |
| 12. France    | l. Mexican    |

## 2. READ

A. Listen and read.



**Tom** Hello, Marek. This is my friend Isabel. Isabel, this is Marek.  
**Isabel** Nice to meet you.

**Marek** Hi, Isabel. That's a nice name. Are you Italian?

**Isabel** No, I'm not. I'm Spanish. I'm from Madrid, but I live here in Manhattan. Where are you from?

**Marek** I'm from Poland.

**Isabel** Oh, so you're Polish.

**B. Read again and complete with  
Isabel, Marek or Isabel and  
Marek.**

1. "I'm not Italian." \_\_\_\_\_

2. "I'm from Madrid." \_\_\_\_\_

3. "I'm Polish." \_\_\_\_\_

**Functions**

Introducing oneself and other people

Asking for and giving personal information (name, nationality)

**Structures**The verb *be* (I, you, we)

Possessive adjectives (my, your, our)

Where....?

**Vocabulary****Countries – Nationalities**

Brazil – Brazilian Mexico – Mexican

China – Chinese Peru – Peruvian

Colombia – Colombian Poland – Polish

France – French Spain – Spanish

Hungary – Hungarian Turkey – Turkish

Italy – Italian Venezuela – Venezuelan

**Phrases**

I live in... I'm from... This is... Where are you from?

**Other words**

but friend here nice no so yes

**WARM-UP**

Aim: to introduce the topic of the lesson and one of the functions presented

- Draw Ss' attention to the title of the lesson and to the flags and ask them what the lesson is about.
- Point to yourself and say: *I'm from (country), I'm (nationality).* Write the sentences on the board.
- Point to a student and ask the question *Where are you from?*
- Explain that this question can be answered both ways, as shown above.

**1. VOCABULARY ►13**

Aim: to present a number of countries and nationalities

- Ask Ss if they recognize any of the flags.
- Ask Ss to read through the countries (1-12) and nationalities (a-l) and do the activity.
- Play the CD and check the answers with the class.

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



- Play the CD again and pause so that Ss can repeat what they hear.
- Draw Ss' attention to the TIP and explain it.

**OPTIONAL ACTIVITY**

Tell Ss to choose a country and imagine that they come from this country. Get them to talk in pairs as in the example below.

**SA:** *I'm from Spain. I'm Spanish. Where are you from?*  
**SB:** *I'm from France. I'm French.*

**2. READ ►14**

- A. Aims: • to introduce the topic of the dialogue  
                  • to give Ss practice in identifying the main idea of the dialogue  
                  • to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss what they see in the picture (*Two men and a woman in a restaurant talking. They look happy.*)
- Ask Ss to guess what they may be talking about.
- Play the CD and ask Ss to read and listen, checking their predictions.
- Draw Ss' attention to the phrase *This is...*, and ask them to tell you when it is used (*when we want to introduce someone to someone else*).
- Ask Ss some questions:  
*What's the woman's name? Isabel.  
 Is Isabel American? No.  
 Where is Isabel from? She's from Spain.  
 Where does she live? In Manhattan.  
 Is Marek Italian? No.  
 Where is Marek from? He's from Poland.*

- B. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to read the dialogue again and do the exercise.
- Check the answers with the class.

1. Isabel and Marek  
 2. Isabel  
 3. Marek



- Choose Ss to act out the dialogue.
- Explain unknown words.

# 1b

## 3. SPEAK

Aim: to provide practice in introducing others

- Choose two Ss and act out the dialogue.
- Get Ss to do the activity in groups of three.
- Go around the class, helping Ss when necessary.
- Ss swap roles and introduce and greet each other.

## 4. GRAMMAR

Aim: to present the verb *be* (*I*, *you*, *we*) and the possessive adjectives *my*, *your*, *our*

- Ask Ss to read through the first set of examples and elicit the meaning of the words in bold. Explain to Ss that *I* is a subject personal pronoun followed by the verb *be* in the affirmative and negative form and *My* is a possessive adjective used before nouns, without articles. Both the subject personal pronoun *I* and the possessive adjective *My* are used in the first person singular.
- Do the same with the other set of examples.
- Draw Ss' attention to the formation of the question form of the verb *be* and the short answers.
- Explain to Ss that it is more natural to use the short form when speaking and ask them to fill out the column with the short forms.
- Check the answers with the class. If necessary, write them on the board and practice pronunciation.

You are = You're  
We are = We're  
are not = aren't



## 5. PRACTICE

Aim: to provide practice in using the verb *be* (*I*, *you*, *we*) and the possessive adjectives *my*, *your*, *our*

- Ask Ss to read the dialogue and do the activity.
- Check the answers with the class by choosing Ss to act out the dialogue.

Our, Are you, aren't, Where, We're, I'm not



## 6. SPEAK

Aim: to give Ss the opportunity to practice the structures, functions and vocabulary presented in this lesson through a guessing game

- Draw Ss' attention to the identity cards and the speech bubbles.
- Get Ss to do the activity in pairs and go around the class helping them when necessary.

## 7. WRITE

Aim: to give Ss practice in writing sentences about themselves

- Ask Ss to read through the example sentences.
- Allow Ss some time to do the activity.
- Choose Ss to read out their sentences to the class.

### 3. SPEAK

Talk in groups of three.

*Mary, this is John.*

*John, this is Mary.*

*Nice to meet you, ...*

*Hi, ...*

### 4. GRAMMAR

THE VERB **be** (**I**, **you**, **we**)

POSSESSIVE ADJECTIVES (**my**, **your**, **our**)

Read the examples and write the short forms in the table.

I'm from Colombia. You're Polish.

I'm not from Venezuela. You aren't Hungarian.

My name's Carlos. Your last name's Dudek.

We're from Spain.

We aren't Mexican.

Our last name's Martin.

Yes, I am. / Yes, we are.

Are you American?

No, I'm not. / No, we aren't.

Full forms	Short forms
I am	I'm
You are	You're
We are	We're
are not	aren't

### 5. PRACTICE

Circle the correct words.

- Ken Good afternoon, I'm Ken and this is Sally.  
 Woman What's your last name?  
 Ken Our / Your last name's Jameson.  
 Woman Are you / You are Scottish?  
 Ken No, we are not / aren't.  
 Woman Where / What are you from?  
 Ken You're / We're American. I'm from New York.  
 Sally I'm / I'm not from New York. I'm from Boston.

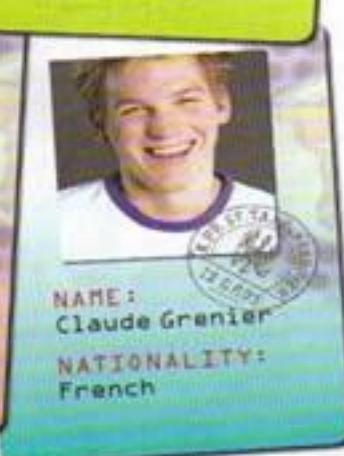
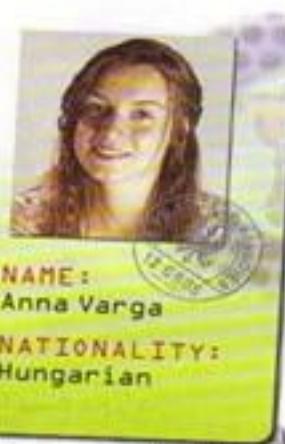
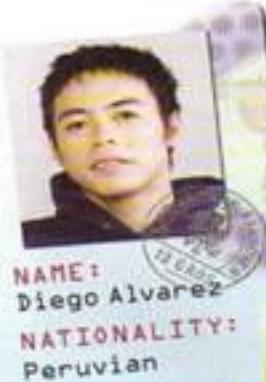
### 6. SPEAK

GUESSING GAME

Talk in pairs.

**Student A:** Read the cards below and choose a person.  
Don't tell Student B.

**Student B:** Ask questions and guess who Student A is.



Are you Polish?

*Yes, I am.*

So, you're...

*Yes!*

Are you Polish?

*No, I'm not.*

Where are you from?

*I'm from...*

So, you're...

### 7. WRITE

Write a few sentences about yourself, as in the example.



I'm Marie Dupont.



I'm from France. / I'm French.



I live in Paris.

# 1c Who's that?

## 1. VOCABULARY

Listen and repeat.



## 2. READ

A. Listen and read. Who's the star of the TV show?

This is Maria and Craig.  
They're married.

This is Fay. She isn't  
married. She's single.  
Maria is her best friend.

This is Norman. Norman  
and Barry aren't colleagues.  
They're roommates.

This is Barry. He's  
single, too. Fay and  
Barry are colleagues.

Their favorite place is a coffee shop called...  
**gettogether** channel 3 Mondays 9:00

B. Read again and answer the questions about the people in the pictures.

1. What's her name?



2. Is she married?



3. Who's her colleague?

4. What's his name?



5. Is he single?

6. Who's his roommate?

7. What are their names?

8. Are they single?

**Functions**

Asking for and giving personal information  
Identifying relationships

**Structures**

The verb *be* (he, she, they)  
Possessive adjectives (his, her, their)  
Who...?

**Vocabulary**

best friend boss classmate coffee shop colleague  
favorite married neighbor place roommate single

**WARM-UP**

**Aim:** to introduce the topic of the lesson and one of the structures presented

- Draw Ss' attention to the title of the lesson.
- Choose two Ss and ask one of them: *Who's that?* Then, point to the other student and answer: *Your classmate...*
- Get Ss to guess the meaning of the question word *Who*.
- Ask Ss what they think the lesson is about.

**1. VOCABULARY ►15**

**Aim:** to present vocabulary related to relationships

- Ask Ss to look at the words and the pictures and try to guess what they mean.

**LANGUAGE PLUS**

The word *roommate* can refer to someone with whom you share either an apartment or a house.

- Play the CD and pause so that Ss can repeat what they hear.
- Remind Ss that the plural of most nouns is formed by adding *-s* to the word, but when a noun ends in *-ss* the plural is formed by adding *-es* to the word.
- Ask Ss to form the plural number of the nouns *teacher* and *boss* (*teachers - bosses*).

**PRE-READING**

**Aim:** to introduce the topic of the text and activate Ss' background knowledge

- Tell Ss to look at the picture and ask them some questions:

*What is this text? It's an advertisement for a TV show.  
Where can you find something like this? In a TV guide,  
newspaper, magazine.  
Who are the people in the picture? They are the characters  
of the TV show.*

- Ask Ss to tell you what they think the TV show is about and how the people in the picture are related to each other but do not correct them at this stage.

**2. READ ►16**

- A. Aims:**
- to help Ss create expectations and make hypotheses about the text
  - to present vocabulary, structures and functions in the context of an advertisement for a TV show
  - to give Ss practice in identifying the main idea of the text

- Ask Ss to guess who the star of the TV show is (*the young woman in the middle because she is in the foreground*) but do not correct them at this stage.
- Play the CD, ask Ss to follow in their books and check their predictions.
- Draw Ss' attention to the adjectives *married* and *single*. Explain to them that these are adjectives which describe people's marital status and they are opposites. Help them deduce their meaning by referring to the people in the pictures.
- Ask Ss some comprehension questions:

*Who is married? Maria and Craig.  
Who is Maria's best friend? Fay.  
Are Norman and Barry colleagues? No, they're roommates.  
What's the name of the TV show? "Get together."  
When is it on? Every Monday at 9:00.*

- B. Aim:** to give Ss practice in identifying specific information by answering open-ended questions

- Ask Ss to do the activity and check their answers.

- KEY**
1. Her name is Fay.
  2. No.
  3. Barry.
  4. His name is Barry.
  5. Yes.
  6. Norman.
  7. Maria and Craig.
  8. No.

- Choose Ss to read the text aloud and explain any unknown words.

**POST-READING**

**Aim:** to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

**BACKGROUND NOTE**

Tell Ss that the TV show advertised is a situation comedy / sitcom (a funny TV show in which the same characters appear in each episode in a different story).

- Ask Ss if they know of any similar TV shows (e.g. *Friends*).
- Ask Ss what their favorite TV show is.

**3. GRAMMAR**

Aim: to present the verb *be* (he, she, they) and the possessive adjectives *his, her, their*

- Follow the same procedure as described in Lesson 1b, Activity 4 Grammar.
- Refer Ss to the Grammar Reference (p. 125).

He's, She's, They're, isn't,  
aren't, Who's...?, What's...?

**OPTIONAL ACTIVITY**

Ask Ss questions practicing *Who's...?* and *What's...?* using the adjective *favorite*:  
e.g. *Who's your favorite TV character / neighbor / teacher?*  
*What's your favorite TV channel / coffee shop?*

**4. PRACTICE**

Aim: to provide practice in the structures of the lesson

- Ask Ss to read the dialogue and do the activity.
- Check the answers.
- Do the same with the second dialogue.

1. her, his; Is he, isn't, He's  
2. are, Are they, they are, their, is

**5. LISTEN ►17**

Aim: to give Ss practice in listening for specific information and answering multiple choice questions

- Explain to Ss that they are going to listen to three short dialogues and complete a sentence for each one of them.
- Ask Ss to read through the statements 1-3.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time. Ss check their answers.

1. b 2. a 3. b

**LISTENING TRANSCRIPT**

1.

Man: Hi, Joanne.  
Woman: Hi, Kevin. Hey, who's that? Your roommate?

Man: No, that's Gordon, my neighbor.

Woman: Is he single?

Man: Yes, he is.

2.

Woman 1: Hello!  
Man: Hi, Lisa! This is Ellie. Ellie, this is Lisa.

Woman 2: Nice to meet you.

Woman 1: Nice to meet you, too. So, are you and Mark colleagues?

Woman 2: No, Mark and I are best friends.

Woman 1: Oh, I see.

3.

Woman 1: Hi, Linda. How are you today?

Woman 2: Fine Emma, and you?

Woman 1: I'm OK. Oh, the teacher is here. Be quiet.

**6. SPEAK**

Aim: to provide practice in the structures, functions and vocabulary presented in this lesson through a pair work activity

- Read out and explain the TIP.
- Get Ss to do the activity in pairs.
- Encourage Ss to ask more questions about the people as regards their marital status (e.g. *Is he married/single?*).

### 3. GRAMMAR

**THE VERB be (he, she, they)**

**POSSESSIVE ADJECTIVES (his, her, their)**

Read the examples and write the short forms in the table.

He's Spanish.

She's Mexican.

He isn't Mexican.

She isn't Peruvian.

His name is Juan.

Her name is Dora.

They're married.

They aren't single.

Their last name is Torres.

Is he/she single? Yes, he/she is.  
No, he/she isn't.

Are they classmates? Yes, they are.  
No, they aren't.

Full forms	Short forms
He is	He's
She is	She's
They are	They're
is not	isn't
are not	aren't
Who is...?	Who's
What is...?	What's

Grammar Reference p.125

### 4. PRACTICE

Circle the correct words.

1.  
 Susan There's Beata and her / their boss.  
 Carol What's her / his name?  
 Susan Antonio Panini.  
 Carol He is / Is he Italian?  
 Susan No, he isn't / aren't. His / He's Spanish.

2.  
 David Susan and Tina is / are best friends.  
 Gary They are / Are they classmates, too?  
 David Yes, they are / are they.  
 Gary Who's they're / their favorite teacher?  
 David Mrs. Garcia.  
 Gary Oh, yes, she is / isn't nice.

### 5. LISTEN



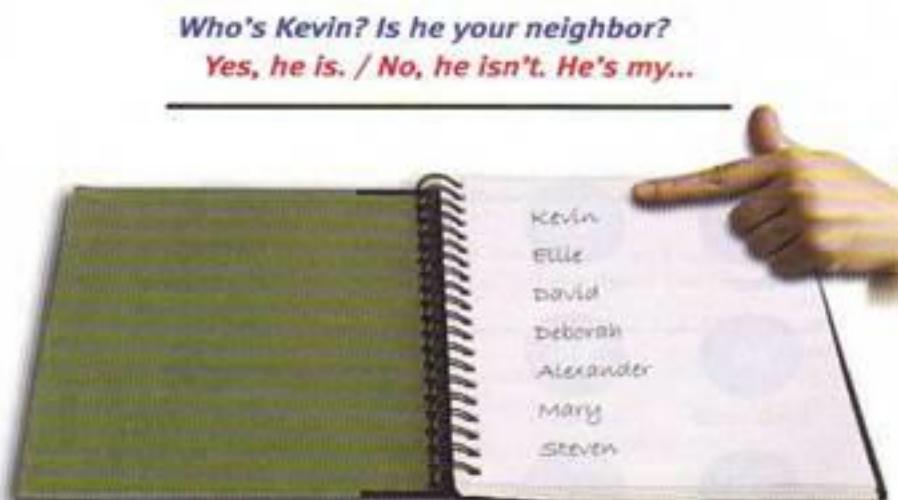
Listen to three short dialogues and choose a or b.

1. Kevin and Gordon are \_\_\_\_\_.  
 a. roommates      b. neighbors  
 2. Mark and Ellie are \_\_\_\_\_.  
 a. friends      b. colleagues  
 3. Linda and Emma are \_\_\_\_\_.  
 a. teachers      b. classmates

### 6. SPEAK

Write the names of people you know on a piece of paper. Then swap papers with your partner. Talk in pairs and try to find out who the people are.

Who's Kevin? Is he your neighbor?  
 Yes, he is. / No, he isn't. He's my...



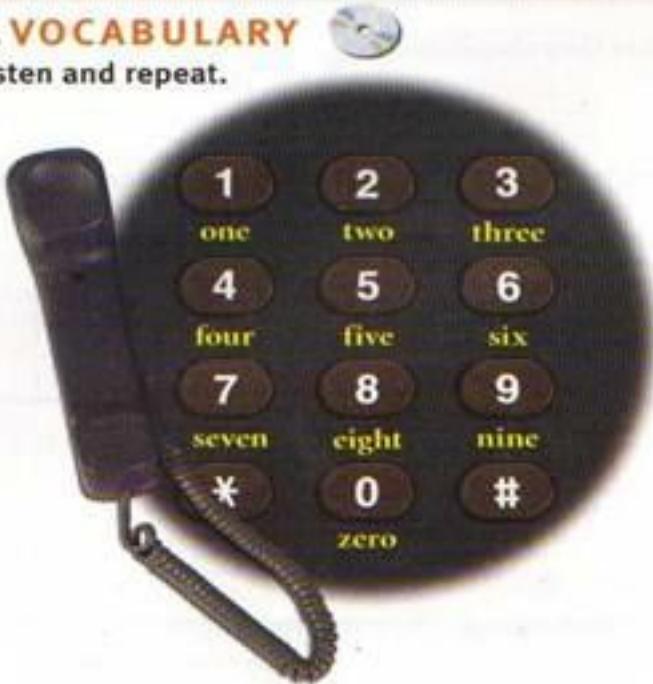
- Look at the example.
- Speak only in English.



# 1d What's your number?

## 1. VOCABULARY

Listen and repeat.



## 2. SPEAK

Talk in pairs.

What's your phone number?

555 - 8446

## 3. VOCABULARY

Listen and repeat.

10	11	12	13
ten	eleven	twelve	thirteen
14	15	16	17
fourteen	fifteen	sixteen	seventeen
18	19	20	21
eighteen	nineteen	twenty	twenty-one
30	40	50	60
thirty	forty	fifty	sixty
70	80	90	100
seventy	eighty	ninety	one hundred

## 4. PRONUNCIATION

A. Listen and repeat. Notice the difference in pronunciation.  
sixteen – sixty      fourteen – forty

B. Listen and check the correct number.

1. 15  50
2. 17  70
3. 13  30
4. 18  80
5. 19  90

## 5. SPEAK

Talk in pairs.

How old are you?

I'm 27 (years old).

## 6. READ

A. Listen and read.

- Claire Hi, Simon. Happy Birthday!  
Simon Thanks.  
Claire How old are you?  
Simon 25. Look! Here's my new phone.  
Claire A present from Donna?  
Simon That's right. Hey, Claire.  
What's your number?  
Claire 555 - 2258.  
Simon And what's your e-mail?  
Claire claire76@gmail.com  
Simon Thanks.

B. Read again and write S for Simon or C for Claire.

1. 25 years old
2. claire76@gmail.com
3. 555 - 2258
4. new phone

**Functions**

Identifying numbers 0-100  
Asking for and giving personal information  
(age, phone number, e-mail)

**Structures**

Question words (Who?/What?/How?/Where...from?)

**Vocabulary**

**Numbers**  
zero – one hundred

**Phrases**

Happy Birthday     Here's...     How old are you?  
I'm... (years old).     What's your e-mail?  
What's your phone number?

**Other words**  
new     present

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the picture in the vocabulary section and ask them to guess what the lesson is about.
- Ask Ss if they know any numbers in English.

**1. VOCABULARY ►18**

Aim: to present the numbers 0-9

- Draw Ss' attention to the picture. Ask them what it is (*a telephone*).
- Play the CD. Ss listen, follow and repeat.

**2. SPEAK**

Aim: to give Ss practice in asking for and giving their phone number

- Draw Ss' attention to the speech bubble and read it out loud. Explain to Ss that numbers are read out one by one.
- Choose a student and ask him/her: *What's your phone number?* and encourage him/her to answer.
- Get Ss to do the activity in pairs. They can talk about their home numbers or their cell phone numbers.
- Go around the class, helping them when necessary.

**3. VOCABULARY ►19**

Aim: to present the numbers 10-100

- Read out the numbers 10-100 slowly and clearly once.
- Play the CD and tell Ss to repeat.
- Write the number 22 on the board and ask Ss what they think the English word for it is.
- Explain to Ss that the numbers 21-29, 31-39, 41-49, 51-59, etc. up to 99 are formed in the same way.
- Point out the difference in spelling: *four-fourteen-forty*.

**OPTIONAL ACTIVITY**

Invite different Ss to the board and say numbers so that they can write them.

**4. PRONUNCIATION ►20,21**

A. Aim: to help Ss differentiate between the pronunciation of the endings -ty and -teen

- Play the CD and ask Ss to repeat the numbers.
- Stress the difference in pronunciation between *sixteen* - *sixty* and *fourteen* - *forty*.
- Write a few similar pairs of numbers on the board and ask Ss to read them out.

B. Aim: to help Ss practice the difference in the pronunciation of the endings -ty and -teen

- Explain the activity to Ss.
- Play the CD and then check Ss' answers.

1. 15    2. 70    3. 30    4. 18    5. 90

**LISTENING TRANSCRIPT**

1. fifteen    2. seventy    3. thirty    4. eighteen    5. ninety

**5. SPEAK**

Aim: to provide practice in asking and answering about age

- Say: *I'm ... years old.* Then choose a student, make a guess about his/her age and ask: *How old are you? Are you + a number?* and write the questions on the board.
- Encourage him/her to answer.
- Point out to Ss that it is not necessary to say *years old* when answering the question *How old are you?*
- Get Ss to do the activity in pairs. Go around the class, helping them when necessary.

**PRE-READING**

Aim: to help Ss create expectations and make hypotheses about the dialogue

- Ask Ss what they see in the picture (*Two young people looking at a cell phone*).
- Ask Ss to guess what they may be talking about but don't correct them at this stage.

**6. READ ►22**

A. Aim: to present vocabulary, structures and functions in context

- Play the CD and have Ss follow in their books.
- Ask Ss if they know what *Happy Birthday* means. Elicit answers and get Ss to tell you the equivalent wish in their L1.
- Ask Ss some questions:

*Who is 25 years old, Claire or Simon? Simon.  
What's Claire's phone number? 555 - 2258.  
Does Claire have an e-mail address? Yes, she does.*

**BACKGROUND NOTE**

E-mail (electronic mail) is a system through which people can send messages and data to other people over the Internet.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity and check their answers.

1. S    2. C    3. C    4. S

- Explain new vocabulary.
- Choose two Ss to act out the dialogue in class.

**7. SPEAK**

**Aim:** to give Ss practice in asking for and giving their e-mail address

- Draw Ss' attention to the speech bubble and to the NOTE.
- Explain to Ss how e-mail addresses are written and how they are said. Point out to them that it is more formal to say *e-mail address*, while in everyday speech we just say *e-mail*.
- Get Ss to do the activity in pairs. Go around the class, helping them when necessary.

**8. GRAMMAR**

**Aim:** to help Ss revise Question Words

- Write all the question words (*Who?* / *What?* / *How?* / *Where?*) that Ss know on the board and ask them to form as many questions as they can.
- Get Ss to do the activity in their books and check answers.
- Refer Ss to the Grammar Reference (p. 125).

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

**9. LISTEN ➤ 23**

**Aim:** to give Ss practice in identifying names, phone numbers and e-mail addresses

- Explain to Ss that they are going to listen to a dialogue and they should circle the correct personal data of the man in the picture.
- Ask Ss to read through the man's personal data. Alternatively, you can ask a student to read the data out loud.
- Play the CD twice.
- Check the answers with the class.
- If necessary, play the CD again to clarify any questions Ss may have.

- Don Jones, 555 - 9940, djones44@gmail.com

**LISTENING TRANSCRIPT**

Woman: Hello. What's your name?

Man: Don Jones.

Woman: OK, Dan.

Man: No, my name's Don. D-O-N.

Woman: Sorry. What's your phone number?

Man: 555 - 9940.

Woman: Great. And what's your e-mail?

Man: It's djones44@gmail.com

Woman: Thank you.

## 7. SPEAK

Talk in pairs.

What's your e-mail?

davidpeters762@yahoo.com

**NOTE**

lukedavidson34@hotmail.com  
for e-mail addresses we say:  
Luke Davidson 34 "at" hotmail "dot" com



## 8. GRAMMAR

**QUESTION WORDS (Who?/What?/How?/Where...from?)**

Match the questions with the answers.

1. Who are you?
2. What's your phone number?
3. What's your e-mail?
4. How are you?
5. How old are you?
6. Where are you from?

- a. I'm 41.
- b. I'm OK.
- c. katy15@gmail.com
- d. I'm Roberta.
- e. Hungary.
- f. 555 - 5563

Grammar Reference p.125

## 9. LISTEN



Listen and circle the correct answer.



NAME:

Dan Jones  
Don Jones

PHONE NUMBER:

555 - 9940  
555 - 9140

E-MAIL:

djones44@gmail.com  
djones54@gmail.com

# 1e What do you do?

## 1. VOCABULARY



A. Listen and repeat.



actor / actress



electrician



nurse



firefighter



dentist



doctor



police officer



reporter



salesperson



hairdresser



mechanic



architect



chef

B. Read the note and make sentences.



a dentist  
an electrician

*She's a dentist.*

## 2. READ



A. Listen and read the blog. Do the people know each other?

www.jobblog.net

**JOB BLOG**

Hi! I'm Tim and I'm 24. I'm from San Diego and I'm unemployed. 😞

Posted by Tim Chaffer at 11:12.

.....

RE: Hello Tim. My name's Jenny. I'm 27 and I'm a mechanic. Go to getajob.com. It's great!

Posted by Jenny Collins at 11:32.

.....

RE: Hi Tim! I'm Keith and I live in New Jersey. I'm an electrician. Jenny's right, getajob.com is a great website.

Posted by Keith Ball at 11:56.

B. Read again and write T for True or F for False.

1. Tim is American.

3. Jenny is 27.

2. Tim is a mechanic.

4. Keith is an electrician.

**Functions**

Asking and answering about one's job  
Completing a form

**Structures**

The indefinite article *a/an*

**Vocabulary****Jobs**

actor/actress architect chef dentist doctor  
electrician firefighter hairdresser mechanic  
nurse police officer reporter salesperson

**Other words and phrases**

age unemployed What do you do?

**WARM-UP**

**Aim:** to introduce the topic of the lesson and one of the main functions presented

- Draw Ss' attention to the title and the pictures of the vocabulary section.
- Help Ss deduce the meaning of the question *What do you do?*
- Point out to Ss that we use the question *What do you do?* to ask about someone's job.

**1. VOCABULARY ►124**

**A. Aim:** to present jobs

- Ask Ss to look at the pictures and the words and guess what they mean.
- Play the CD and have Ss follow in their books.  
Play the CD again and have Ss repeat.

**B. Aim:** to present and give Ss practice in using *a/an*

- Draw Ss' attention to the NOTE and say *a dentist* and *an electrician*.
- Write the phrases on the board and underline the letter **d** in *dentist* and the letter **e** in *electrician*.
- Explain to Ss that both **a** and **an** are articles and ask them why they think the article is different in each case (**an** is used before vowel sounds, **a** before consonant sounds). Refer Ss to the Grammar Reference (p. 125).
- Draw Ss' attention to the speech bubble.
- Have Ss do the activity.

**OPTIONAL ACTIVITY**

Ask Ss to make similar sentences about themselves and people they know. Give them an example if necessary.  
(e.g. *My neighbor is a doctor.*)

**PRE-READING**

**Aim:** to activate Ss' background knowledge

- Ask Ss some warm-up questions:

*Do you use a computer?  
Do you surf the Net?  
What's your favorite website?*

**2. READ ►125**

**A. Aims:** • to introduce the topic of the blog

- to help Ss create expectations and make hypotheses about the blog
- to present vocabulary, structures and functions in the context of a blog

- Draw Ss' attention to the text. Ask them to tell you what it is (*a blog*).

**BACKGROUND NOTE**

A blog is an electronic diary (a regular record of your thoughts, opinions and experiences) that you put on the Internet for others to read and add their comments and material. Before the added comment, the letters RE (reply) appear. Blogs have become very popular and influential.

- Play the CD and have Ss follow in their books.
- Ask Ss the question in the rubric.
- Elicit the answer: *No, they don't.*
- Ask Ss some questions:

*How old is Tim? He's 24.*

*Where is he from? He's from San Diego.*

*What does he do? He's unemployed.*

*Why is there a smiley at the end of Tim's sentence?*

*To show his feelings. He is unhappy.*

*What is Tim's problem? He's unemployed.*

*Why have Jenny and Keith replied to Tim's message?*

*To give him advice on how he can find a job.*

*What advice do they give Tim? They tell him to visit the website getajob.com*

*What does Jenny do? She's a mechanic.*

*Where does Keith live? In New Jersey.*

- Ask Ss if they insert smileys in their e-mails and text messages.

**OPTIONAL ACTIVITY**

Ask Ss to come up with advice to give Tim and write it in their notebooks as if they were typing it on a computer.

**B. Aim:** to give Ss practice in identifying specific information in the blog through a T/F activity

- Ask Ss to read through the blog again and do the activity.
- Check the answers with the class.

1. T 2. F 3. T 4. T

KEY

- Explain any unknown words and choose Ss to read the blog aloud.

**POST-READING**

**Aims:** • to give Ss the opportunity to share their ideas and experiences

- to initiate a discussion on the popularity of blogs nowadays

- Ask Ss:

*Have you heard of any blogs?*

*Have you ever visited a blog? If so, have you added any comments to it?*

*Why are blogs so popular nowadays?*

**3. SPEAK**

**A. Aim:** to provide practice in asking and answering about jobs

- Refer Ss to the jobs in the vocabulary activity.
- Demonstrate the dialogue with a student.
- Get Ss to do the activity in groups. Go around the class, helping them when necessary.
- Choose some groups to act out the dialogue.

**B. Aim:** to give Ss the opportunity to practice the structures, functions and vocabulary presented in this lesson through a guessing game

- Ask Ss to look at the pictures and tell you what they are (*business cards*).
- Demonstrate the game with a student.
- Get Ss to play the game in pairs. Go around the class, helping them when necessary.

**4. WRITE**

**Aim:** to present Ss with the use of capital letters

- Ask Ss when capital letters are used and write examples on the board.
- Draw Ss' attention to the box.

**A. Aim:** to provide practice in using capital letters

- Get Ss to do the activity and check answers.

1. Is Mr. Martino your boss?
2. I'm from Canada but I live in Italy.
3. Are you British?
4. This is Ms. Lipton.
5. My name is Tanya White.
6. How are you, Ben?

KEY

**OPTIONAL ACTIVITY**

Ask Ss to write sentences without capital letters and give them to their partner to correct.

**B. Aim:** to provide practice in completing a form

- Ask Ss to read through the form and provide any clarification Ss may need.
- Explain any unknown words.

**BACKGROUND NOTE**

- An **unemployment office** is a government office where people can see advertisements for jobs and also get advice in finding a job.
- A **middle name** is the name some people have between their first name and their last name (e.g. Brian David Grimes).
- A **daytime phone number** is a phone number you can be reached at during daytime (e.g. your place of work) and an **evening phone number** is a phone number you can be reached at in the evening (e.g. your home).

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to complete the form.
- You are usually required to complete a form in block capitals so you can tell Ss to do so.
- Alternatively, you can divide Ss into pairs and get them to swap books.
- Ss take turns to ask and answer the questions and complete in their partner's data pretending that they are working for the unemployment office.
- Go around the class, helping Ss when necessary.

**WORKBOOK LISTENING ►126****LISTENING TRANSCRIPT**

- A: Hello. What's your name?  
 B: Allan Gibson.  
 A: How do you spell your first name?  
 B: A-L-L-A-N.  
 A: And your last name?  
 B: G-I-B-S-O-N.  
 A: OK. Now, how old are you?  
 B: I'm twenty-four years old.  
 A: Twenty-four. And are you married?  
 B: Yes, I am.

### 3. SPEAK

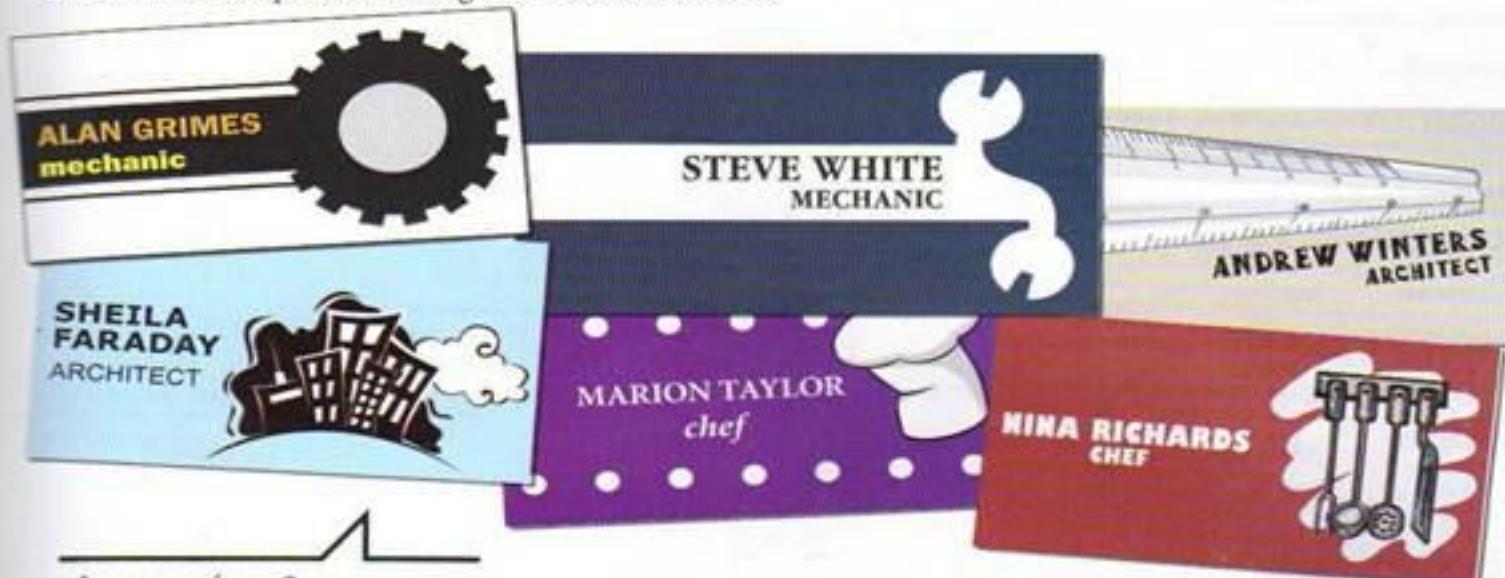
A. Talk in groups of four about what you do.

#### B. GUESSING GAME

Talk in pairs.

**Student A:** Choose a person from the cards below, but don't tell Student B.

**Student B:** Ask questions and guess who Student A is.



*Are you a/an...?*

*Yes, I am. / No, I'm not.*

*Are you...?*

### 4. WRITE

#### Capital letters

Use capital letters:

- with names/last names
- with Mr./Mrs./Miss/Ms.
- with cities/countries/nationalities

#### A. Add capitals where necessary.

1. Is mr. martino your boss?
2. I'm from canada but I live in italy.
3. Are you british?
4. This is ms. lipton.
5. My name is tanya white.
6. How are you, ben?

#### B. Complete the form on the right.

When completing a form, make sure you understand what information you are asked to give.



#### UNEMPLOYMENT OFFICE FORM

TITLE: Mr.  Mrs.  Miss  Ms.

FIRST NAME: \_\_\_\_\_

MIDDLE NAME: \_\_\_\_\_

LAST NAME: \_\_\_\_\_

AGE: \_\_\_\_\_

NATIONALITY: \_\_\_\_\_

MARITAL STATUS: \_\_\_\_\_

JOB: \_\_\_\_\_

DAYTIME PHONE NUMBER: \_\_\_\_\_

EVENING PHONE NUMBER: \_\_\_\_\_

CELL PHONE NUMBER: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

I confirm that, to the best of my knowledge, the information given on this form is correct. (Print and sign)

# 1 Round-up

## VOCABULARY

A. Cross out the odd word. Then add one more.

1. Canada – Ireland – Mexican – Spain – \_\_\_\_\_
2. French – Italy – Polish – Australian – \_\_\_\_\_
3. friend – roommate – neighbor – single – \_\_\_\_\_
4. classmate – electrician – chef – actress – \_\_\_\_\_
5. twenty – one – thirteen – age – \_\_\_\_\_

## GRAMMAR

B. Complete with *a* or *an*.

1. Chris is \_\_\_\_\_ teacher.
2. Here's \_\_\_\_\_ present for your birthday.
3. Amanda's \_\_\_\_\_ doctor and her roommate is \_\_\_\_\_ nurse.
4. Is Darren \_\_\_\_\_ architect?
5. I'm not \_\_\_\_\_ police officer. I'm \_\_\_\_\_ actor.

C. Choose *a*, *b* or *c*.

1. I'm from the U.S.A. \_\_\_\_\_ name's Jack.  
a. His      b. My      c. Your
2. Sophie is a hairdresser. \_\_\_\_\_ e-mail is sophie@gleeson.net  
a. She      b. His      c. Her.
3. A: Are Mark and Jane married?  
B: Yes, they are.  
A: What's \_\_\_\_\_ last name?  
a. your      b. their      c. our
4. A: Who's Lee Jones?  
B: \_\_\_\_\_ our boss.  
a. He's      b. His      c. I'm

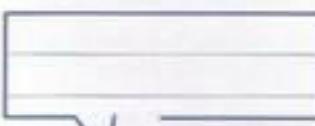
D. Circle the correct words.

1. Who's / What's your phone number?
2. We isn't / aren't British. We is / are American.
3. A: How am / are you?  
B: You're / I'm fine.
4. Donna and Betty is / are students, but we / they aren't classmates.
5. A: Are you / Is he your boss?  
B: No, he aren't / isn't. He is / are my colleague.

## COMMUNICATION

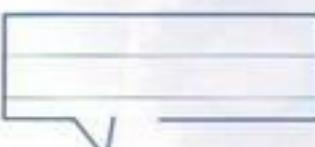
E. Complete the situations.

1



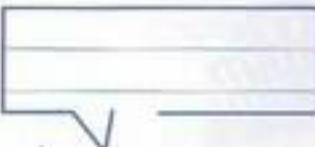
I'm fine, thanks.

2



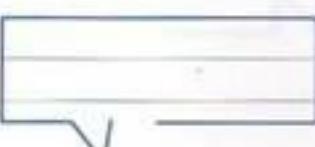
555 - 7634.

3



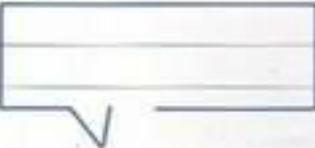
My last name is Finley.

4



Nice to meet you, too.

5



I'm a mechanic.

F. Match the questions with the answers.

1. What's your e-mail?      a. Not much.
2. Where are you from?      b. Turkey.
3. Who's your favorite teacher?      c. No, she's single.
4. Is she married?      d. jennyo58@gmail.com
5. What's up?      e. Mr. Howard.

G. Reply to the questions/phrases below.

1. Good morning!  
\_\_\_\_\_
2. How's it going?  
\_\_\_\_\_
3. How old are you?  
\_\_\_\_\_
4. Where are you from?  
\_\_\_\_\_
5. Goodbye!  
\_\_\_\_\_

# 1 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities

## VOCABULARY

A.

1. cross out: Mexican  
*add: Poland, etc.*
2. cross out: Italy  
*add: Spanish, etc.*
3. cross out: single  
*add: boss, etc.*
4. cross out: classmate  
*add: doctor, etc.*
5. cross out: age  
*add: two, etc.*

KEY

G.

### Suggested answers

1. Good morning!
2. Not bad.
3. I'm 25 (years old).
4. I'm from Spain.
5. Goodbye!

KEY

## GRAMMAR

B.

1. a
2. a
3. a, a
4. an
5. a, an

KEY

C.

1. b
2. c
3. b
4. a

KEY

D.

1. What's
2. aren't, are
3. are, I'm
4. are, they
5. Is he, isn't, is

KEY

## COMMUNICATION

E.

1. How are you?
2. What's your phone number?
3. What's your last name?
4. Nice to meet you.
5. What do you do?

KEY

F.

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

KEY

# 1 Round-up

## SPEAK

- Ask Ss what they can see in the picture (*a man and a woman with a child talking to a nurse in a hospital*).
- Divide Ss into groups of three and allocate roles.
- Draw Ss' attention to the speech bubble.
- Choose two Ss and demonstrate the dialogue.
- Get Ss to do the activity. Go around the class, helping them when necessary.
- Ss can swap roles and repeat the activity.

## WRITE

- Tell Ss to write sentences giving information about themselves.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

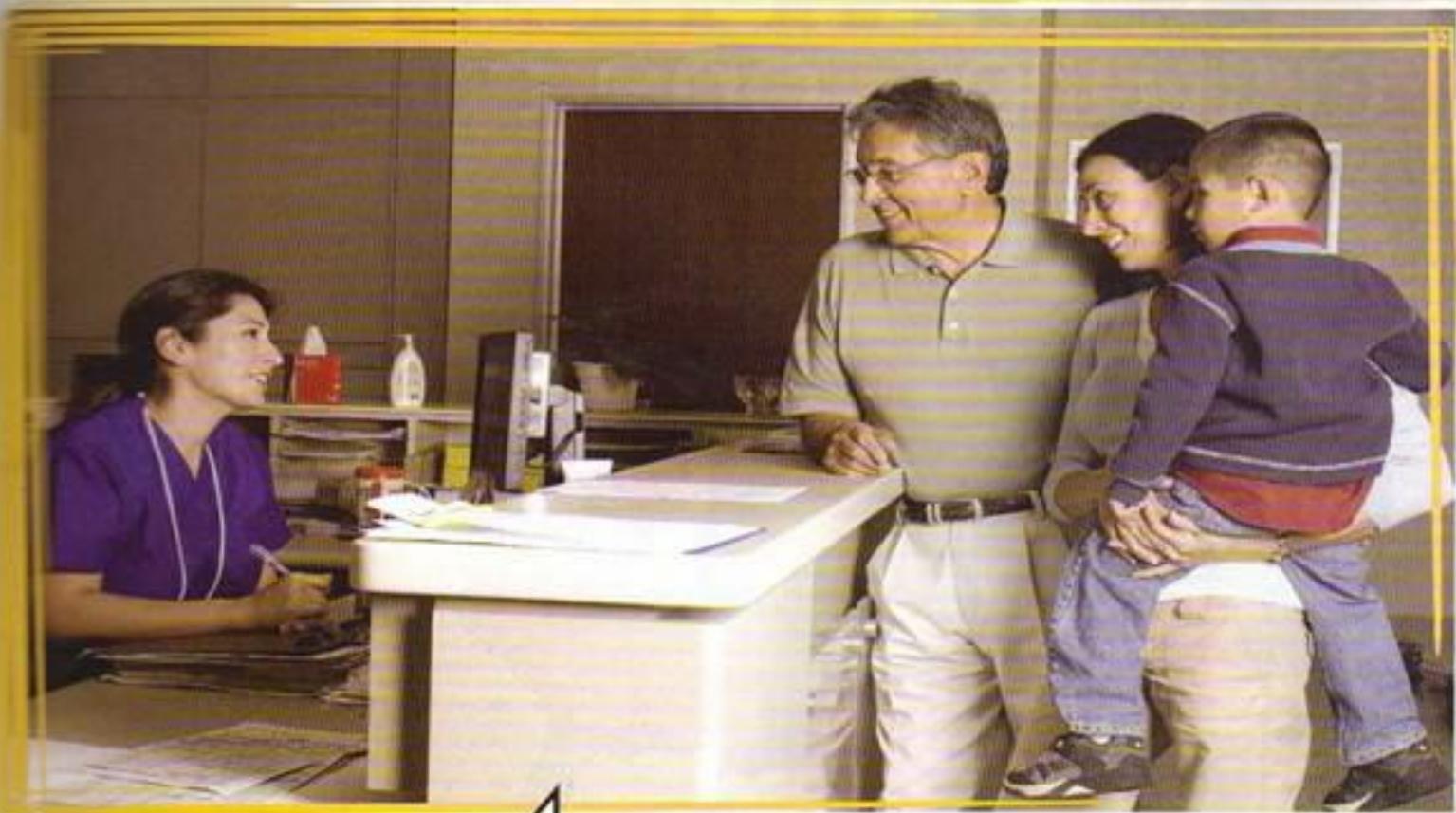
## SPEAK

### ROLE PLAY

Talk in groups of three.

**Student A and B:** Look at the picture, pretend you are the man or the woman and come up with personal information (name, age, nationality, job, phone number).

**Student C:** Look at the picture and pretend you are the nurse. Ask Students A and B questions.



*Good morning. What's your name, please?*

*Gary Hibbard.*

*And your name?*

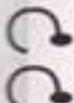
*Delia Hibbard.*

*OK. And how old are you, Mr. Hibbard?*

.....

## WRITE

Write sentences about yourself.



My name's... I'm... years old.

## SELF-ASSESSMENT

Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

### Now I can...

- say where I'm from and where I live
- introduce myself and others
- ask and answer personal questions
- greet people and say goodbye
- talk about my marital status
- say how old I am
- say my telephone number and e-mail
- say what I do
- write some basic information about myself
- complete a form
- ask about one's health
- use numbers 0-100
- talk about relationships

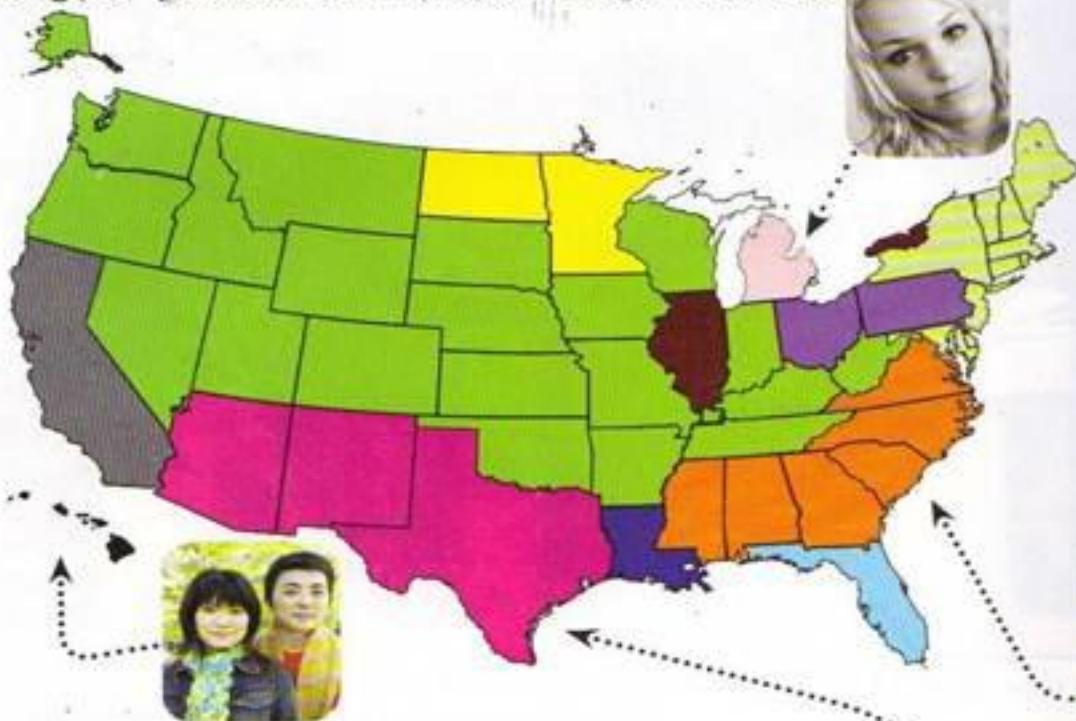
# Cross-curricular page

## Social Studies

A. What do you know about the U.S.? Read the text and check your answers.

# Different cultures, one country

In the United States there are about 300 million people. The U.S. is called a "melting pot" because different people live together as one.



People from Germany live mainly in the central and northern parts of the U.S. In the southwest, there are many Mexican people, and in the southeast, there are a lot of African-Americans. On the northeast coast, there are many Europeans.

There are a lot of French people in Louisiana. New York and Illinois have a lot of Greeks. California has a lot of Chinese people and Hawaii has many Japanese. Michigan has a Dutch community, and North Dakota and Minnesota have Norwegians. Ohio and Pennsylvania have many Polish people, and Florida has a lot of Cubans and Puerto Ricans.

### SONG

"Nice to meet you"

Go to page 124.

B. Read again and write T for True or F for False.

1. The U.S. is called a "melting pot" because there are 300 million people there.
2. There are a lot of Mexican people in the southeast.
3. In New York and Illinois, there are a lot of Greeks.
4. There are people from Poland and Cuba in the U.S.

# Cross-curricular page

► 27

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

## WARM-UP

- Draw Ss' attention to the map of the United States.
- Ask Ss what they know about the people who live there.

A.

- Tell Ss to look at the pictures and ask them what they think the text is about.
- Ask Ss the question in the rubric. Elicit answers, but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions:

Where do many German people live?

In the central and northern parts of the U.S.

Where do many Greeks live?

In New York and Illinois.

- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. F (It's called a melting pot because different people live together.)
2. F (There are a lot of Mexican people in the southwest.)
3. T
4. T

KEY

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

SONG ► 28

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song

- Ask Ss to read through the song on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss sing along.

KEY

name  
going  
actor  
Goodbye  
later  
nice

## 2 All about me

Aims: • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture and guess what the module will be about.
- Ask Ss the three questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flip through the module and find* section. Explain any unknown words.
- Then ask Ss to flip through the pages of the module and find where these points are discussed.

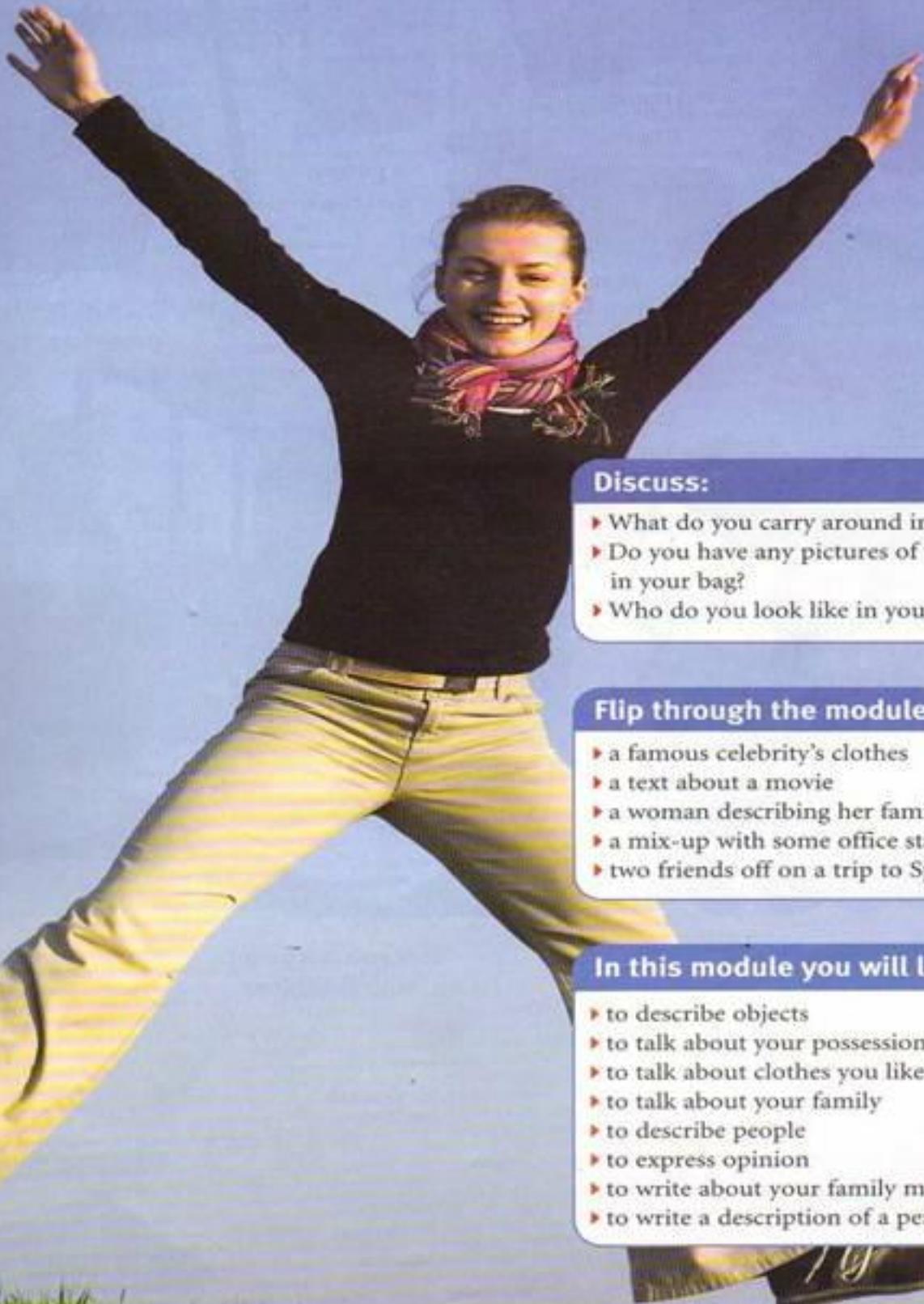
15

- ▶ a famous celebrity's clothes: pp. 28-29
  - ▶ a text about a movie: p. 30
  - ▶ a woman describing her family to a friend: pp. 26-27
  - ▶ a mix-up with some office stationery: p. 22
  - ▶ two friends off on a trip to Spain: p. 24
- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.



2

# All about me



## Discuss:

- ▶ What do you carry around in your bag?
- ▶ Do you have any pictures of your family in your bag?
- ▶ Who do you look like in your family?

## Flip through the module and find...

- ▶ a famous celebrity's clothes
- ▶ a text about a movie
- ▶ a woman describing her family to a friend
- ▶ a mix-up with some office stationery
- ▶ two friends off on a trip to Spain

## In this module you will learn...

- ▶ to describe objects
- ▶ to talk about your possessions
- ▶ to talk about clothes you like
- ▶ to talk about your family
- ▶ to describe people
- ▶ to express opinion
- ▶ to write about your family members
- ▶ to write a description of a person

# 2a What color is it?

## 1. VOCABULARY

Listen and repeat.

29

What's this?



a pink folder



a red purse



an orange and yellow pencil case



a black and white pen



a purple notebook



a green pencil



a blue umbrella



a brown sports bag

## 2. READ

A. Listen and read.



Gareth Oof!

Susan Oops! I'm so sorry. Are you OK?

Gareth Yes, I'm fine. And you?

Susan I'm OK. Is this your blue folder?

Gareth No, it isn't. That's my blue folder over there.

Susan OK and here's your yellow folder. Now, where's my pen?

Gareth What color is it?

Susan It's blue and yellow.

Gareth Here it is.

Susan Thanks.

B. Match the people with the things.

Gareth



Susan



**Functions**

Identifying objects and colors  
Talking about personal items

**Structures**

this/that  
The verb *be* (it)

**Vocabulary**

**Colors**  
black blue brown green orange pink  
purple red white yellow

**Phrases**  
I'm so sorry Now... Over there What color...?

**Other words**  
folder notebook pen pencil pencil case  
purse sports bag umbrella

**WARM-UP**

Aim: to introduce the topic of the lesson and the main function presented

- Ask Ss if they know any colors in English and write them on the board.
- Draw Ss' attention to the title of the lesson.
- Point to an object whose color Ss already know in English.
- Ask and answer the question: *What color is it? It's + the color.*

**1. VOCABULARY ►129**

Aim: to present colors and objects

- Point to your book and ask Ss: *What's this?*
- Elicit the answer: *It's a book.*
- Ask Ss: *What color is it?* and elicit answers.
- Ask Ss to look at the words and identify the colors and the objects.
- Play the CD and pause so that Ss can repeat what they hear.
- Divide Ss into pairs. Ss take turns to ask and answer the question *What's this?* while pointing to different objects presented in the activity.

**OPTIONAL ACTIVITY**

For further practice, divide Ss into pairs and have them take turns to ask and answer the question *What's this?* while pointing to different objects on their desks and in the classroom.

**PRE-READING**

Aim: to help Ss create expectations and make hypotheses about the dialogue by using visual information

- Ask Ss to look at the two pictures.
- Ask Ss some questions:

*Where are these people?*

*What is happening in the first picture?*

*Do they know each other?*

*What are they talking about in the second picture?*

**2. READ ►130**

**A. Aims:** • to present vocabulary, structures and functions in the context of a dialogue  
• to give Ss practice in identifying the main idea of the dialogue

- Play the CD and ask Ss to read and listen at the same time and check their predictions from the pre-reading.

**B. Aim:** to give Ss practice in identifying specific information in the dialogue through a matching activity

- Ask Ss to read the dialogue again and do the activity.
- Check answers.

Gareth: blue folder, yellow folder  
Susan: blue and yellow pen, blue folder

KEY

- Explain unknown words and choose Ss to act out the dialogue.

# 2a

## 3. GRAMMAR

Aim: to present the verb *be* (it) and *this/that*

- Ask Ss to look at the pictures and read through the examples.
- Point to your book and say: *This is my book.*
- Point to a student's book and say: *That is his/her book.*
- Repeat the sentences again stressing the physical distance in each case.
- Say: *My book is here. His/Her book is there.*
- Point out that *here* and *there* show how close or far an object is.
- Ask Ss to guess what the difference between *This* and *That* is (*This* is for objects that are near us, *That* is for objects that are far from us). Tell Ss to refer to the Grammar Reference (p. 125).
- Pick up your book and say: *It's orange. It isn't green.*
- Then ask Ss: *Is it green? Is it orange?*
- Elicit the answers *No, it isn't* and *Yes, it is.*
- Ask Ss to read through the examples in the book.
- Refer Ss to the Grammar Reference (p. 125).
- Have Ss complete the table and check answers.

It's  
isn't  
That's

## 4. PRACTICE

Aim: to provide practice in using the structures of the lesson

- Ask Ss to read through the first dialogue and complete it.
- Check answers.
- Do the same with the rest of the dialogues.

1. it isn't, is  
2. that, it is  
3. Is this/that, it isn't, is  
4. Is, It's, it  
5. is, It's, Is, it is

## 5. LISTEN ►131

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the pictures and ask them to describe the items.
- Explain to Ss that they will have to choose the item which belongs to the person mentioned in each dialogue.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

1. a 2. b 3. b

## LISTENING TRANSCRIPT

1.	Sally	What's this?
	Jenny	It's my new umbrella.
	Sally	It's a nice color. Blue is my favorite color.
	Jenny	It isn't blue! It's green.
	Sally	Oh, yes, sorry.
2.	Bella	Where's my notebook?
	Paul	Is that your notebook over there?
	Bella	What color is it?
	Paul	Red and white.
	Bella	No, my notebook is red and black.
3.	Ruth	Get my sports bag, Neil!
	Neil	Sure. Is your sports bag yellow?
	Ruth	No, it isn't. It's purple. My folder's yellow.
	Neil	OK. Here's your sports bag.
	Ruth	Thanks.

## 6. SPEAK

Aim: to provide practice in the structures, functions and vocabulary presented in this lesson through a pair work activity

- Choose two Ss and act out the dialogue.
- Get Ss to do the activity in pairs.
- Go around the class, helping Ss when necessary.

### 3. GRAMMAR

#### THE VERB be (it) - this, that

Read the examples and write the short forms in the table.



This is my purse. It's red.



That isn't my purse. It isn't red.

What color is your pen? Is it orange?

Yes, it is.

No, it isn't.

Is this/that your pencil?

Yes, it is.

No, it isn't.

Full forms	Short forms
It is	
is not	
That is	

Grammar Reference p.125

### 4. PRACTICE

Complete the dialogues.

- Lee Hey, that's my notebook.  
Jenny No, \_\_\_\_\_. Your notebook \_\_\_\_\_. green. This is blue.
- Andrew Sam, is \_\_\_\_\_ your umbrella over there?  
Sam Yes, \_\_\_\_\_.
- Shannon \_\_\_\_\_ your pencil, Gina?  
Gina No, \_\_\_\_\_. My pencil \_\_\_\_\_ over there.

4. John \_\_\_\_\_ your purse black or brown?

Lauren \_\_\_\_\_ black.

John Here \_\_\_\_\_ is.

5. Karen What color \_\_\_\_\_ your pencil case?

Cecil \_\_\_\_\_ pink.

Karen \_\_\_\_\_ this your pencil case?

Cecil Yes, \_\_\_\_\_.

### 5. LISTEN

Listen and choose the correct picture a or b.



1. Jenny

a

b



2. Bella

a

b



3. Ruth

a

b

### 6. SPEAK

Talk in pairs about the things you usually have in class.

*Is your folder brown?*

*No, it isn't.*

*What color is it?*

*It's pink and purple.*

# 2b In my backpack

## 1. VOCABULARY

Listen and repeat.



### TIP

Write the translation of new words in your notebook.

## 2. READ

### A. Listen and read.

- Brad Are you ready for our trip to Barcelona?  
Andy Of course, I'm so excited!  
Brad Hey, nice backpack!  
Andy Actually, it isn't my backpack.  
Brad Whose is it?  
Andy It's my roommate's. Now, train tickets, passports, map. I think everything is here.  
Brad Here take these, too.  
Andy What are these?  
Brad They're dictionaries. A Spanish-English dictionary and a Catalan-English dictionary.  
Andy Good idea.

### B. Read again and check the correct things.

1. a  b
2. a  b
3. a  b

**Functions**

Expressing possession  
Identifying objects related to traveling  
Expressing opinion

**Structures**

Plurals (regular)  
these/those  
Possessive case  
Whose?

**Vocabulary**

**Phrases**  
Good idea I think... I'm so excited Of course  
**Other words**  
actually backpack camera cell phone dictionary  
everything flashlight map passport ready sunglasses  
take ticket tissues toothbrush train(n.) trip

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the picture which follows. In this way, Ss deduce the meaning of the word *backpack*.
- Ask Ss to translate the word in their L1.
- Have Ss look at the pictures and ask them what they think the lesson will be about.

**BACKGROUND NOTE**

Backpacking is a way of traveling or camping while carrying all your clothes and the things you need in a backpack. It is a cheap way of traveling/going on vacation and it is mainly preferred by young people.

**1. VOCABULARY ➤ 32**

Aim: to introduce vocabulary related to traveling

- Ask Ss to look at the words and the pictures and guess what each word means.
- Play the CD and have Ss follow in their books.
- Play the CD again and have Ss repeat the words they hear.
- Read out and explain the TIP.
- Ask Ss some questions:

*Do you use a backpack when you travel?*

*What things do you usually take with you when you travel?*

*Why?*

**2. READ ➤ 33**

A. Aims: • to give Ss practice in identifying the main idea of the dialogue  
• to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the pictures next to the dialogue and guess what it will be about.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss some questions:

*Where are Brad and Andy going? They're going to Barcelona.*

*How does Andy feel about the trip? He's excited.*

*Does Andy live alone? No, he doesn't. He has a roommate.*

*Is this Andy's backpack? No, it isn't. It's his roommate's.*

*Does Brad like Andy's backpack? Yes, he does.*

- Draw Ss' attention to the phrase *I think* and explain to them that we use it to express opinion.

**BACKGROUND NOTE**

- The official language of Spain is "Castilian" but in the English language it is most commonly known as "Spanish."
- Barcelona is the capital of the region of Catalonia, in the north east of Spain. "Catalan" is an official language of Catalonia.

**B. Aim: to give Ss practice in identifying specific information in the dialogue**

- Draw Ss' attention to the pictures and ask them to identify the objects.
- Ask Ss to read the dialogue again and do the activity.
- Check the answers with the class.

1. b 2. a 3. a

- Choose Ss to act out the dialogue.
- Explain unknown words.

### 3. GRAMMAR

#### A. Aim: to present plurals and *these/those*

- Have Ss read through the table and ask them to tell you what they notice about the formation of plural nouns.
- Refer Ss to the Grammar Reference (p. 125).
- Ask Ss to read through the dialogue again and find the plural forms (*train tickets, passports, dictionaries*).
- Ask Ss to read through the examples containing *these* and *those*.
- Ask Ss the question in the rubric (*these* and *those* are equivalent plural forms of *this* and *that*).
- Ask Ss to differentiate between *these/those*.
- Refer Ss to the Grammar Reference (p. 125).
- Demonstrate the difference in the usage of *these/those* with objects in the classroom.
- Ask Ss to provide their own examples.

#### B. Aim: to present the Possessive Case and *Whose*

- Ask Ss to read through the dialogue and answer the question (*they are orange*).
- Draw Ss' attention to the question word *Whose*.
- Ask Ss to read through the dialogue again and find another example of the question word *Whose* (*Whose is it?*).
- Ask Ss when we use the question word *Whose* and elicit the answer: *to ask who something belongs to*.
- Write: *Jane's sunglasses* on the board. Underline the apostrophe *s* and elicit the meaning. Give further examples if necessary, e.g. pick up a pen and say: *This is ...'s pen*, etc.
- Ask Ss to find examples of the Possessive Case in the dialogue (*It's my roommate's*). Point out that the genitive apostrophe is used after names and nouns to show possession.
- Refer again to the example from the dialogue and point out to Ss that when they see an '*'s* in sentences, they should be able to distinguish between the short form of *is* (*It's*) and the Possessive Case (*roommate's*).
- Give further examples if necessary, e.g. pick up a book and say: *Whose book is this? It's ...'s (book)*, etc. Point out that it is not always necessary to have a noun after the Possessive Case (*Whose are these blue sunglasses? Betty's*).
- Make sure that Ss understand the difference between the uses of the question words *Who* (nominative case, to ask about a person's identity) and *Whose* (possessive case, to ask who something belongs to). Practice the differences by asking Ss questions.
- Refer Ss to the Grammar Reference (p.125).

### 4. PRACTICE

#### A. Aim: to provide practice in using the structures of the lesson

- Have Ss do the activity and check the answers with the class.

1. Those are our dictionaries.  
2. These are backpacks.  
3. Those are Tina's cameras.  
4. Our friends are actresses.

#### B. Aim: to give Ss practice in using the structures of the lesson

- Have Ss do the activity and check the answers with the class.

1. Whose, Anne's  
2. friend's  
3. roommate's  
4. Who's, neighbor

### 5. PRONUNCIATION ► 134, 35

#### A. Aim: to have Ss differentiate between /s/, /z/ and /ɪz/ sounds of plural noun endings

- Play the CD and tell Ss to listen for the difference in pronunciation between *maps, cameras* and *toothbrushes*.
- Elicit the answer: *maps* ends in a /s/ sound, *cameras* ends in a /z/ sound, while *toothbrushes* ends in an /ɪz/ sound.
- Explain to Ss that the final -s is pronounced /s/ when a noun ends in a /t/, /k/, /tʃ/, /p/ or /θ/ sound. It is pronounced /ɪz/ when a noun ends in a /s/, /z/, /ʃ/, /f/, /ʒ/ or /dʒ/ sound. It is pronounced /z/ when a noun ends in any other sound except the ones mentioned.

#### B. Aim: to give Ss practice in differentiating between /s/, /z/ and /ɪz/ sounds of plural noun endings

- Play the CD and pause after each word.
- Ask Ss to repeat each word and check the sound they hear.
- Check the answers with the class.

/s/: students, tickets, backpacks  
/z/: pencils, phones, pens  
/ɪz/: actresses



### 6. SPEAK

#### Aim: to give Ss the opportunity to practice the structures, functions and vocabulary presented in this lesson through pair work

- Draw Ss' attention to the items shown and ask them to tell you which of them could belong to a woman, which to a man and which to both a man and a woman.
- Get Ss to do the activity in pairs.
- Go around the class, helping Ss when necessary.

#### OPTIONAL ACTIVITY

- Divide the class into two groups.
- Take one object from each member of the first group and put it in a bag.
- Have each member from the second group come to the front, choose one of the objects from the bag and ask questions (e.g. *Is this Mary's?*) in order to find out who it belongs to.
- Collect objects from the members of the second group and have the members of the first group ask questions.
- Ss win a point for their team each time they guess correctly.

### WORKBOOK LISTENING ► 136

#### LISTENING TRANSCRIPT

- A: Are you ready for our trip, Tom?  
B: Of course I am. But, where's my camera?  
A: It's over there... Here you go.  
B: Thanks!  
A: Where are your tickets and your passport?  
B: They're over here.  
A: Take your cell phone, too.  
B: Oh, that's right.  
A: Now, I think that's everything.  
B: Yes, it is.

### 3. GRAMMAR

#### A. PLURALS - THESE / THOSE

Look at the table. What do you notice about the formation of plural nouns?

Plural nouns
map → maps
toothbrush → toothbrushes
country → countries

Read the examples. When do we use *these* and *those*?

This is my camera. → These are my cameras.  
That is a map. → Those are maps.

#### B. POSSESSIVE CASE – WHOSE?

Read the dialogue. What color are Jane's sunglasses?

Mary Whose are these blue sunglasses? Are they your sunglasses, Jane?  
Jane No, they aren't. They're Betty's. My sunglasses are orange.

Grammar Reference p.125

### 4. PRACTICE

#### A. Write the sentences in the plural.

1. That is my dictionary. These are my dictionaries.
2. This is a backpack. These are backpacks.
3. That's Tina's camera. These are Tina's cameras.
4. My friend is an actress. My friends are actresses.

#### B. Circle the correct words.

1. Whose / Who's toothbrush is this? Is it Anne's / Anne?
2. My best friends / friend's name is James.
3. These aren't my notebooks. They're my roommate / roommate's.
4. Whose / Who's Mr. Jones? Is he our new neighbor / neighbor's?

### 5. PRONUNCIATION

34  
A. Listen and repeat. What's the difference between *a*, *b* and *c*?

- a. maps      b. cameras      c. toothbrushes

B. Listen and check the sound you hear.

	maps /s/	cameras /z/	toothbrushes /tʃ/
pencils		✓	
students	✓		
phones		✓	
tickets	✓		
backpacks	✓		
pens		✓	
actresses			✓

### 6. SPEAK

Talk in pairs. Whose are the things below? Discuss as in the example.



Lisa

Greg



Whose is this cell phone?

I think it's Greg's.

Whose are these ...?

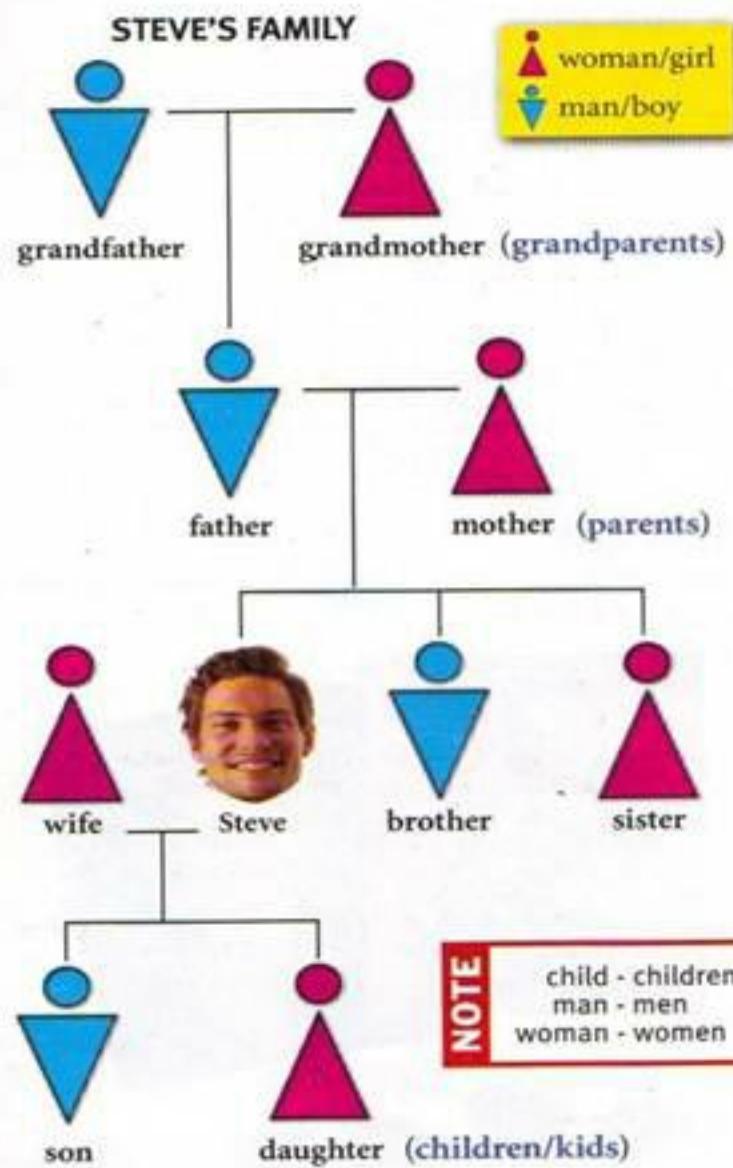
I think they're ...



# 2c Family ties

## 1. VOCABULARY

Listen and repeat.



## 2. SPEAK

Present different people you know.

*My mother's/wife's name is  
Tanya. She's an architect.*

## 3. READ

A. Look at the pictures. What do you think the people are talking about? Listen, read and find out.



Tom Hi, Jess. This is my friend, Linda.

Jess Hello, Linda.

Linda Nice to meet you.

Jess You look familiar. Do you have a sister?

Linda Yes, I do. Her name's Sandy. She's an actress.



Mrs. Lee This is my daughter and her husband.

Mr. Park What's your daughter's name again?

Mrs. Lee Sun.

Mr. Park Does she have any children?

Mrs. Lee Yes, she has a baby boy, Chin.

Mr. Park So, you're a grandmother!

**Functions**

Talking about one's family members

**Structures**

The verb *have*

Plurals (irregular)

**Vocabulary****Family**

baby brother daughter father grandfather  
grandmother grandparents husband mother  
parents sister son wife

**Phrases**

I'm an only child Really? What about you?

You look familiar

**Other words**

again boy child - children girl kid man - men  
or woman - women

**WARM-UP**

**Aim:** to activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson and explain what it means.
- Ask Ss if they know any family words in English.
- Ask Ss about their families. Ask questions in Ss' L1 if necessary. You can ask:

*What's your father's/mother's name?*

*What does your father/mother do?*

*How old is your father/mother?*

*Do you have any brothers/sisters? How many? What are their names?, etc.*

**1. VOCABULARY ► 37**

**Aim:** to present vocabulary related to family

- Draw Ss' attention to the family tree. Make sure that Ss understand what a *family tree* is (*a diagram showing the relationships between the different members of a family*).
- Ask Ss whose family this is (Steve's). Point out Steve's position in the family tree.
- Help Ss understand the relationships between the different members of Steve's family by drawing their attention to the box and explaining the symbols which represent the two genders.
- Explain the following: *grandfather* and *grandmother* together are known as *grandparents*, *father* and *mother* together are known as *parents*, *son* and *daughter* together are known as *children/kids*.

**LANGUAGE PLUS**

- There are formal and more informal ways of addressing members of the family. For example, *mom/mommy*, *dad/daddy*, *grandma/nan*, *granddad/grandpa* are the informal equivalents for *mother*, *father*, *grandmother* and *grandfather* respectively.
- When you want to refer to your brother or sister who is older than you, you can say: *my big/older/elder brother/sister*, but when your brother or sister is younger than you, you can say: *my younger/little brother/sister* or *my baby brother/sister* if he/she is a baby.

- Draw Ss' attention to the NOTE which shows how some irregular nouns form the plural. Read them out and practice the difference in pronunciation.
- Play the CD and tell Ss to listen and repeat the words.

- Ask Ss some questions:

*Does Steve have any brothers or sisters? How many?*

*Is Steve married?*

*Does he have any children?, etc.*

**2. SPEAK**

**Aim:** to give Ss practice in talking about their family members

- Get Ss to do the activity in pairs.
- Go around the class helping Ss when necessary.
- Alternatively, do it as a whole class activity.

**3. READ ► 38**

- A. Aims:** • to present vocabulary, structures and functions in context  
• to give Ss practice in identifying the main idea

**First dialogue**

- Ask Ss to look at the picture and tell you what they can see (*two women and a man talking in the street*).
- Ask Ss to guess what the people may be talking about.
- Play the CD and ask Ss to read and listen at the same time and check their predictions.
- Ask Ss some questions:

*Who is Linda? She's Tom's friend.*

*Are Linda and Jess friends? No, they aren't. They meet for the first time.*

*Is Sandy Jess's sister? No, she isn't. She's Linda's sister.*

- Choose Ss to act out the dialogue.
- Explain unknown words.

**Second dialogue**

- Ask Ss to look at the picture and tell you what they can see (*a man and a woman sitting in front of a laptop looking at a picture of a younger man and woman*).
- Ask Ss to guess what the people may be talking about.
- Play the CD and ask Ss to read and listen at the same time and check their predictions.
- Draw Ss' attention to the phrase *This is...* and point out to Ss that although it is in the singular, it is used to introduce two people.
- Ask Ss some questions:

*Who are the people on the screen? They are Mrs. Lee's daughter and her husband.*

*Is Mrs. Lee Chin's mother or grandmother? She's his grandmother.*

- Choose Ss to act out the dialogue.
- Explain unknown words.

**Third dialogue**

- Ask Ss to look at the picture and tell you what they can see (*two young women drinking coffee and talking*).
- Ask Ss to guess what the women may be talking about.
- Play the CD and ask Ss to read and listen at the same time and check their predictions.
- Ask Ss some questions:

*How many brothers does Olivia have? She has two brothers.*

*How many sisters does she have? She has two sisters.*

- Choose Ss to act out the dialogue.
- Explain unknown words.

**B. Aim: to give Ss practice in identifying specific information in the dialogue**

- Ask Ss to read the dialogues again and do the exercise.
- Check the answers with the class.

1. sister  
2. actress  
3. daughter  
4. son  
5. Paula

**POST-READING**

**Aim:** to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

- Ask Ss some questions:

*Do you have any brothers or sisters?*

*Are you an only child?*

*Are you married?*

*Do you have any children?*

**4. GRAMMAR**

**Aim:** to present the verb *have*

- Get Ss to read through the table and explain that this is the verb *have* in the affirmative, negative and question form followed by short answers.
- Say and write on the board: *I have a cell phone.*
- Ask a student: *Do you have a cell phone?* and elicit an answer: *Yes, I do / No, I don't.*
- Say and write on the board: *He/She has a cell phone.* or *He/She doesn't have a cell phone.*
- Choose two Ss and ask them: *Do you have cell phones?* and elicit an answer: *Yes, we do / No, we don't.*
- Say and write on the board: *They have cell phones.* or *They don't have cell phones.*
- Elicit when we use *have* and *has* from the examples (*have* is used with *I, you, we* and *they* while *has* is used with *he, she* and *it*). Refer Ss to the Grammar Reference (p. 126).
- Ask Ss to complete the blanks in the table.
- Check the answers with the class.
- Read out and explain the NOTE.
- Explain to Ss that the short forms are usually used when we speak.

**Affirmative:** has  
**Questions:** Have  
**Short answers:** has, haven't

**5. PRACTICE**

**Aim:** to provide practice in using the verb *have*

- Ask Ss to read through the first dialogue and complete the blanks.
- Check the answers with the class.
- Do the same with the rest of the dialogues.

1. Do ... have, don't  
2. has, doesn't have  
3. doesn't have, has  
4. don't have  
5. don't have, Does ... have, does

KEY

**6. SPEAK**

**Aim:** to provide practice in using the structures, functions and vocabulary presented in this lesson through group work

- A.**
- Draw Ss' attention to the TIP.
  - Get Ss to do the activity in groups of five.
  - Go around the class helping Ss when necessary.
- B.**
- Choose a student from each group to report the results to the class.

**7. WRITE**

**Aim:** to give Ss practice in writing sentences about their family

- Tell Ss that they can write sentences about one of their friends if they are an only child.
- Allow Ss some time to write their sentences.
- Get Ss to read out their sentences to the class.



- Paula** Do you have any brothers or sisters?  
**Olivia** Yes, I have two brothers and two sisters.  
**Paula** Really? That's nice.  
**Olivia** What about you?  
**Paula** I'm an only child.

#### B. Read again and complete the sentences.

1. Sandy is Linda's sister.
2. Sandy is an aunt.
3. Sun is Mrs. Lee's daughter.
4. Chin is Sun's son.
5. Paula is an only child.

## 4. GRAMMAR

### THE VERB have

Read and complete.

#### Affirmative

I have  
He/She/It   
We/You/They have

#### Negative

I don't have  
He/She/It doesn't have  
We/You/They don't have

#### Questions

Do I have?  
Does he/she/it have?  
 we/you/they have?

#### Short Answers

Yes, I do.	No, I don't.
Yes, he/she/it <input type="text"/>	No, he/she/it doesn't.
Yes, we/you/they do.	No, we/you/they <input type="text"/>

#### NOTE

've = have  
's = has  
doesn't have = does not have  
don't have = do not have

## 5. PRACTICE

Complete with the correct form of the verb *have*.

1. A: Do you  kids?  
B: No, I .
2. My husband  two brothers, but he  a sister.
3. A: Is that Simone's son?  
B: No! Simone  a son.  
She  a daughter.
4. I  a brother or a sister.  
I'm an only child.
5. A: Oh, no! We  a camera for our trip.  
B:  your roommate   
a camera?  
A: Yes, he  Good idea!

## 6. SPEAK

A. Talk in groups of five. Ask and answer questions using the verb *have* and the words in the box.

brother      sister      son      daughter

*Do you have a brother?*

*Yes, I do. / No, I don't.*

Don't forget to look at the examples and to use the prompts given.

#### B. Report the results to the class.

*Three people in my group have ....*

## 7. WRITE

Write sentences about some members of your family.



I have a brother. His name is ... He's a/an ...

# 2d My favorite clothes

## 1. VOCABULARY



A. Listen and repeat.



**NOTE**

The words **pants** and **jeans** are plural nouns.

B. Match the opposites. Then listen and check your answers.

big

new

nice

cheap

expensive

small

terrible

old

## 2. READ



A. Listen and read. Where would you find a text like this? What is it about?

### What's in your

This week the pop singer:  
**Alesha Knowles**



This is my favorite dress. It isn't very stylish, but I like it.



These are my new sneakers. I think they're very stylish.

**Functions**

Talking about clothes  
Expressing opinion

**Structures**

Adjectives

**Vocabulary**

Clothes

boots dress jacket pants shirt shoes skirt  
sneakers suit sweater T-shirt tie top

**Other words and phrases**

a lot of big cheap closet expensive leather  
old small stylish terrible

**WARM-UP****Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Have Ss elicit the meaning of the word *clothes* by drawing their attention to the pictures of the first activity.
- Ask Ss to tell you what the lesson will be about.

**1. VOCABULARY ► 39.40****A. Aim:** to introduce vocabulary related to clothing

- Ask Ss to look at the pictures and the words.
- Play the CD and have Ss follow in their books.
- Play the CD again and have Ss repeat the words they hear.

**LANGUAGE PLUS**

- A *shirt* is a piece of clothing usually with a collar and sleeves.
- *Jackets* can be formal (worn as the upper parts of suits) or casual (worn as short coats).
- A *top* is a light piece of clothing worn by women on the upper part of their body.

- Draw Ss' attention to the NOTE and explain to them that the words *clothes*, *jeans* and *pants* do not have a singular form.
- Ask Ss some questions:

*What are your favorite clothes?**What kind of clothes do you wear at school/work?**What kind of clothes do you wear at a party?**What kind of clothes do you wear at a wedding?***B. Aim:** to introduce adjectives and their opposites

- Get Ss to do the activity.
- Play the CD and have Ss listen and check their answers.
- Explain unknown words.
- Play the CD again and have Ss repeat the adjectives they hear.

big ≠ small  
new ≠ old  
nice ≠ terrible  
cheap ≠ expensive

**KEY****OPTIONAL ACTIVITY**

- Ask a student to come to the board.
- Ask him/her to choose one of his/her classmates but not to reveal who.
- Explain to Ss that they should try to guess the student their classmate thought of by asking him/her questions about the student's clothes.  
e.g. *Is her T-shirt red?*  
*Are his pants black?*

**PRE-READING****Aim:** to activate Ss' background knowledge

- Ask Ss to look at the title of the text. Explain the word *closet*.
- Ask Ss: *What's in your closet?* and elicit answers.

**2. READ ► 41**

**A. Aims:** • to present vocabulary, structures and functions in the context of a magazine article  
• to give Ss practice in identifying the main idea of the text

- Draw Ss' attention to the layout of the text and tell them to read the first question in the rubric.
- Ask Ss to tell you what they think the text is (*an article*) and where it may be found (*in a magazine*).
- Ask Ss the second question in the rubric but don't correct them at this point (*it's about a celebrity's closet / the clothes Alesha Knowles has in her closet*).
- Play the CD and have Ss follow in their books and check their predictions.
- Ask Ss some questions:

*What does Alesha Knowles do? She's a pop singer.**What color is her favorite dress? It's black.**Are her sneakers stylish? Yes, they are.**Are leather jackets cheap? No, they aren't.**Are all of Alesha's clothes new and stylish? No, they aren't.*

B. Aim: to give Ss practice in identifying specific information in the text through a T/F activity

- Have Ss do the activity.
- Check the answers with the class.

1. F 2. T 3. F 4. F

KEY

- Explain any unknown words and choose Ss to read the text aloud.

### POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

- Ask Ss some questions:

*Do you have any clothes that you like but are not stylish anymore?*

*Do you have a lot of clothes?*

*Are you stylish?*

*How often do you go shopping?*

*Do you spend a lot of money on clothes?*

### 3. GRAMMAR

Aim: to present adjectives

- Ask Ss to read through the examples.
- Ask Ss to tell you what they notice about the position of the adjective *nice* in each of the examples (*in the examples on the left, the adjectives go after the verb be while in the examples on the right, the adjectives come before the nouns*).
- Ask Ss to look at the examples again and tell you what they notice about the adjectives in the sentences in plural (*the adjectives remain the same as in the sentences in singular*).
- Refer Ss to the Grammar Reference (p. 126).
- Get Ss to underline all the adjectives in the previous activity and tell you how they are used and whether they have a singular or a plural reference.

### 4. PRACTICE

Aim: to provide practice in using adjectives

- Get Ss to do the activity and check the answers with the class.

1. new suit  
2. sneakers are stylish  
3. cheap jeans  
4. shirt is terrible  
5. old boots

- Ask Ss to make their own sentences using the adjectives they learned.

### 5. PRONUNCIATION ►►142,43

A. Aim: to have Ss differentiate between /s/, /ʃ/ and /tʃ/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *shoes*, *skirt* and *cheap*.
- Elicit the answer: *shoes* has a /ʃ/ sound, *skirt* has a /s/ sound, while *cheap* has a /tʃ/ sound.

B. Aim: to give Ss practice in differentiating between /s/, /ʃ/ and /tʃ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and check the sound they hear.
- Check the answers with the class.

/ʃ/: shirt, electrician, tissues  
/s/: officer, passport, suit  
/tʃ/: teacher, French, children

KEY

### 6. LISTEN ►►144

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-3.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time. Ss check their answers.
- Check the answers with the class.

1. b 2. a 3. b

KEY

### LISTENING TRANSCRIPT

1.	Mary:	Look at those sneakers.
	Lucy:	Where?
	Mary:	Over there. They're so nice!
	Lucy:	Mary, you have three pairs of sneakers at home.
	Mary:	But they're old and they aren't stylish. Also, I don't have blue sneakers.
	Lucy:	But, you have purple sneakers.
	Mary:	So what?
2.	Tina:	That dress is very nice.
	Grace:	No, it isn't.
	Tina:	Come on, Grace. It's very stylish.
	Grace:	Well, it's also very expensive.
	Tina:	Yeah, it isn't cheap.
3.	Ted:	Luke, that blue tie is terrible. It isn't stylish at all!
	Luke:	What? It's my favorite tie.
	Ted:	So? It's old! Get a new tie.
	Luke:	Your pants are new but they're not stylish.

### 7. SPEAK

Aim: to give Ss the opportunity to practice the structures, functions and vocabulary presented in this lesson through pair work

- Ask Ss to go to page 119.
- Get Ss to do the activity in pairs.
- Go around the class helping Ss when necessary.

### 3. GRAMMAR

#### ADJECTIVES

The words in bold are adjectives. What do you notice about their form and position?

**That** T-shirt is nice. That's a **nice** T-shirt.

These shoes are **stylish**. Those are **stylish** shoes.

Grammar Reference p.126

# closet?

This is my new leather jacket. Leather jackets are great, but they're expensive. I have another three in my closet.



I have a lot of shirts but they are all old. My favorite shirt is green.

#### B. Read again and write T for True or F for False.

1. Alesha's favorite dress is **stylish**.

F

2. Alesha has **new** sneakers.

T

3. Alesha has only one leather jacket.

F

4. Alesha's green shirt is **new**.

F

### 4. PRACTICE

Complete the second sentence so that it means the same as the first sentence.

1. a. Tom's suit is new.  
b. Tom has a new suit.
2. a. You have stylish sneakers.  
b. Your sneakers are stylish.
3. a. These jeans are cheap.  
b. They are cheap jeans.
4. a. That's a terrible shirt.  
b. That shirt is terrible.
5. a. My boots are old.  
b. I have old boots.

### 5. PRONUNCIATION



A. Listen and repeat. What's the difference between **a**, **b** and **c**?

a. shoes      b. skirt      c. cheap

B. Listen and check the sound you hear.

	shoes /ʃ/	skirt /s/	cheap /tʃ/
shirt	✓		
teacher			✓
electrician	✓		
French	✓		✓
officer		✓	
passport	✓	✓	
children			✓
suit		✓	
tissues	✓		

### 6. LISTEN



Listen to three dialogues and choose **a** or **b**.

1. Mary has \_\_\_\_\_ sneakers.  
a. blue      b. purple
2. The dress in the store is \_\_\_\_\_.  
a. expensive      b. cheap
3. Luke's tie is \_\_\_\_\_.  
a. new      b. old

### 7. SPEAK

#### PAIR WORK

Go to page 119.

# 2e Looking good

## 1. VOCABULARY



A. Listen and repeat.

**hair**

short



gray

medium-length



dark

long



blond

**general opinion**

good-looking



handsome



beautiful

**weight**



slim



chubby



overweight

**height**



short



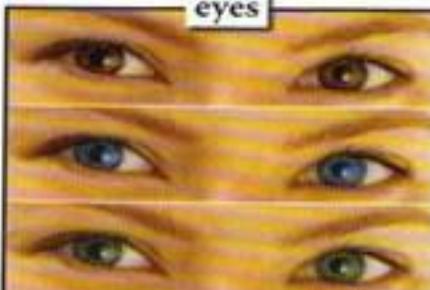
medium-height



tall

**eyes**

brown



blue

green

**age**

young/  
in his 20s



middle-aged/  
in his 50s



old/  
in his 80s



B. Use the vocabulary in A to make true sentences about your classmates.

Chris is tall and he has dark hair.

## 2. READ



A. Look at the picture from the movie *Hairspray*. Who do you think the actor is? Choose a, b or c.

a. Jennifer Aniston

b. John Travolta

c. Mike Myers

B. Now read, listen and check your answer.

# WHO IS EDNA TURNBLAD?

*Hairspray* is a movie about a girl called Tracy Turnblad. Tracy is chubby but she's a great dancer. In the movie, John Travolta plays Edna Turnblad, Tracy's mother. Of course, he is very different. Edna is overweight and she has medium-length hair. In real life, Travolta isn't overweight and he has short dark hair. Also, Travolta's eyes are blue, but in the movie Edna has brown eyes. It is a big difference!

**Functions**

Asking about and describing people's appearance

**Vocabulary**

also beautiful blond chubby dark different eyes  
good-looking gray hair handsome long  
medium-height medium-length middle-aged movie  
overweight short slim tall young

**Phrases**

in his 20s/30s, etc.

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the pictures of the first activity.
- Ask Ss to tell you what the lesson will be about. Explain that the phrase *look good* means *to have a pleasant appearance*.

**1. VOCABULARY ►145**

A. Aim: to present vocabulary related to physical appearance

- Ask Ss to look at the first box. Make sure that Ss understand the meaning of the word *hair* by relating it to the pictures in the box.

**LANGUAGE PLUS**

The noun *hair* is normally **uncountable** and it refers to the group of hairs on your head.

*Her hair is brown. Her hair are brown.*

The **countable** noun *hair* refers to one strand of hair.

*There is a hair in my soup! Yuck!*

- Ask Ss to tell you what each adjective means.

- Play the CD and have Ss follow in their books.

- Follow the same procedure with the rest of the boxes.

**LANGUAGE PLUS**

- The adjective *fat* is considered a rude way to refer to someone's weight.
- We should avoid using the adjective *black* to describe someone's **dark eyes** as this may lead to misunderstandings. We usually say *black eye* to refer to an eye whose surrounding skin has gone dark from a bruise, because it has been hit (e.g. a punch).

- Draw Ss' attention to the last box and ask them to identify the actors (*Brad Pitt, Angelina Jolie*).

**LANGUAGE PLUS**

The adjective **good-looking** can be used to describe both men and women, whereas **handsome** is used only for men and **beautiful** is used only for women.

- Ask Ss to describe the actors.
- Write sentences on the board pointing out the use of *be* and *have*.
- Encourage Ss to use two adjectives, e.g. *Peter has short dark hair.*

**LANGUAGE PLUS**

When we use two or more adjectives to describe a person's physical appearance, these follow a certain order.

opinion	age / size / length	color	NOUN
---------	---------------------	-------	------

B. Aim: to provide practice in using vocabulary related to physical appearance

- Do the activity with the class.

**PRE-READING**

Aim: to introduce the topic of the text and activate Ss' background knowledge

- Draw Ss' attention to the picture from the movie. Help them deduce the meaning of the word *hairspray* by relating it to the object that the female hand is holding.
- Ask Ss: *Have you heard of or seen the movie?*

**BACKGROUND NOTE**

The original *Hairspray* movie was a comedy written and directed by John Waters. It was released in 1988 and it was only a moderate success. In 2002 writers Marc Shaiman and Thomas Meehan teamed up to turn *Hairspray* into a Broadway musical. The show has won 8 Tony awards including Best Musical in 2003. The 2007 movie was released on July 20. It was directed by Adam Shankman and had an all-star cast including John Travolta, Christopher Walken, Michelle Pfeiffer and Queen Latifah.

**2. READ ►146**

A. Aim: to help Ss create expectations and make hypotheses about the text

- Ask Ss to look carefully at the picture and describe the woman in it. Then, ask them to guess who they think the actor is (*John Travolta*).
- Elicit answers but do not reveal the identity of the actor.

B. Aims: • to give Ss practice in identifying the main idea of the text  
• to present vocabulary and functions in the context of a movie review

- Draw Ss' attention to the question in the title of the text. Ask Ss to guess who Edna Turnblad is.
- Elicit answers but do not correct them at this stage.
- Ask Ss to tell you what they think the text is (*a movie review*) and where it may be found (*in a magazine*).
- Play the CD and have Ss follow in their books and check their predictions.
- Ask Ss some questions:

*Who is Edna Turnblad? Tracy Turnblad's mother.*

*Who plays Edna Turnblad? John Travolta.*

*Who is Tracy Turnblad? The heroine of the film. / Edna's daughter.*

*What does Tracy do? She's a dancer.*

*Is Tracy slim? No, she isn't. She's chubby.*

*Is Edna slim? No, she isn't. She's overweight.*

*Does Travolta have short blond hair? No, he doesn't. He has short dark hair.*

*What color are Travolta's eyes? They are blue.*

C. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity and check the answers with the class.

1. It's about a girl called Tracy Turnblad.  
 2. Yes, she does.  
 3. No, he isn't.  
 4. They are brown.

KEY

- Explain any unknown words and choose Ss to read the text aloud.

### POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss:

- What types of movies do you like watching?  
 Do you prefer going to the movies or renting DVDs?  
 What is your favorite movie? Why?  
 What type of movie is "Hairspray?"  
 Do you think it's funny?  
 Would you like to watch it on DVD?*

### 3. LISTEN ►147

A. Aim: to familiarize Ss with the topic of the listening activity

- Draw Ss' attention to the TIP and ask them to describe the women.

#### Suggested answers

- a. She is a young woman. She is in her 30s.  
 She is slim. She has short dark hair and brown eyes.  
 b. She is in her 30s/40s. She is chubby.  
 She has medium-length blond hair and brown eyes.  
 c. She is middle-aged. She has short blond hair and blue eyes.

KEY

B. Aim: to give Ss practice in listening for specific information

- Play the CD twice and check the answer with the class.

#### The following should be checked: a

KEY

#### LISTENING TRANSCRIPT

Josh	Alex, take this to Linda for me, please.
Alex	Of course. Umm... Who's Linda, again?
Josh	She's on the first floor.
Alex	Does she have blond hair?
Josh	No, she has short dark hair.
Alex	How old is she?
Josh	She's in her thirties.
Alex	Oh, I know Linda. She's chubby, right?
Josh	No, she's not. She's slim.
Alex	OK, I'll find her.
Josh	Thanks.

### 4. SPEAK

Aim: to give Ss the opportunity to practice the functions and vocabulary presented in this lesson through a guessing game

- Ask Ss to go to page 119.
- Get Ss to do the activity in pairs.
- Go around the class helping Ss when necessary.

### 5. WRITE

Aim: to present Ss with the use of punctuation and capital letters

- Ask Ss when periods and question marks are used and refer them to the *Punctuation* box.
- Ask Ss when capital letters are used and write examples on the board.
- Tell Ss to read through the box with the cases of when capital letters are used. If necessary, provide further explanations and examples.

A. Aim: to provide practice in using punctuation and capital letters

- Get Ss to do the activity and check the answers with the class.

How's it going? My new roommate is very nice. Her name is Annie. She's tall and chubby. She has medium-length dark hair and green eyes. She's from Australia and she's an English teacher.

B. Aim: to give Ss practice in writing a description of a person

- Draw Ss' attention to the TIP.
- Allow Ss some time to write their descriptions.
- Choose some Ss to read out their descriptions.

KEY

C. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity and check the answers with the class.

- It's about a girl called Tracy Turnblad.
- Yes, she does.
- No, he isn't.
- They are brown.

- Explain any unknown words and choose Ss to read the text aloud.

### POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text\*

- Ask Ss:

- What types of movies do you like watching?  
Do you prefer going to the movies or renting DVDs?  
What is your favorite movie? Why?  
What type of movie is "Hairspray"?  
Do you think it's funny?  
Would you like to watch it on DVD?*

### 3. LISTEN ►147

A. Aim: to familiarize Ss with the topic of the listening activity

- Draw Ss' attention to the TIP and ask them to describe the women.

#### Suggested answers

- She is a young woman. She is in her 30s. She is slim. She has short dark hair and brown eyes.
- She is in her 30s/40s. She is chubby. She has medium-length blond hair and brown eyes.
- She is middle-aged. She has short blond hair and blue eyes.

B. Aim: to give Ss practice in listening for specific information

- Play the CD twice and check the answer with the class.

#### The following should be checked: a

#### LISTENING TRANSCRIPT

Josh	Alex, take this to Linda for me, please.
Alex	Of course. Umm... Who's Linda, again?
Josh	She's on the first floor.
Alex	Does she have blond hair?
Josh	No, she has short dark hair.
Alex	How old is she?
Josh	She's in her thirties.
Alex	Oh, I know Linda. She's chubby, right?
Josh	No, she's not. She's slim.
Alex	OK. I'll find her.
Josh	Thanks.

### 4. SPEAK

Aim: to give Ss the opportunity to practice the functions and vocabulary presented in this lesson through a guessing game

- Ask Ss to go to page 119.
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A. Aim: to provide practice in using punctuation and capital letters

- Get Ss to do the activity and check the answers with the class.

How's it going? My new roommate is very nice. Her name is Annie. She's tall and chubby. She has medium-length dark hair and green eyes. She's from Australia and she's an English teacher.

B. Aim: to give Ss practice in writing a description of a person

- Draw Ss' attention to the TIP.
- Allow Ss some time to write their descriptions.
- Choose some Ss to read out their descriptions.

### 3. LISTEN



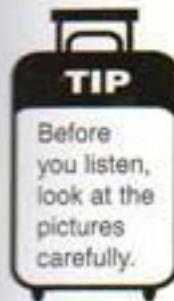
A. Look at the pictures and describe the women.



a



b



**TIP**

Before you listen, look at the pictures carefully.



c

B. Two men are talking about their colleague, Linda. Who is Linda? Check picture a, b or c.



C. Read again and answer the questions.

1. What's *Hairspray* about?
2. Does Edna have medium-length hair?
3. Is John Travolta overweight in real life?
4. What color are Edna's eyes?

### 4. SPEAK

#### GUESSING GAME

Go to page 119.

### 5. WRITE

#### Punctuation

- In English, affirmative and negative sentences end with a period (.)
- Questions end with a question mark (?).

#### Capital letters

Use capital letters:

- at the beginning of a sentence
- with first names/last names
- with Mr./Mrs./Miss/Ms.
- with cities/countries/nationalities
- with the personal pronoun I

A. Read the e-mail below and add punctuation and capitals.

**To...** tanya76@hotmail.com  
**From...** roger\_227@yahoo.com  
**Subject:** My new roommate

How's it going? My new roommate is very nice. Her name is Annie. She's tall and chubby. She has medium-length dark hair and green eyes. She's from Australia and she's an English teacher.

B. Write a description of someone you recently met.

Remember to check punctuation and capital letters in your writing.



# 2 Round-up

## VOCABULARY

### A. Cross out the odd word. Then add one more.

1. pen – notebook – green – folder – \_\_\_\_\_
2. camera – flashlight – cell phone – train – \_\_\_\_\_
3. boy – grandmother – sister – son – \_\_\_\_\_
4. shirt – shoes – short – suit – \_\_\_\_\_
5. tall – hair – slim – chubby – \_\_\_\_\_
6. leather – purple – brown – white – \_\_\_\_\_

## GRAMMAR

### B. Write the sentences in the plural.

1. That woman's umbrella is yellow.  
\_\_\_\_\_

2. This dictionary is old.  
\_\_\_\_\_

3. My sister has a red dress.  
\_\_\_\_\_

4. Whose tie is this?  
\_\_\_\_\_

5. That child has a new camera.  
\_\_\_\_\_

### C. Choose a or b.

1. \_\_\_\_\_ jacket is this? Is it Alison's?  
a. Who's                    b. Whose
2. \_\_\_\_\_ pens are Julian's.  
a. These                    b. This
3. My husband \_\_\_\_\_ a brother.  
a. don't have              b. doesn't have
4. \_\_\_\_\_ she have her passport with her?  
a. Do                        b. Does
5. Are your \_\_\_\_\_ in your backpack?  
a. notebooks                b. notebook's
6. What color are your \_\_\_\_\_ sunglasses?  
a. father                    b. father's

### D. Complete the blanks.

My name is Emily and I (1) \_\_\_\_\_ a big family. I  
(2) \_\_\_\_\_ five sons and one daughter.  
My (3) \_\_\_\_\_ name (4) \_\_\_\_\_ Kirsty and  
she's three years old. Kirsty (5) \_\_\_\_\_ long brown  
hair but all my sons (6) \_\_\_\_\_ blond hair. My  
husband's name is Jack. (7) \_\_\_\_\_ hair is blond,  
too. Well, it's also gray.

## COMMUNICATION

### E. Match the questions 1-7 with the answers a-g.

1. Is that your sweater?
  2. Does James have orange sneakers?
  3. What color is your pencil case?
  4. Whose tissues are these?
  5. Where are my red boots?
  6. Is Graham overweight?
  7. Who has a flashlight?
- a. No, it's Delia's.  
b. It's black and gray.  
c. No, he's slim.  
d. They're my mother's.  
e. Here they are.  
f. Tony.  
g. Yes, he does.

### F. Complete the questions.

- Jan \_\_\_\_\_ this jacket?
- Kelly It's Gary's brother's jacket.
- Jan \_\_\_\_\_ two brothers?
- Kelly Yes, he does. Their names are Bob and Phil.
- Jan \_\_\_\_\_?
- Kelly Phil is in his 20s.
- Jan \_\_\_\_\_ dark hair?
- Kelly No, he doesn't. He has blond hair.
- Jan I know Phil! He's a student at my school.

### G. Answer the questions.

1. Do you have any brothers or sisters?  
\_\_\_\_\_

2. What do you have in your backpack?  
\_\_\_\_\_

3. Does your grandmother have a cell phone?  
\_\_\_\_\_

4. What color are your eyes?  
\_\_\_\_\_

5. What are your favorite clothes?  
\_\_\_\_\_

6. Are you tall?  
\_\_\_\_\_

# 2 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities

## VOCABULARY

A.

1. cross out: green  
add: pencil, etc.
2. cross out: train  
add: map, etc.
3. cross out: boy  
add: father, etc.
4. cross out: short  
add: pants, etc.
5. cross out: hair  
add: short, etc.
6. cross out: leather  
add: black, etc.

KEY

## GRAMMAR

B.

1. Those women's umbrellas are yellow.
2. These dictionaries are old.
3. Our sisters have red dresses.
4. Whose ties are these?
5. Those children have new cameras.

KEY

C.

1. b
2. a
3. b
4. b
5. a
6. b

KEY

D.

1. have
2. have
3. daughter's
4. is
5. has
6. have
7. His

KEY

## COMMUNICATION

E.

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

KEY

F.

Whose is  
Does Gary have  
How old is Phil  
Does he have

KEY

G.

Open activity

# 2 Round-up

## SPEAK

A.

- Ask Ss what they can see in the picture (*four women and two men*).
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go around the class helping Ss when necessary.
- Choose some Ss to describe the people in class.

B.

- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go around the class helping Ss when necessary.
- Ss can swap roles and repeat the activity.
- Choose some pairs to play the guessing game in class.

## WRITE

- Tell Ss to write a description of themselves on a piece of paper.
- Have Ss play the class game.

## SELF-ASSESSMENT

**Aims:** • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

## SPEAK

A. Talk in pairs. Describe the people below.

Simone

Amy

Grace

Roger

Hillary

Tim



I think Simone is in her 40s.  
Roger has blue jeans.

### B. GUESSING GAME

Talk in pairs.

Student A: Describe someone in the picture to  
Student B.

Student B: Close your book and guess who  
Student A is talking about from  
his/her description.

She's in her 20s and she has jeans.  
Is it Simone?  
No, it isn't.

## WRITE

### CLASS GAME

Write a description of yourself on a piece of paper. Put all the pieces of paper in a box and mix them up. Choose a description from the box, read it out and try to guess who it is.

### SELF-ASSESSMENT

Read the following and check the appropriate boxes. For the points you are unsure of, refer to the relevant sections in the module.

#### Now I can...

- › talk about my possessions
- › identify and describe objects
- › talk and write about my family
- › describe clothes
- › describe people
- › use plurals
- › write a description of a person
- › express opinion
- › use the verb have

# Culture page

48

A. How many words for parents and grandparents do you know? Listen, read and find out.



## Mom, Mum, Mommy, Mummy, Mama or Ma?

These are all names for *mother* and they are all common in spoken language. *Mother* is more common in written language. *Mom*, *Mommy*, *Mama* and *Ma* are American English and *Mum* and *Mummy* are British English. *Mommy* and *Mummy* are names children use.



## Grandma, Granny, Gran, Nan or Nanna? Grandpa, Granddad, Gramps or Grandpappy?

Grandparents have lots of different names, too. *Grandmother* and *grandfather* are usually written language. Children usually have four grandparents, so it is common to have a *Grandpa* and a *Granddad*, so there's no confusion.

Also, some grandparents are *Grandpa* John or *Granny* Ruth, so they are different. In the U.S.A., many children have parents from different countries. In this case, it is common for them to have an *Abuelo* and an *Abuela* (Spanish) or an *Opa* and *Oma* (Dutch).

# How many names for family members?

## Dad, Daddy, Papa, Pappy, Pop or Old man?

There are lots of words for *father*, too. *Daddy* is also a name children use. *Papa*, *Pappy* and *Pop* are American English and they are old-fashioned. *Old man* is both American and British English, and it can also mean husband.

## B. Read again and write T for True or F for False.

1. *Mommy* is usually spoken English.
2. Children usually call their father *Daddy*.
3. *Old man* is a father and a husband.
4. A child's father's father is only called *Grandpa*.
5. *Opa* is Spanish for grandfather.

# Culture page

► 48

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

- A.
- Ask Ss to look at the title and the picture.
  - Ask Ss to tell you what they can see in the picture and how the people are related.
  - Elicit answers (*three different generations – grandfather, father, son / grandmother, mother, daughter*).
  - Ask Ss the question in the rubric.
  - Elicit answers but don't correct Ss at this stage.
  - Play the CD and have Ss follow in their books and check their answers.

## LANGUAGE PLUS

Distinguish between **spoken language** (*used when we talk, usually informal*) and **written language** (*used when we write, usually formal*).

- Ask Ss some comprehension questions.

What do children usually call their mother? Mommy or Mummy.

Is the word "Ma" common in British English? No, it isn't. It is common in American English.

Do children in the U.S.A. use the words "Papa," "Pappy" and "Pop" a lot today? No, they don't.

What do children call their grandfathers? Grandpa and Granddad.

- Explain any unknown words.

- B.
- Have Ss do the activity and provide justification for their answers.
  - Check the answers with the class.

1. T

2. T

3. T

4. F (He is also called *Granddad* and *grandfather*.)

5. F (It's Dutch. *Abuelo* is Spanish for grandfather.)

K3

- Ask Ss: *What do you call your parents / grandparents?*
- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

# 3 Everyday life

Aims: • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and explain what it means.

## LANGUAGE PLUS

When **everyday** is used as an adjective (e.g. *everyday life*), it is written as one word. We write *every day* when it is used as a time expression showing the frequency of an action (e.g. *I do my homework every day*).

- Have Ss look at the picture of the two young women and ask them some questions:

*What are the young women doing? They are taking a break from studying. They are drinking coffee and talking.  
How often do you study?  
Do you like chatting with friends?*

- Ask Ss what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flip through the module and find* section. Explain any unknown words.
- Then ask Ss to flip through the pages of the module and find where these points are discussed.

- two girls getting ready to go jogging: p. 38  
► a woman doing a street survey: pp. 42-43  
► a girl who's tired of housework: p. 44  
► a TV guide: p. 36  
► Gary Silver's daily routine: p. 40



- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.



# 3

# Everyday life



## Discuss:

- ▶ What's your daily routine like? How busy are you?
- ▶ What do you do in your spare time?
- ▶ Do you prefer spending time at home or going out?

## Flip through the module and find...

- ▶ two girls getting ready to go jogging
- ▶ a woman doing a street survey
- ▶ a girl who's tired of housework
- ▶ a TV guide
- ▶ Gary Silver's daily routine

## In this module you will learn...

- ▶ to tell the time
- ▶ to talk about spare-time activities
- ▶ to talk about your daily routine
- ▶ to talk about your likes and dislikes
- ▶ the days of the week
- ▶ to say how often you do things
- ▶ to talk about TV shows
- ▶ to write about your and other people's daily routines

# 3a What time is it on?

## 1. VOCABULARY

A. Match the clocks 1-5 with phrases a-e. Then listen and check your answers.

What time is it?



1



2



3



4



5

- a. It's three o'clock.    b. It's three-oh-five.    c. It's three fifteen.    d. It's three-thirty.    e. It's five forty-five.

B. Listen and repeat. Can you find any of these shows in the TV guide below?



sports  
EL DEPORTE



sitcom



documentary



the news



soap opera



game show



talk show



the weather

**tvguide**

MONDAY 15th

NBC

- 3:15► **Planet Earth**
- 4:00► **America's Got Talent**
- 5:00► **News and weather**
- 6:30► **The Office**, Season finale
- 7:00► **LIVE tennis**: from Paris



CBS

- 3:00► **Yankees vs. Red Sox baseball** **LIVE**
- 5:30► **Who wants to be a millionaire?**
- 6:00► **MOVIE**: *The Lord of the Rings: The Return of the King*
- 8:15► **Letterman** with guest, Nicole Kidman
- 9:30► **American Idol**



reality show

## 2. SPEAK

Look at the TV guide and talk in pairs.

*What time's the news on?  
It's on at five o'clock.*

at + time

**Functions**

Telling the time  
Talking about TV shows  
Talking about likes and dislikes

**Structures**

Present Simple (I, you, we, they) - Affirmative and negative

**Vocabulary****Time**

a.m. midnight noon o'clock p.m.

**TV shows**

documentary game show reality show sitcom  
soap opera sports talk show the news the weather

**Other words**

channel football later like (v.) remote control

TV guide watch (v.)

**Phrases**

Let's... Me too Wait a minute What time is it?  
What time is it on? What's on?

**WARM-UP****Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain what it means.

**LANGUAGE PLUS**

**What time is it on?** is a question asked when we want to ask about the time a particular TV show is on TV. When we want to ask about the time in the course of the day, we can ask: "What time is it?"

- Have Ss look at the pictures of the clocks and ask them to tell you what they think the lesson will be about.

**1. VOCABULARY ►149.50****A. Aim:** to introduce the time

- Draw Ss' attention to the question **What time is it?** and elicit that the answer is **It's + the time.**
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

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



- Ask Ss to tell you what they notice about the way we tell the time in English.
- Point out the following:
  - we use **o'clock** only for whole hours (e.g. **three o'clock**)
  - we mention the hour first, followed by the minutes expressed in the form of the sixty parts which an hour is divided into (e.g. **three fifteen/thirty/forty-five**)
- Draw Ss' attention to the NOTE and explain it.

**OPTIONAL ACTIVITY**

- Draw a clock on the board with the numbers 1-12.
- Give Ss practice in telling the time by changing the hands of the clock and asking them: **What time is it? It's ...**
- Alternatively, divide Ss into pairs and get them to draw a clock on a piece of paper and practice telling the time. Go around the class, helping Ss when necessary.

**B. Aims:** • to introduce different kinds of TV shows  
• to provide practice in reading a TV guide

- Ask Ss to look at the TV screens and read the words.
- Play the CD and pause so that Ss can repeat what they hear.
- Help Ss deduce the meaning of any of the words by relating them to the content of the pictures.
- Ensure that Ss are familiar with the types of TV shows mentioned. Ask them to give you examples of the respective TV shows shown in their country.

**LANGUAGE PLUS**

The word **sports** describes the type of TV show. In everyday English, people watch **football, tennis, etc.**, but not **sports**.

- Draw Ss' attention to the TV guide.
- Ask Ss to tell you what kind of information the TV guide shows (**the date, the time and the channels that the TV shows are shown on**).
- Ask Ss the question in the rubric.
- Check the answers with the class.

**Sports:** *LIVE Tennis at 7:00 on NBC, Yankees vs. Red Sox LIVE at 3:00 on CBS*

**Sitcom:** *The Office at 6:30*

**Documentary:** *Planet Earth at 3:15 on NBC*

**The news:** *News and weather at 5:00 on NBC*

**Game show:** *Who wants to be a millionaire? at 5:30 on CBS*

**Talk show:** *Letterman at 8:15 on CBS*

**Reality show:** *American Idol at 9:30 on CBS*

**BACKGROUND NOTE**

For a note on **sitcom**, refer to Teacher's book, Module 1, Lesson 1b, Activity 2b.

In **reality shows** (e.g. *America's Got Talent*) ordinary people are filmed in real situations in an attempt to win the prize money and become famous overnight. However, the genre **reality television** is very broad and there are lots of sub-categories such as celebrity, quiz, job search, sports, talent shows, renovation, hoaxes, makeover, etc.

- Explain unknown words. If necessary, provide Ss with further clarification.

**2. SPEAK****Aim:** to give Ss practice in asking and answering about the time TV shows are broadcast

- Read out and explain the NOTE.
- In pairs, Ss take turns to ask and answer questions. Go around the class, helping them when necessary.

**LANGUAGE PLUS**

The word **news** is an uncountable noun and can only be used in the singular form.

# 3a

## PRE-READING

Aim: to help Ss create expectations and make hypotheses

- Ask Ss to look at the picture and ask Ss some questions:

*What can you see in the picture? A man and a woman.  
Where are they? They're at home.*

*What are they doing? They are watching TV.*

*How do you know? The man is holding a remote control.*

*How does the man feel? He feels happy. He's laughing.*

*Does the man like what they are watching? Yes.*

*Does the woman like what they are watching? No.*

*How can you tell? From the expression on her face.*

## 3. READ ➤ 151

A. Aims: • to give Ss practice in identifying the main idea of the dialogue

- to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss the question in the rubric.
- Elicit answers (*he wants to watch a football game*) but do not correct Ss at this stage.
- Play the CD. Ss follow in their books and check their predictions.
- Ask Ss some questions:

*What is Melissa watching? She is watching Top Chef.*

*What type of TV show is it? It's a reality show.*

*Does Dave want to watch Top Chef? No.*

*Is the documentary on at 3:00? No, it isn't. It's on at 3:15.*

*Which channel is the football game on? It's on Channel 5.*

*Why does the man want the remote control? Because he wants to turn to Channel 5.*

- Draw Ss' attention to the verbs *like* and *watch* and ask them to guess what they mean.
- Draw Ss' attention to *Let's (Let's watch it.)* Point out to Ss that we use it to make suggestions and give them more examples.
- Draw Ss' attention to the phrases *What's on?* and *Me too.* Explain what they mean.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity and check the answers with the class.

1. M    2. B    3. D

KEY

- Explain any unknown words and choose Ss to act out the dialogue.

## POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

- Ask Ss:

*Do you like watching sports games?*

*Have you ever been in the same situation as the people in the dialogue?*

*What kind of TV shows do you watch?*

*Do you watch reality shows?*

*Which?/When?*

*What time is your favorite TV show on?*

## 4. GRAMMAR

Aim: to present the Present Simple (I, you, we, they—Affirmative and negative)

- Ask Ss to read through the examples.
- Draw Ss' attention to the examples in the affirmative form. Ask Ss to tell you what they notice about the formation (*the subject personal pronouns are followed by the main verb*).
- Draw Ss' attention to the examples in the negative form. Ask Ss the question in the rubric (*don't goes after the subject personal pronouns and before the main verb*).
- Refer Ss to the Grammar Reference (p. 126).

## 5. PRACTICE

Aim: to give Ss practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

KEY

1. We don't like game shows.
2. They don't watch reality shows.
3. They don't like sports.
4. I don't like movies.
5. We don't watch the news.

## 6. SPEAK

Aim: to give Ss practice in expressing likes and dislikes concerning TV shows

- Read out and explain the TIP.
- In groups, Ss take turns to talk about the TV shows they like and don't like. Go around the class, helping them where necessary.
- Choose some Ss to act out the dialogues.

### 3. READ



51

A. Listen and read.

What does the man want to watch?



Dave What's on?

Melissa Top Chef. It's really good. Let's watch it.

Dave No, thanks. I don't watch reality shows.

Melissa OK, there's a good documentary on later.

Dave Oh, I like documentaries.

Melissa Me too.

Dave What time is it on?

Melissa At 3:15.

Dave And what time is it now?

Melissa It's 3:00.

Dave Wait a minute! Where's the remote control? There's live football on Channel 5.

Melissa Oh no, not again! I don't like football.

#### B. Read again and write D for Dave, M for Melissa or B for Both.

1. I watch reality shows.

2. I like documentaries.

3. I like football.

### 4. GRAMMAR

#### PRESENT SIMPLE (I, you, we, they)

##### Affirmative and negative

Read the examples. What do you notice about the formation of the negative form?

I

You

like / watch sitcoms.

We

don't like / don't watch documentaries.

They

Grammar Reference p.126

### 5. PRACTICE

Read the sentences and change them into the negative.

1. We like game shows.
2. They watch reality shows.
3. They like sports.
4. I like movies.
5. We watch the news.

live  
last

### 6. SPEAK

Talk in groups about the TV shows you like and don't like.

When you speak, try to use language you've learned.

TIP

I don't like talk shows. I watch sitcoms.

*Me too.*

*I like sitcoms, too.*

# 3b Are you active?

## 1. VOCABULARY

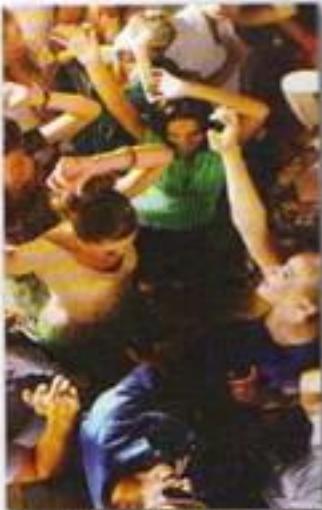
A. Listen and repeat. Which of the activities below are active and which aren't?



play tennis



go to the movies/theater



go dancing



hang out with friends



go jogging



go to the gym



play soccer



go shopping



read the newspaper



B. Listen and repeat the days of the week.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

weekend

## 2. SPEAK

Talk in pairs.

I go dancing on Thursdays.  
What about you?

I go dancing on the  
weekend.

**NOTE**

on Monday/Sundays, etc.  
on the weekend

## 3. READ

A. What do you think the two girls are talking about? Listen, read and find out.



- Anna Hi, Sophie. Are you ready?  
Sophie Give me a minute.  
Anna Do you go jogging only on Sundays?  
Sophie No, I don't. I go on Saturdays, too. What about you?  
Anna I only go jogging on Sundays. You see, I'm not very active. I watch a lot of DVDs and I read magazines. What else do you do in your spare time?  
Sophie I go to the gym and I play tennis.  
Anna When do you play?  
Sophie I play on Tuesdays and Thursdays after work.  
Anna OK. Ready now?  
Sophie Yeah. Let's go!

**Functions**

Talking about spare-time activities  
Completing a questionnaire

**Structures**

Present Simple (I, you, we, they) – Questions

When?

**Vocabulary****Spare-time activities**

go dancing go jogging go shopping go to the gym  
go to the movies hang out with friends play soccer  
play tennis read the newspaper

**Days of the week**

Monday Tuesday Wednesday Thursday Friday  
Saturday Sunday

**Other words**

active after DVD magazine only theater  
weekend

**Phrases**

Give me a minute In my spare time You see...

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Help them deduce the meaning of the word *active* by relating it to the content of the pictures underneath.
- Ask Ss what the lesson will be about (*spare-time activities we do on different days of the week*).
- Ask Ss the question in the title of the lesson.
- Ask Ss to tell you whether they have an active lifestyle and what they do.

**1. VOCABULARY ► 52.53**

**A. Aim:** to introduce vocabulary related to spare-time activities

- Ask Ss to read the phrases underneath each picture. Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat the phrases.
- Ask Ss the question in the rubric.
- Ask Ss if they do any of these activities during the week.

**B. Aim:** to present the days of the week

- Ask Ss to tell you if they know any of the days of the week in English.
- Refer Ss to the days of the week in the book.
- Play the CD and ask Ss to repeat what they hear.
- If possible, get Ss to say the days of the week without looking in their books.
- Point out to Ss that the days of the week always begin with a capital letter.

**LANGUAGE PLUS**

- Saturday and Sunday are known as the *weekend* while the days from Monday to Friday are known as *weekdays*.
- *Monday* is considered to be the first day of the week since most people in Western countries do not go to work on Sunday. However, *Sunday* is sometimes considered to mark the beginning of the week.

**2. SPEAK**

**Aims:** • to give Ss practice in talking about their spare-time activities on different days of the week  
• to introduce prepositions of time

- Read out and explain the NOTE.
- Get Ss to do the activity in pairs. Go around the class helping Ss when necessary.
- Choose some Ss to act out the dialogue.

**3. READ ► 154**

**A. Aims:** • to help Ss make hypotheses about the content of the dialogue based on visual information  
• to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss what they can see in the picture (*two young women warming up*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.

The two women are talking about how active they are in their spare time.

- Ask Ss some questions:

*What are the two women going to do? They are going to go jogging.  
What does Sophie do on Tuesdays and Thursdays after work?  
She plays tennis.  
Does Anna play tennis? No, she doesn't.  
What activities does Anna do in her spare time that are not active? She watches a lot of DVDs and reads magazines.  
What activities does Anna do in her spare time that are active? She goes jogging.  
Does Sophie do any activities in her spare time that are not active? No, she doesn't.*

- Draw Ss' attention to the question *When do you play?* in the dialogue and ask them to guess what it means by looking at the answer.

# 3b

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to read the dialogue again and do the activity.
- Check the answers with the class.

1. F 2. F 3. T 4. T 5. F 6. T

- Explain unknown words and choose Ss to act out the dialogue.

## 4. GRAMMAR

Aim: to present the Present Simple (I, you, we, they-Questions)

- Ask Ss to read through the examples.
- Draw Ss' attention to the two questions (*What do you do in your spare time? / Do you play soccer?*).
- Ask Ss to say what they notice about the formation of the questions (*we add the auxiliary verb do before the subject and the base form of the main verb*). Point out to them that questions can begin with a question word (*What...?*) or with the auxiliary verb *do*.
- Ask Ss to look back at the dialogue and find examples of such questions (*Do you go jogging only on Sundays? When do you play? What else do you do in your spare time?*).
- Draw Ss' attention to the first question. Help them differentiate between the auxiliary verb *do* and the main verb *do*.
- Ask Ss the question in the rubric.
- Elicit the answer that in short answers we use only *subject + do/don't*, without the base form of the main verb.
- Refer Ss to the Grammar Reference (p. 126).
- Ask Ss to come up with their own examples.

## 5. PRACTICE

Aim: to provide practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

do ... go, go, Do ... play, I do, play,  
Do ... go, I don't, hang out

## 6. LISTEN ►155

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the questionnaire.
- Point out to Ss that questionnaires are lists of questions that a number of people are asked during a survey so that information can be collected about their opinions, habits, behavior, etc.
- Ask Ss: *Have you ever answered a questionnaire? What was it about?*
- Ask Ss to tell you what the survey is about (*how active people are*).
- Ask Ss to tell you who is being interviewed (*Grace Simpson*) and how old she is (*She's 24*).
- Draw Ss' attention to the TIP.
- Ask Ss to read through the questions and answers of the survey and answer about themselves. Alternatively, divide Ss into pairs and have them take turns to ask and answer the questions.
- Play the CD twice.
- Check the answers with the class.

1. Yes 2. Mon, Wed, Sat 3. Yes 4. soccer, tennis

KEY

### LISTENING TRANSCRIPT

Man	Hello, can I ask you some questions for a survey?
Grace	Sure.
Man	Thanks. What's your name and age?
Grace	Grace Simpson, and I'm 24.
Man	Great. Do you go to the gym, Grace?
Grace	Oh, yes I do.
Man	When do you go?
Grace	Umm... on Mondays, Wednesdays and Saturdays.
Man	OK. What about sports? Do you play sports?
Grace	Yes, I do.
Man	What do you play?
Grace	Um... tennis and soccer.
Man	What about basketball?
Grace	No, I don't like it.

- Ask Ss to tell you whether Grace is active or not, how many of their answers coincide with Grace's, etc.

## 7. SPEAK

Aim: to give Ss practice in talking about their spare-time activities

- Get Ss to do the activity in pairs. If necessary, act out the dialogue with a student.
- Ss take turns to ask and answer the questions. Go around the class helping them when necessary.
- Choose some Ss to act out the dialogue in class.

## 4.GRAMMAR

### PRESENT SIMPLE (I, you, we, they) Questions

Read the examples. What verb do you use in short answers?

A: What do you do in your spare time?  
B: We go to the movies.

Do you play football? Yes, I do.  
 No, I don't.

Grammar Reference p.126

## 5.PRACTICE

Complete with the Present Simple of the verbs in parentheses. Give short answers where possible.

Dan When \_\_\_\_\_ you \_\_\_\_\_ (go) to the gym?

Will I \_\_\_\_\_ (go) on Mondays and Fridays after work.

Dan \_\_\_\_\_ you \_\_\_\_\_ (play) sports?

Will Yes, \_\_\_\_\_. I \_\_\_\_\_ (play) basketball on the weekend.

Dan You're very active!

\_\_\_\_\_ you \_\_\_\_\_ (go) dancing on the weekend, too?

Will No, \_\_\_\_\_. I \_\_\_\_\_ (hang out) with friends at home.

B. Read again and write T for True or F for False.



Sophie

1. I only go jogging on Saturdays.
2. I play tennis on the weekend.
3. I'm very active.



Anna

4. I don't go to the gym.
5. I go jogging on Saturdays and Sundays.
6. I read magazines in my spare time.

## 6.LISTEN

Listen to a woman answering questions for a survey and check the correct boxes.

SURVEY:

ARE YOU ACTIVE?

NAME: Grace Simpson

AGE: 24

1. Do you go to the gym?

Yes  No

2. When do you go?

Mon  Tues  Wed  Thurs

Fri  Sat  Sun

3. Do you play sports?

Yes  No

4. What sports do you play?

soccer  basketball

tennis  none

Before you listen, read the questions and answers carefully.



## 7.SPEAK

Talk in pairs.

Are you active?

Yes, I am... / No, I'm not.

What do you do in your spare time?

I ...

When do you...?

On...

# 3C Daily routine

## 1. VOCABULARY

Listen and repeat.



get up



take a shower



have breakfast/  
lunch/dinner



go to work/school/college



have a class



work from... to...



get home



go to bed

## 2. SPEAK

Talk in pairs.

I get home in the afternoon.  
I get home in the evening.

NOTE

In the morning/afternoon/evening  
at night

## 3. READ

A. Look at the picture and the title of the text.  
What does Gary Silver do? Does he work day or night? Listen, read and check your answers.

A "day" in the life of

GARY SILVER



Gary Silver is a radio DJ for KACL 97.2FM. His show is on every night, so his daily routine is a little unusual. Every day he gets up at three o'clock in the afternoon. He takes a shower, but then he doesn't have breakfast, he has lunch. He relaxes for the rest of the day and has dinner at about ten o'clock in the evening. Then he goes to work. He starts at 11p.m. and finishes at 6a.m. He gets home at about seven in the morning and he goes to bed.

**Functions**

Talking about daily routines

**Structures**

Present Simple (he, she, it) – Affirmative and negative

**Vocabulary****Daily routines**

get home get up go to bed go to work/school  
 have breakfast/lunch/dinner have a class  
 take a shower

**Other words and phrases**

a little about college DJ every day/night finish  
 from...to... in the morning/afternoon/evening radio  
 relax start then work (v.)

Gary Silver is a radio DJ. He works at night.

## Ask Ss some questions:

What radio station does Gary work for? He works for KACL 97.2FM.

What does he do when he gets up? He takes a shower.  
 Does he have breakfast? No.

What does he have? He has lunch.  
 Why does he have lunch? Because it's late to have breakfast.  
 What does he do after he has lunch? He relaxes.  
 What does he do from 11p.m. to 6a.m.? He works.  
 What does he do when he gets home from work? He goes to bed.

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Help Ss deduce the meaning of the phrase *daily routine* by relating it to the content of the pictures underneath (*a fixed way of doing things every day*).
- Ask Ss to tell you what their daily routine is like.

**1. VOCABULARY ► 156**

Aim: to introduce vocabulary related to daily routines

- Ask Ss to read through the phrases underneath each picture and try to deduce the meaning of unknown words from the content of the pictures.
- Play the CD and pause so that Ss can repeat what they hear.

**2. SPEAK**Aims: • to give Ss practice in talking about their daily routines  
 • to introduce prepositions of time

- Read out and explain the NOTE.
- Ask Ss some questions: *What time do you get up? Do you take a shower? etc.* and encourage them to talk about their daily routine.
- Get Ss to do the activity in pairs. Go around the class helping them when necessary.
- Choose some Ss to act out the dialogues in class.

**PRE-READING**

Aim: to give Ss practice in making predictions about the content of a text based on verbal and visual prompts

- Draw Ss' attention to the picture and to the title of the text.
- Ask Ss what the text is about (*It's about a day in the life of Gary Silver.*)
- Ask Ss who Gary Silver is (*the man in the picture*).

**3. READ ► 157**

- A. Aims: • to present functions and vocabulary in the context of a text  
 • to give Ss practice in identifying the main idea of a text
- Ask Ss the questions in the rubric.
  - Elicit answers but do not correct Ss at this stage.
  - Play the CD. Ss listen and read at the same time and check their predictions.

# 3c

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

- three o'clock in the afternoon / 3p.m.
- about ten o'clock in the evening / 10p.m.
- 11p.m.
- 6a.m.
- about seven in the morning / 7a.m.

- Explain unknown words and choose Ss to read the text aloud.

## POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves and give their opinion

- Ask Ss some questions:

*Do you listen to the radio?  
What is your favorite radio station?  
What kind of radio shows do you listen to?  
Would you like to be a radio DJ?  
Do you prefer working day or night?*

## 4. GRAMMAR

Aim: to present the 3<sup>rd</sup> person singular (affirmative and negative) of verbs in the Present Simple

- Draw Ss' attention to the two tables. Ask them the question in the rubric.
- Elicit the answer that the affirmative form of the third person singular (he, she, it) is formed by adding -s to the base form of the main verb and in the negative form we use doesn't followed by the base form of the main verb.
- Ask Ss to look back at the text and find examples of the third person singular affirmative and negative (gets up, takes, doesn't have, has, relaxes, has, goes, starts, finishes, gets, goes).
- Refer Ss to the Grammar Reference (p. 126).
- Ask Ss to come up with their own examples.

## 5. PRACTICE

Aim: to give Ss practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

- goes
- get
- doesn't work
- has
- don't finish, finish

## 6. PRONUNCIATION ►158,59

A. Aim: to have Ss differentiate between the /s/, /z/ and /ɪz/ sounds of the ending of the 3<sup>rd</sup> person singular of the Present Simple

- Play the CD and tell Ss to listen for the difference in pronunciation between *starts*, *reads* and *finishes*.
- Elicit the answer: *starts* ends in a /s/ sound, *reads* ends in a /z/ sound, while *finishes* ends in an /ɪz/ sound.
- Point out to Ss that when the verb ends in the sounds /s/, /z/, /ʃ/, /tʃ/, /ʒ/, or /dʒ/ it takes -es and it is pronounced /ɪz/. When the verb ends in a vowel sound after other voiced consonants /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /θ/ or /v/ -s is pronounced /z/. When the verb ends in an unvoiced consonant /p/, /t/, /k/, /f/ or /θ/ -s is pronounced /s/.

B. Aim: to give Ss practice in differentiating between /s/, /z/ and /ɪz/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and check the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

/s/: gets, works, likes  
/z/: goes, plays  
/ɪz/: watches, relaxes

## 7. WRITE

Aim: to give Ss practice in writing about their and other people's daily routines

- Allow Ss some time to write their sentences.
- Choose Ss to read out their sentences.

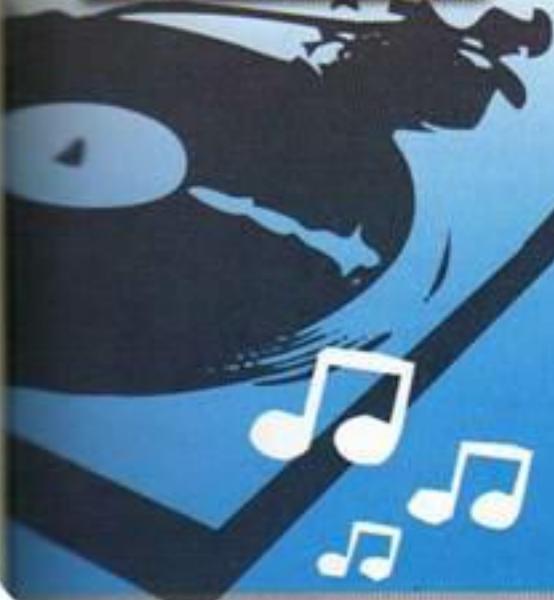
## WORKBOOK LISTENING ►160

### LISTENING TRANSCRIPT

Nathan What time do you get up?  
Wendy I get up at 6a.m.  
Nathan Really?  
Wendy Yeah, I take a shower, and then I have a big breakfast.  
Nathan Well, I get up at 8:30 and I go to work at 9 o'clock. So, I don't take a shower or have breakfast in the morning.  
Wendy And when do you have lunch?  
Nathan I have lunch at 12 o'clock. What about you?  
Wendy I don't have lunch. I have dinner at 6 o'clock.  
Nathan I have dinner at 8 o'clock.

8. Read again and complete the sentences with the correct time.

1. Gary gets up at \_\_\_\_\_.
2. He has dinner at \_\_\_\_\_.
3. He starts work at \_\_\_\_\_.
4. He finishes work at \_\_\_\_\_.
5. He gets home from work at \_\_\_\_\_.



## 4. GRAMMAR

### PRESENT SIMPLE (he, she, it)

#### Affirmative and negative

Read the tables. What do you notice about the formation of the third person singular (he, she, it)?

I				
You	work			
We	don't work	BUT		
They				
He				
She				
It				
	works			
	doesn't work			

Grammar Reference p.126

## 5. PRACTICE

Complete with the Present Simple of the verbs in parentheses.

1. Fred \_\_\_\_\_ (go) to bed at eleven o'clock.
2. They \_\_\_\_\_ (get) home at 7:30p.m.
3. She \_\_\_\_\_ (not work) on Saturdays.
4. Megan \_\_\_\_\_ (have) lunch at one o'clock.
5. I \_\_\_\_\_ (not finish) work at 5 o'clock.  
I \_\_\_\_\_ (finish) at 5:30p.m.

## 6. PRONUNCIATION



58

A. Listen and repeat. What's the difference between a, b and c?

a. starts      b. reads      c. finishes

B. Now listen and check the sound you hear.

	gets	goes	watches	works	relaxes	plays	likes
starts /s/				.			
reads /z/							
finishes /tʃ/							

## 7. WRITE

Think of someone you know well (mother, father, wife, husband, best friend, etc.) and write a few sentences comparing your daily routines.



I get up at seven o'clock. My best friend gets up at eight.



He....

# 3d Getting around

## 1. VOCABULARY

Listen and repeat.



take the subway



take a taxi



take the bus



ride a bike



walk



ride a motorcycle



drive a car

## 4. READ

A. Look at the pictures. Linda Jones is doing a survey about transportation. Match the two columns. Then listen, read and check your answers.

Linda Jones

Man

Woman

college student

reporter

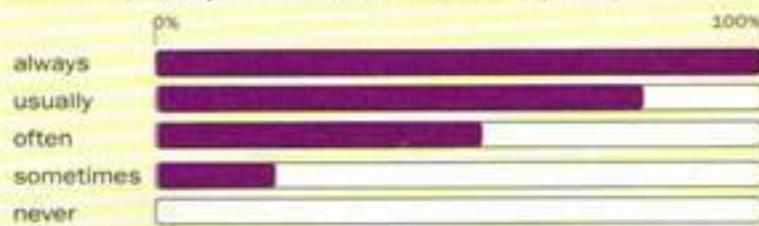
architect



## 2. GRAMMAR

### ADVERBS OF FREQUENCY

Look at the graph and read the examples. What do you notice about the position of adverbs of frequency?



My wife **never** walks to work.

Julie doesn't **usually** ride her bike to school.

Robert is **always** at work in the morning.

Grammar Reference p.126

## 3. SPEAK

Talk in pairs. Think about how you get to work, school, college, the gym, etc.

*How do you get to work?*

*I usually take a taxi. What about you?*

Linda Jones Excuse me, do you work?  
Man Yes, I'm an architect. I work downtown.

Linda Jones How do you get to work?  
Man My sister usually gives me a ride.  
Linda Jones Does she work with you?  
Man Yes, she does.

**Functions**

Talking about habitual actions and routines

**Structures**

Adverbs of frequency

Present Simple (he, she, it) - Questions

**Vocabulary**

Adverbs of frequency

always usually often sometimes never

Other words and phrases

downtown	drive a car	Excuse me...	give me a ride
How do you get to work?	late	motorcycle	
ride a bike	take a taxi	take the bus	take the subway
walk			

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Help Ss deduce the meaning of the phrase *get around* (*travel from one place to another*) by relating it to the content of the pictures underneath.
- Ask Ss if they know the English word for any modes of transportation.
- Ask Ss to tell you how they go to school/work, etc.

**1. VOCABULARY ►161**

Aim: to introduce vocabulary related to transportation

- Ask Ss to look at the pictures and tell you which of the modes of transportation shown they use to get around.
- Ask Ss to read through the phrases underneath each picture. Help them deduce the meaning of unknown words from the content of the pictures.
- Play the CD and pause so that Ss can repeat what they hear.

**LANGUAGE PLUS**

The *subway* in the U.S.A. is a rapid transit system of underground trains. In other countries, such as Paris and Moscow, it is known as the *metro*.

**BACKGROUND NOTE**

In New York, **taxis** are yellow. In London the traditional taxis, or "Hackney Carriages," are black. In Germany taxis are beige and in some countries, such as Greece, the taxis vary in color according to the city. In Scandinavia there is no particular color for taxis, though black and silver are preferred.

**2. GRAMMAR**

Aim: to present adverbs of frequency

- Draw Ss' attention to the graph and explain why *always* equals 100% and *never* equals 0%.
- Ask Ss to read through the examples.
- Ask Ss the question in the rubric.
- Elicit the answer that adverbs of frequency go after the verb *be* but before the main verb.
- Refer Ss to the Grammar Reference (p. 126).

**3. SPEAK**

Aim: to give Ss practice in talking about how they get to their everyday destinations

- Draw Ss' attention to the speech bubble.
- Choose a student and demonstrate the dialogue with him/her.

- Get Ss to do the activity in pairs. Go around the class helping them when necessary.
- Choose some Ss to act out the dialogues in class.

**OPTIONAL ACTIVITY**

- Ask Ss to use the phrases in the vocabulary activity to ask questions as in the examples below.  
e.g. *Do you walk to work? No, I don't. I never walk to work.*  
*Do you take a taxi? Yes, I do. I often take a taxi to work.*
- Get Ss to do the activity in pairs. Go around the class helping them when necessary.
- Choose some Ss to act out the dialogues in class.

**4. READ ►162**

A. Aims: • to give Ss practice in making predictions about the dialogues based on visual prompts  
• to give Ss practice in identifying the main idea of the dialogues

- Draw Ss' attention to the pictures and read the rubric. Ask Ss to match the two columns.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss listen and read at the same time and check their predictions.

Linda Jones – reporter  
Man – architect  
Woman – college student



• Ask Ss some questions:

*Who does the man work with? He works with his sister.  
Why doesn't the woman have a job? Because she's a college student.  
When does the woman's husband take a taxi to work? When he's late.*

**B. Aim:** to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. downtown  
2. sister  
3. job  
4. husband  
5. a taxi

- Explain unknown words and choose Ss to act out the dialogues.

### POST-READING

**Aim:** to give Ss the opportunity to use the new functions and vocabulary to talk about themselves and give their opinion

- Ask Ss if they have ever taken part in a survey. If so, ask them what kind of survey it was and what kind of questions were asked.

### 5. GRAMMAR

**Aim:** to present the 3<sup>rd</sup> person singular (questions and short answers) of verbs in the Present Simple

- Draw Ss' attention to the two questions.
- Ask Ss to say what they notice about the formation of the questions in the third person singular (*we add the auxiliary verb does before the subject and the base form of the main verb*). Point out to them that questions can begin with a question word (*How...?*) or with the auxiliary verb *does*.
- Ask Ss the question in the rubric.
- Point out to Ss that questions beginning with the auxiliary verb *do/does* are followed by short answers (positive or negative) while questions beginning with a question word ask for specific information.
- Refer Ss to the Grammar Reference (p. 126).

### 6. PRACTICE

**Aim:** to give Ss practice in using the structures taught in this lesson in the context of a dialogue

- Get Ss to do the activity and check the answers with the class.

- Does, he doesn't, Does he, he does,  
does he, does he, he does

#### OPTIONAL ACTIVITY

- Divide Ss into pairs and have them take turns to ask and answer questions about someone they know. Go around the class helping them when necessary.
- Choose some Ss to act out their questions and answers in class.

### 7. PRONUNCIATION ►163, 64

**A. Aim:** to have Ss distinguish between rising and falling intonation of questions

- Play the CD and pause after each question.
- Ask Ss to listen for the difference in intonation between the two questions.
- Play the CD again.

- Ask Ss to repeat the questions while you make movements with your hand to show the rising or falling tone in each question.

- a. The stress is on the last word work (*rising intonation*).  
b. The stress is on the first word How (*Falling intonation*).

**B. Aim:** to give Ss practice in distinguishing between rising and falling intonation of questions

- Play the CD and pause after each question.
- Ask Ss to repeat the questions and write the appropriate symbol next to each one.
- Check the answers with the class.

1. rising intonation  
2. rising intonation  
3. falling intonation  
4. falling intonation  
5. rising intonation  
6. falling intonation

### 8. LISTEN ►165

**Aim:** to give Ss practice in listening for specific information and answering multiple choice questions

- Ask Ss to read through the questions 1-4 and their answers.
- Play the CD twice.
- Check the answers with the class.

1. a 2. b 3. b 4. b

#### LISTENING TRANSCRIPT

- Zoe Good morning, Luke.  
Luke Hi, Zoe! Is Mr. Selley here?  
Zoe No, he isn't.  
Luke Great!  
Zoe You're late for class again.  
Luke I know, I know.  
Zoe What time do you get up in the morning?  
Luke At 6a.m.  
Zoe What? I get up at 8a.m. and I'm never late.  
Luke And how do you get to college?  
Zoe My sister gives me a ride.  
Luke Well, I take two buses and the subway.  
Zoe But you have a car, right?  
Luke No, I don't. My brother has a car.  
Zoe Oh, yes. That's right.

### POST-LISTENING

**Aim:** to give Ss the opportunity to use the new functions and vocabulary to talk about themselves

- Ask Ss some questions:

*What time do you get up?  
Are you sometimes late for school/college/work? Why?*

## 5. GRAMMAR

### PRESIDENT SIMPLE (he, she, it)

#### Questions

Read the examples. What's the difference between the two questions?

How does Jane get to school every day? She walks.

Does Brian drive to work? Yes, he does.  
No, he doesn't.

Grammar Reference p.126



- Linda Jones Excuse me, how do you get to work?  
Woman I don't have a job actually. I'm a college student. My husband works.  
Linda Jones How does he get to work?  
Woman He takes the subway, then, he takes the bus.  
Linda Jones Does he ever take a taxi?  
Woman Only when he's late.  
Linda Jones I see. Thank you.

#### B. Read again and complete.

1. The man works \_\_\_\_\_.
2. The man's \_\_\_\_\_ gives him a ride to work.
3. The woman doesn't have a(n) \_\_\_\_\_.
4. The woman's \_\_\_\_\_ uses two modes of transportation to get to work.
5. The woman's husband doesn't often take \_\_\_\_\_ to work.

## 6. PRACTICE

Complete the dialogue.

Mrs. Drake \_\_\_\_\_ your husband give you a ride to work?

Mrs. Wilson No, \_\_\_\_\_. He usually gets up late.

Mrs. Drake \_\_\_\_\_ work in the evening?

Mrs. Wilson Yes, \_\_\_\_\_.

Mrs. Drake What time \_\_\_\_\_ start work?

Mrs. Wilson At ten.

Mrs. Drake Wow! And \_\_\_\_\_ get home after six in the morning?

Mrs. Wilson Yes, \_\_\_\_\_. He gets home at seven.

## 7. PRONUNCIATION



A. Listen and repeat. What's the difference between **a** and **b**?

- a. Do you work?      b. How do you get to work?

B. Listen and repeat. Is the intonation rising ↗ or falling ↘?

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. Do you have a car?         | 4. When do you go to college?      |
| 2. Does he ride a motorcycle? | 5. Is she a doctor?                |
| 3. Where are you from?        | 6. What time does the movie start? |

## 8. LISTEN



Listen to a dialogue between two friends and choose **a** or **b**.

1. Who is never late for college?  
a. Zoe      b. Luke
2. What time does Zoe get up?  
a. At 6 a.m.      b. At 8 a.m.
3. How does Zoe get to college?  
a. She takes two buses      b. Her sister gives and the subway her a ride.
4. Who has a car?  
a. Luke      b. Luke's brother

# 3e At home

## 1. VOCABULARY

A. Listen and repeat. Do you do housework?



do the dishes



iron my clothes



clean the house



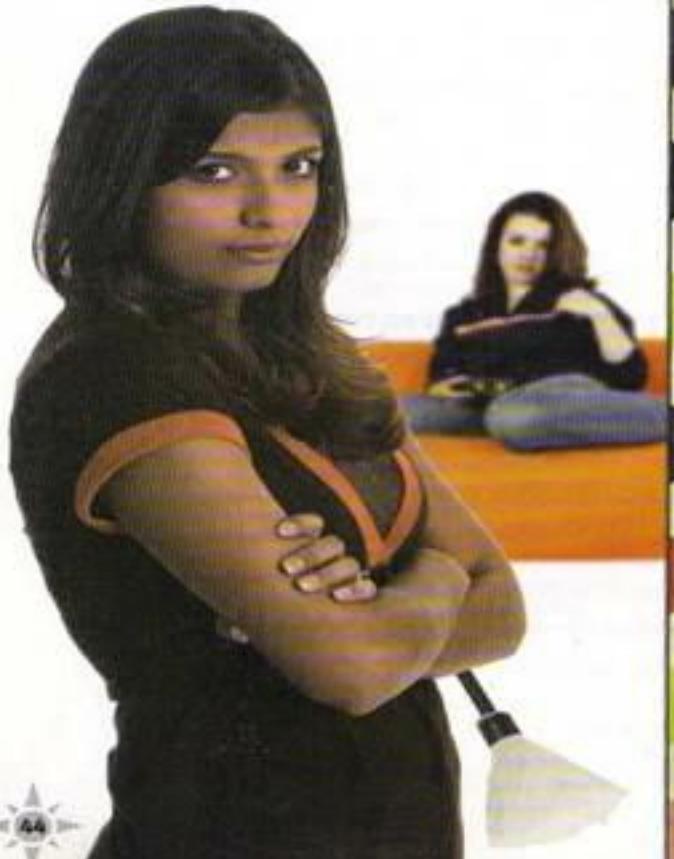
take out the trash



vacuum

## 2. READ

A. Look at the girls in the picture.  
What is their relationship?



B. Listen and read Wendy's diary and check your answer.

February 16<sup>th</sup>

I can't stand my new roommate, Alison! She doesn't help with the housework at all. On Saturday mornings, she gets up early but she doesn't stay at home. She goes to the gym. Then she hangs out with her friends all day. They often come over and make a mess. They eat and watch DVDs for hours. Of course, Alison never does the dishes. Then on Sundays, she sleeps all day. I usually do all the housework, so I don't go out with my friends. I hate weekends!

**Functions**

Talking about housework  
Talking about habitual actions and routines

**Structures**

Word order

**Vocabulary****Chores**

clean cook do housework do the dishes do the laundry  
iron take out the trash vacuum wash the car

**Other words and phrases**

all day at all can't stand come over early  
eat for hours go out hate help (v.) house  
make a mess sleep stay

**WARM-UP****Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to use the phrase *at home* in sentences (e.g. *I'm never at home in the mornings*).
- Ask Ss to tell you what they do when they are at home.

**LANGUAGE PLUS**

We do not always use the preposition *at* with the word *home* (e.g. *I get home late on Tuesdays*).

**1. VOCABULARY ►166****A. Aim:** to present chores

- Draw Ss' attention to the pictures and help them deduce the meaning of unknown words from the content of the pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric. Point out to Ss that *housework* refers to all the activities shown in the pictures.

**B. Aim:** to give Ss practice in talking about chores

- Write the household chores on the board.
- Ask Ss the question in the rubric.
- Elicit answers and put a check (✓) next to the ones Ss say that they always do and a cross (✗) next to the ones Ss say they never do.
- Ask Ss some questions:

*Which chore is the most popular?*

*Which chore is the least popular?*

*Which chore do boys/men prefer/dislike doing?*

*Which chore do girls/women prefer/dislike doing?*

*Does your mother/father do any housework? What?*

*Do they both do the same amount of housework?*

**2. READ ►167****A. Aim:** to give Ss practice in making predictions based on visual prompts

- Draw Ss' attention to the girls in the picture.
- Ask Ss the question in the rubric.
- Help Ss elicit the meaning of the word *relationship* by asking them to tell you whether the two girls are friends, sisters, classmates, roommates, colleagues, etc.
- Elicit the answer (*They're roommates*) but do not correct Ss at this stage.

**B. Aims:** • to present vocabulary and functions in the context of a diary page

- to give Ss practice in identifying the main idea of a text

- Ask Ss to look at the text.

Draw Ss' attention to the date on the top left-hand corner and tell you what they think the text is (*a diary = a book in which you write down thoughts, feelings and experiences you have each day*).

- Ask Ss:

*Do you keep a diary?*

*Have you ever kept a diary?*

*Why do you keep a diary?*

*Do you let anyone read it?*

*What do you write?*

- Play the CD. Ss read and listen at the same time and check their predictions.

- Ask Ss to tell you who Wendy is (*the girl in the foreground*) and who Alison is (*the girl Wendy is writing about in her diary*).

- Ask Ss some questions:

*Does Wendy like Alison? No, she doesn't.*

*Why? Because Alison never helps her with the housework.*

*Does Alison spend Saturday mornings at home? No, she doesn't.*

*Where does she go? She goes to the gym and then hangs out with her friends.*

*What do Alison and her friends do when they are at her apartment? They eat and watch DVDs for hours.*

*Does Alison do the dishes? No, she doesn't.*

*Who does it? Wendy.*

*Why doesn't Wendy go out with her friends? Because she does all the housework.*

# 3e

C. Aim: to give Ss practice in identifying specific information in the text through a T/F activity

- Get Ss to do the activity and check the answers with the class.

1. F    2. F    3. F    4. T    5. F

- Explain unknown words and choose Ss to read the text aloud.

## POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves and give their opinion

- Ask Ss some questions:

*Do you agree with Wendy's attitude towards Alison?  
How should Wendy deal with the problem?  
Have you ever found yourself in a similar situation?  
What do you do when you have a problem with a friend of yours?*

## 3. LISTEN ► 68.69

A. Aim: to give Ss practice in listening for gist and answering multiple choice questions

- Ask Ss to read through the two questions.
- Play the CD and check the answers with the class.

1. a 2. b

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the household chores.
- Play the CD and check the answers with the class.

	John	Ms. Hudson
vacuums	x	✓
does the laundry	x	x
irons clothes	x	x
does the dishes	✓	✓
cooks	x	✓

## LISTENING TRANSCRIPT

1.

Boy: Hello?

Woman: John... The house is a mess. You never help with the housework.

Boy: But...

Woman: I always clean the house and I always vacuum.

Boy: But...

Woman: You never do the laundry and you never iron the clothes.

Boy: But...

Woman: OK, you do the dishes every evening, but you never cook.

Boy: But...

Woman: Don't "but" me... Vacuum the house and cook or...

Boy: But I'm not John. I'm Joseph, Joseph Brown!

Woman: What? Isn't your number 555 - 8283?

Boy: No.

Woman: Uhhh.... I'm so sorry.

## LISTENING TRANSCRIPT

2.

Man: Hi. This is Luke Steinberg. I'm not in right now so, please, leave a message after the beep.

Woman: Hello, Mr. Steinberg, this is Ms. Hudson and I'm a cleaner. I vacuum, I do the dishes and I cook. But, I don't do the laundry and I don't iron clothes. I can come on Thursday or Friday. My phone number is 555 - 0336.

## 4. SPEAK

Aim: to give Ss practice in asking and answering about routines

- Get Ss to do the activity in pairs. Go around the class helping Ss when necessary.
- Choose some Ss to act out the dialogues in class.

## 5. WRITE

Aim: to present word order

- Draw Ss' attention to the box and explain the order of the subject and verb in a sentence.

A. Aim: to give Ss practice in word order

- Get Ss to do the activity and check the answers with the class.

1. My brother takes the subway.

2. Lucy gets up at 6:15.

3. I don't watch reality shows.

4. Ben's friends don't play football.

5. I finish work at midnight.

B. Aim: to give Ss practice in writing about routines

- Read out and explain the TIP.
- Point out to Ss that they should think of things they do on Saturday in the morning, afternoon, evening.
- Allow Ss some time to write their paragraphs.
- Choose Ss to read out their paragraphs.



cook



wash the car



do the laundry

### 3. LISTEN

A. Listen to two different women talking on the phone and answer the questions below. Choose **a** or **b**.

1. Who is the woman?  
a. John's mother      b. Joseph's mother
2. Who is the woman?  
a. Ms. Steinberg      b. a cleaner

B. Listen again and put a ✓ or a ✗ in the boxes.

	John	Ms. Hudson
vacuums	<input type="checkbox"/>	<input type="checkbox"/>
does the laundry	<input type="checkbox"/>	<input type="checkbox"/>
irons clothes	<input type="checkbox"/>	<input type="checkbox"/>
does the dishes	<input type="checkbox"/>	<input type="checkbox"/>
cooks	<input type="checkbox"/>	<input type="checkbox"/>

4. SPEAK Go to page 120.

### 5. WRITE

#### Word order

In English, we always put the subject of a sentence before the verb.

Subject + verb

I	vacuum	on Saturdays.
Sam	doesn't iron	his clothes.

A. Make sentences by putting the words in the correct order.

1. brother / takes / my / subway / the
2. at / Lucy / 6:15 / gets up
3. don't / shows / watch / I / reality
4. football / Ben's / play / friends / don't
5. finish / at / I / midnight / work

B. Write a short paragraph about what you do on Saturdays.



in the morning, I...

in the afternoon, I...

in the evening, I...

#### C. Read again and write T for True or F for False.

1. Alison sometimes does housework.
2. Wendy and Alison hang out on the weekend.
3. Alison's friends do the dishes on Saturdays.
4. Alison stays at home on Sundays.
5. Wendy thinks weekends are great.

- Remember to check the word order in your writing (subject + verb, adverbs of frequency).
- Remember to use prepositions of time correctly. (e.g. at 7 o'clock, in the morning, on Saturday afternoon)



# 3 Round-up

## VOCABULARY

### A. Match.

- |          |               |
|----------|---------------|
| 1. go to | a mess        |
| 2. read  | the subway    |
| 3. go    | the newspaper |
| 4. take  | shopping      |
| 5. do    | bed           |
| 6. make  | housework     |

### B. Complete with the words in the box.

hang from rides gives shower remote

1. I don't drive so my brother \_\_\_\_\_ me a ride every day.
2. Kelly and Julie \_\_\_\_\_ out with their friends on the weekend.
3. Where's the \_\_\_\_\_ control? There's a new game show on TV.
4. Fred usually \_\_\_\_\_ his motorcycle to work.
5. I always take a \_\_\_\_\_ in the evening.
6. My dad works \_\_\_\_\_ 9 to 5.

## GRAMMAR

### C. Complete with *in*, *on* or *at*.

1. There's a nice sitcom on TV \_\_\_\_\_ seven o'clock.
2. I play tennis \_\_\_\_\_ Mondays and Wednesdays.
3. What do you do \_\_\_\_\_ the weekend?
4. Andy usually gets up early \_\_\_\_\_ the morning.
5. I don't go jogging \_\_\_\_\_ night.
6. \_\_\_\_\_ my spare time, I usually read magazines.

### D. Complete with the Present Simple of the words in parentheses.

1. Donna \_\_\_\_\_ (never / watch) soap operas.
2. Peter \_\_\_\_\_ (cook) dinner every day.
3. We \_\_\_\_\_ (not finish) school at two.  
We \_\_\_\_\_ (finish) at three.
4. The girls \_\_\_\_\_ (not / usually / get) home at three o'clock.

5. Ben \_\_\_\_\_ (sometimes / take) the bus to work.
6. Paul and Wendy \_\_\_\_\_ (often / go) out with their friends on the weekend.
7. I \_\_\_\_\_ (not like) tennis.

## COMMUNICATION

### E. Complete the questions for the answers below.

1. A: \_\_\_\_\_ basketball?  
B: No, I don't.
2. A: \_\_\_\_\_?  
B: It's six o'clock.
3. A: \_\_\_\_\_ have dinner?  
B: At seven.
4. A: \_\_\_\_\_ on Saturday evenings?  
B: They usually go to the movies.
5. A: \_\_\_\_\_ the dishes?  
B: No, he doesn't.
6. A: \_\_\_\_\_ to the gym?  
B: On Mondays, Wednesdays and Fridays.

### F. Complete the dialogues. Choose *a* or *b*.

1. A: What's on?  
B: \_\_\_\_\_  
a. A talk show.  
b. At nine.

2. A: Do you like housework?  
B: \_\_\_\_\_  
a. Yes, I like it, too.  
b. No, I can't stand it.

3. A: When does Anna clean the house?  
B: \_\_\_\_\_  
a. She never does.  
b. Yes, but she doesn't vacuum.

4. A: \_\_\_\_\_  
B: He walks.  
a. Does Jack walk to work?  
b. How does Jack get to work?

# 3 Round-up

**Aim:** to help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities

## VOCABULARY

B.

1. go to bed
2. read the newspaper
3. go shopping
4. take the subway
5. do housework
6. make a mess

KEY

C.

1. gives
2. hang
3. remote
4. rides
5. shower
6. from

KEY

## GRAMMAR

D.

1. at
2. on
3. on
4. in
5. at
6. In

KEY

E.

1. never watches
2. cooks
3. don't finish, finish
4. don't usually get
5. sometimes takes
6. often go
7. don't like

KEY

## COMMUNICATION

F.

- Suggested answers
1. Do you play/like
  2. What time is it
  3. What time do you
  4. What do they usually do
  5. Does he do
  6. When do you go

KEY

G.

1. a
2. b
3. a
4. b

KEY

# 3 Round-up

G.  
Open activity

## SPEAK

- Ask Ss to look at the people in the picture.
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs or small groups.
- Go around the class helping Ss when necessary.
- Choose some Ss to talk about the people in the picture in class.

## WRITE

- Tell Ss to write three sentences about their daily routine, including one lie, as in the example.
- Have Ss play the class game.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

### G. Answer the questions.

1. What's your favorite TV show?

2. What do you do on Saturdays?

3. Do you go dancing?

4. How do you get to school/work?

5. When do you relax?

6. When do you do the housework?

### SPEAK

Talk in pairs or small groups. Choose one of the people below and talk about their daily routine.

*I think he's very active. He goes to the gym after school every day.*

*He also likes ...*



### WRITE

#### CLASS GAME

Write three sentences about your daily routine, including one lie. Then take turns to read your sentences to the class. Your classmates must find the sentence that is not true about you.

- I always go to the movies on Saturdays.
- I clean my room on Sundays.
- I do the dishes every day.

### SELF-ASSESSMENT

Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

#### Now I can...

- tell the time
- talk about my daily routine
- talk about my spare-time activities
- use the Present Simple
- use adverbs of frequency
- use prepositions of time
- talk about my likes and dislikes
- talk about TV shows
- write about my and other people's daily routines

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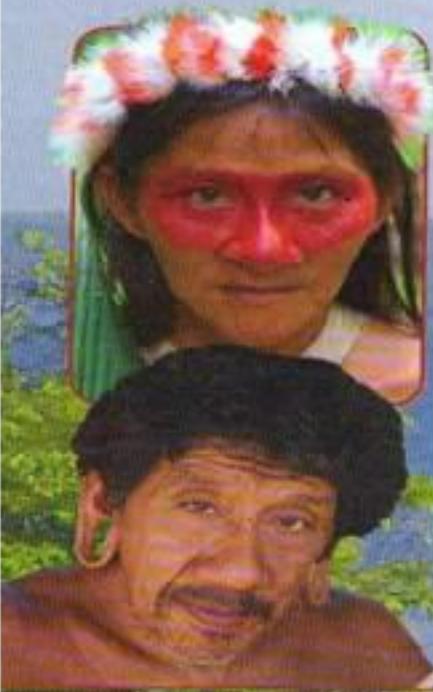
# Cross-curricular page

## Social Studies

A. Look at the pictures. What can you guess about the lives of the Tembé Indians?  
Listen, read and check your answers.

## The Tembé Indians of the Amazon

A different way of life



The Tembé Indians live in the Amazon rainforest of Brazil. They speak Portuguese but at school children also learn Tembé.

The Tembé Indians live in wooden houses by the river. They eat fish from the river but sometimes they catch alligators, too. They sleep in hammocks and they don't have showers, so they wash in the river. They wash their clothes there, too.

The Tembé Indians sleep in hammocks like this.



They never wear shoes and they don't have many clothes because it's usually very warm there. But it rains every day.

Young people don't watch TV because they don't have televisions. In their spare time, they swim in the river. But they are always careful because there are alligators and piranha fish.

### SONG

"Busy, busy, busy"

Go to page 124.



You can find more information on this topic  
at [http://www.mmpl.net/traveleramerican/  
traveleramerican/index.htm](http://www.mmpl.net/traveleramerican/traveleramerican/index.htm)

B. Read again and answer the questions.

1. What languages do the Tembé Indians speak?
2. What do they eat?
3. Where do they sleep?
4. Where do they wash their clothes?
5. What do young people do in their free time?

# Cross-curricular page

►170

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

## WARM-UP

- Draw Ss' attention to the title *Social Studies* and explain it to them (*the study of societies*).
- Ask Ss why they think it is interesting/necessary, etc. to study other societies.
- Elicit answers (*because we learn interesting facts about their lifestyles, etc.*).
- Ask Ss if they know of any interesting facts about the lifestyles of people around the world.
- Elicit answers.

A.

- Tell Ss to look at the pictures and ask them what they think the text is about.
- Ask Ss the question in the rubric. Elicit answers, but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions.

*Where do the Tembé Indians live? They live in the Amazon rainforest of Brazil.*

*Do they live by the river? Yes, they do.*

*Where do they wash? They wash in the river.*

*Do they have many clothes? No, they don't.*

*Why? Because it is usually very warm there.*

*Does it rain a lot there? Yes, it does.*

*Do the Tembé Indians watch TV? No, they don't.*

*Why? Because they don't have televisions.*

- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. Portuguese and Tembé.
2. They eat fish and alligators.
3. They sleep in hammocks.
4. They wash their clothes in the river.
5. They swim in the river.

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

SONG ►171

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song

- Ask Ss to read through the song on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss sing along.

six  
bus  
relax  
Hang  
tennis  
gym

KEY

# 4 Places

Aims: • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Ask Ss to look at the picture.
- Ask Ss:

*Is this a city or a village?*

*How can you tell?*

*Where do you think it is?*

*Have you ever been to/lived in a place like the one shown in the picture?*

- Point out to Ss that the tall buildings in the picture are called *skyscrapers*.
- Ask Ss:

*Are there skyscrapers in your area?*

*Have you ever been to a skyscraper?*

*Would you like to live in a skyscraper?*

- Ask Ss what they think the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flip through the module and find* section. Explain any unknown words.
- Then ask Ss to flip through the pages of the module and find where these points are discussed.

KEY

- ▶ two men lost in the city: p. 56
  - ▶ a hotel room: p. 52
  - ▶ homes for rent: p. 58
  - ▶ a girl showing pictures of her new house to a friend: pp. 50-51
  - ▶ a note on a refrigerator door: p. 54
- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.



4

# Places

## Discuss:

- ▶ Do you like where you live?
- ▶ What would you like to change about your house or apartment?

## Flip through the module and find...

- ▶ two men lost in the city
- ▶ a hotel room
- ▶ homes for rent
- ▶ a girl showing pictures of her new house to a friend
- ▶ a note on a refrigerator door

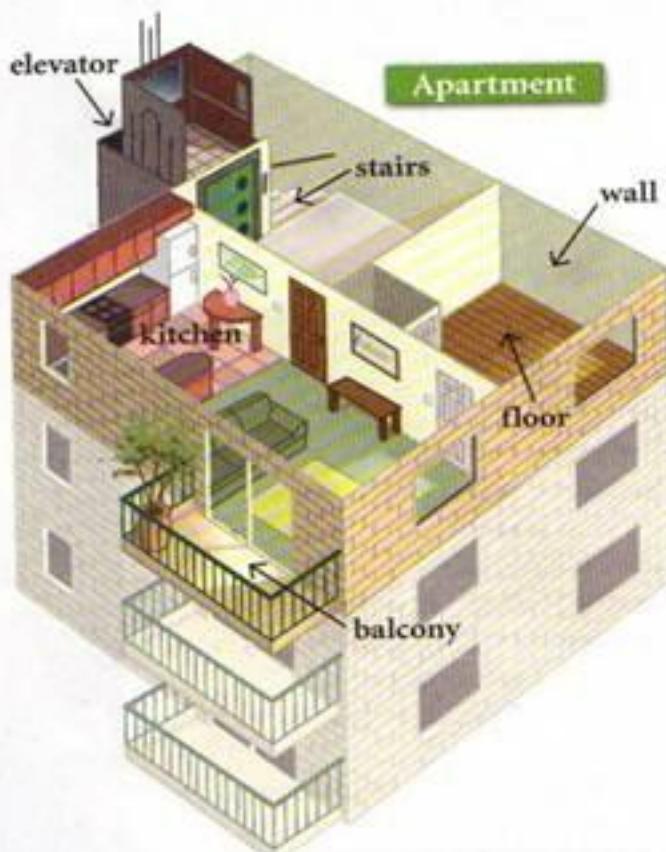
## In this module you will learn...

- ▶ to identify the location of objects
- ▶ to give your address
- ▶ to describe a room
- ▶ to describe your house or apartment
- ▶ to talk about furniture and appliances
- ▶ to ask for and give directions
- ▶ to refer to the location of places in a town
- ▶ to read a map
- ▶ to write about your house/apartment/dream house

# 4a What's your house like?

## 1. VOCABULARY

Listen and repeat.



## 2. READ



A. Listen and read. Does Claire like her new house?



## 4a

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

- (Lucy's friend) Tina.
- It's 24 Cross Street.
- No, there aren't.
- It's upstairs.
- There's a fish pond in it.

KEY

- Explain unknown words and choose Ss to act out the dialogue.

### 3. GRAMMAR

Aim: to present *there is/there are*

- Ask Ss to read through the examples.
- Elicit the use of *there is/there are* (we use *there is* before singular nouns and *there are* before plural nouns).
- Ask Ss to find examples of *there is/there are* in the dialogue (...*there's a big living room*...., *There are two small bedrooms*...., *Is there a yard?*, *Yes, there is*., ...*there's even a fish pond*....).
- Refer Ss to the Grammar Reference (p. 126).
- Ask Ss to make sentences with *there is/there are*.
- Choose Ss to read out their sentences.

#### OPTIONAL ACTIVITY

Ask Ss to describe their house using *there is/there are*.

### 4. PRACTICE

Aim: to give Ss practice in using *there is/there are* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- Is there, there isn't, there is.
- There are
- Are there, there are
- There aren't, There is
- There are, Is there

KEY

### 5. SPEAK

Aim: to give Ss practice in talking about their place of residence

- Read out and explain the TIP.
- In pairs, Ss take turns to ask and answer the questions. Go around the class, helping Ss when necessary.
- Choose some Ss to act out the dialogue.

#### WORKBOOK LISTENING ➤174

#### LISTENING TRANSCRIPT

My new house is great. Downstairs there's a big living room, a small kitchen and a bathroom. There are two big windows in the living room, but there's only a small window in the kitchen. Upstairs there's a big bedroom, a small bedroom and a bathroom. Both bedrooms have big windows, but the bathroom doesn't have a window.

Claire Hey, Lucy! Check this out.  
 Lucy What is it?  
 Claire It's a picture of my new house.  
 Lucy No!  
 Claire Yes!  
 Lucy Where do you live now?  
 Claire On Cross Street.  
 Lucy My friend Tina has an apartment there.  
 What's your address?  
 Claire It's 24 Cross Street.  
 Lucy So, what's your new house like?  
 Claire It's great. Downstairs there's a big living room, a nice kitchen and a small bathroom.  
 Lucy What about upstairs?  
 Claire There are two small bedrooms, one large bedroom and a big bathroom.  
 Lucy Is there a yard?  
 Claire Yes, there is. And there's even a fish pond in it.  
 Lucy Nice!  
 Claire Hey, come over for coffee later.  
 Lucy Sure. See you later.

### B. Read again and answer the questions.

1. Who has an apartment on Cross Street?
2. What's Claire's new address?
3. Are there two large bedrooms in Claire's house?
4. Where's the big bathroom?
5. What's special about the yard?

### 3. GRAMMAR

#### There is / There are

Read the examples and make sentences with *there is/are*.

There's a big bathroom upstairs.

There isn't a garage.

Is there a yard? Yes, there is.  
 No, there isn't.

There aren't three windows in the bedroom.  
 There are only two.

Are there four bedrooms in your house? Yes, there are.  
 No, there aren't.

Grammar Reference p.126

### 4. PRACTICE

Complete the dialogues with the correct form of *there is/are*.

1. Mr. Miles \_\_\_\_\_ a big window in the bedroom?

Mrs. Stone No, \_\_\_\_\_, but \_\_\_\_\_ a large window in the living room.

2. \_\_\_\_\_ three bedrooms in my house.  
 They are all upstairs.

3. Tony \_\_\_\_\_ two bathrooms in Andy's new apartment?

Jane Yes, \_\_\_\_\_.

4. \_\_\_\_\_ two red ties in the closet.  
 \_\_\_\_\_ only one.

5. Betty What's your apartment like?

Henry It's very nice. \_\_\_\_\_ two bedrooms, a bathroom and a kitchen.

Betty \_\_\_\_\_ a living room?

Henry Yes, of course.

### 5. SPEAK

Talk in pairs.

*Where do you live?*

*What's your address?*

*Do you live in a house or in an apartment?*

*What's your house/apartment like?*

Don't be afraid to make mistakes when you speak.

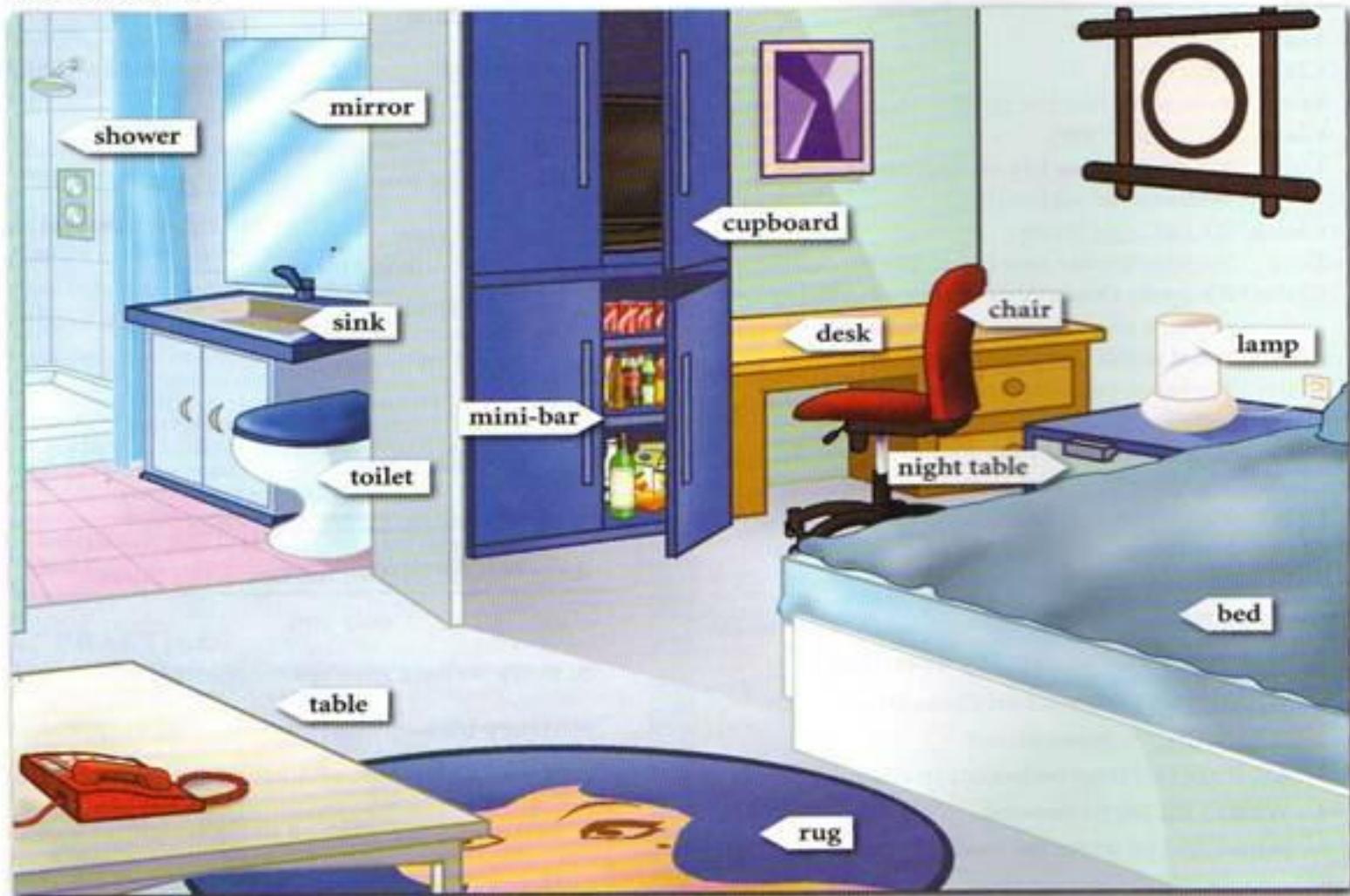
**TIP**

# 4b Enjoy your stay

75

## 1. VOCABULARY

Listen and repeat.



## 2. READ

A. Listen and read. Where are the people? What are they talking about?

**Man** This is your room. Room 315.

**Woman** Thank you.

**Man** The TV is in this cupboard.

**Woman** And the remote control?

**Man** It's on the night table, next to the telephone.

**Woman** OK. Where's the mini-bar?

**Man** It's under the cupboard.

**Woman** Right. And the bathroom...

**Man** It's right this way.

**Woman** Oh, it doesn't have a bathtub!

**Man** No. All the bathrooms in our hotel only have a shower.

**Woman** Well, I guess it doesn't matter... The mirror is nice and big and...

**Man** Do you need anything else?

**Woman** No, thank you. This is for you.

**Man** Oh, thank you. Enjoy your stay.

B. Read again and correct the sentences below.

1. The telephone is in the cupboard.
2. There is a TV next to the telephone.
3. The mini-bar is under the closet.
4. The bathroom has a bathtub.
5. The mirror in the bathroom is small.

**Functions**

Asking about and identifying the location of objects

**Structures**

Prepositions of place (behind, in, in front of, next to, on, under)

**Vocabulary****Furniture**

bed chair cupboard desk lamp mirror  
night table table

**Other words and phrases**

anything else bathtub Enjoy your stay  
I guess it doesn't matter mini-bar need  
Right this way room rug shower sink toilet

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain what it means.
- Ask Ss when we can say or hear the phrase *Enjoy your stay*.
- Elicit answers (*at a hotel, when we have guests staying with us*).
- Ask Ss what the lesson will be about and elicit answers.

**1. VOCABULARY ►175**

Aim: to introduce vocabulary related to a hotel room

- Draw Ss' attention to the picture and ask them what it shows (*a picture of a hotel bedroom and bathroom*).
- Ask Ss to read through the words.
- Help Ss deduce the meaning of unknown words by relating them to the items they are referring to.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss if they have ever stayed in a hotel and what furniture it had.

**2. READ ►176**

- A. Aims: • to give Ss practice in identifying the main idea of the dialogue  
 • to present vocabulary, functions and structures in context

- Play the CD and have Ss read and listen at the same time.
- Ask Ss the questions in the rubric.
- Elicit answers (*The people are in a hotel room and the man is showing the woman the room*).
- Ask Ss to tell you what the relationship between the man and the woman is (*The woman is a client and the man is a bellperson, that is someone employed by the hotel to carry luggage, open doors, etc.*).
- Draw Ss' attention to the phrase *This is for you*. Ask Ss to tell you what they think the woman is giving to the man (*money*) and why (*because he helped with her luggage and showed her around the hotel room*).

**LANGUAGE PLUS**

The small amount of money we give to somebody in recognition of their services is called a tip.

- Ask Ss some questions:

*What is the number of the woman's room? It's 315.  
Where is the remote control? It's on the night table.  
Do all the bathrooms in the hotel only have a shower? Yes, they do.  
Does the woman have a problem with that? No, she doesn't.*

- B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

**Suggested answers**

- KEY**
- The TV is in the cupboard.
  - There is a **remote control** next to the telephone.
  - The mini-bar is under the **cupboard**.
  - The bathroom has a **shower**.
  - The mirror in the bathroom is **big**.
- Choose two Ss to act out the dialogue and explain any unknown words.

**POST-READING**

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about themselves and give their opinion

- Ask Ss some questions:

*Have you ever stayed at a hotel?  
Did you like the room?  
What was it like?  
What did it have?*

# 4b

## 3. GRAMMAR

Aim: to present and give Ss practice in using prepositions of place

- Draw Ss' attention to the positions of the balls in relation to the boxes and read the prepositions of place.
- Ask Ss to make sentences and check the answers with the class.

The ball is on the box.  
The ball is in the box.  
The ball is under the box.  
The ball is in front of the box.  
The ball is behind the box.  
The ball is next to the box.

- If necessary, use your book and a pencil to give Ss further practice in using prepositions of place.
- Refer Ss to the Grammar Reference (p. 127).

## 4. PRACTICE

Aim: to give Ss practice in using prepositions of place

- Get Ss to do the activity and check the answers with the class.

1. in front of  
2. mini-bar  
3. on  
4. mirror  
5. table  
6. next to  
7. in  
8. bed

## 5. PRONUNCIATION ►17

Aim: to present and give Ss practice in identifying intonation and rhythm in Wh- questions and answers

- Have Ss read through the questions and answers.
- Play the CD and have Ss repeat what they hear and notice the intonation and rhythm.

## 6. LISTEN ►18

Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the first set of pictures and tell you what they can see in each picture.
- Play the CD twice and check the answer with the class.
- Follow the same procedure with the rest of the dialogues.
- Alternatively, ask Ss to tell you what they can see in each set of pictures and play the CD twice without pausing at the end of each dialogue.

1. b 2. a 3. b

KEY

## LISTENING TRANSCRIPT

1.  
Brian Yeah?  
Annie Where are you? Are you in our room?  
Brian Yes. What do you need?  
Annie My sunglasses.  
Brian OK. Where are they? In your purse?  
Annie I don't know. I think they're on the night table.  
Brian No, those are my sunglasses... Oh, here they are, in your purse.

2.  
Frank Wow, look at this room!  
Helen It's great.  
Frank I know! Look at the TV on the wall!  
Helen Wow! Where's the remote control?  
Frank I don't know. Isn't it on the bed?  
Helen No, it isn't. What about the desk?  
Frank Yes, here it is, on the desk behind the lamp.

3.  
Receptionist Reception. How may I help you?  
Ms. Davin This is Diane Davin from room 413.  
Receptionist Good afternoon, Ms. Davin. What can I do for you?  
Ms. Davin Well, there's a shirt on the floor, in the bathroom.  
Receptionist Excuse me?  
Ms. Davin And there's a toothbrush next to the sink. I want another room!  
Receptionist Umm... I'll be right up.

## 7. SPEAK

Aim: to give Ss practice in speculating and talking about the location of furniture

- Divide Ss into pairs.
- Ask SA to go to page 120 and SB to go to page 122.
- Get Ss to do the activity. Go around the class helping Ss when necessary.
- Choose Ss to act out the dialogue.

## 8. WRITE

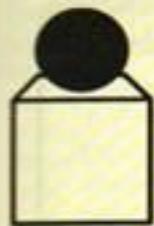
Aim: to give Ss practice in describing the location of furniture in a room

- Allow Ss some time to write their descriptions.
- Choose Ss to read out descriptions of both pictures.

### 3.GRAMMAR

#### PREPOSITIONS OF PLACE

Look and make sentences.



on



in



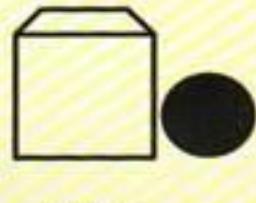
under



in front of



behind



next to

Grammar Reference p.127

### 4.PRACTICE

Look at the picture in activity 1 and circle the correct words.

1. The rug is under / in front of the bed.
2. The desk is next to the mini-bar / chair.
3. The lamp is on / behind the night table.
4. The rug / mirror is in the bathroom.
5. The telephone is on the table / desk.
6. The toilet is in front of / next to the sink.
7. The TV is under / in the cupboard.
8. The night table is next to the bed / cupboard.

### 5.PRONUNCIATION



Listen and repeat. Notice the intonation and rhythm.

1. A: Where's the yellow lamp?  
B: It's on the desk.
2. A: Where's the rug?  
B: It's in front of the bed.
3. A: Where's the TV?  
B: It's in the cupboard.
4. A: Where are the shoes?  
B: They're under the bed.

### 6.LISTEN



Listen to the dialogues and choose picture a or b.

1.



a

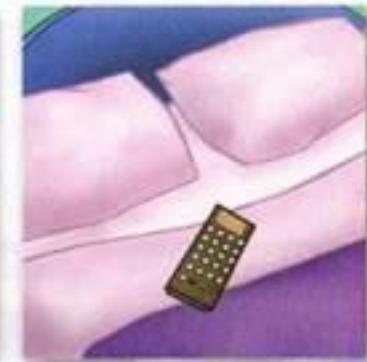


b

2.



a



b

3.



a



b

### 7.SPEAK

#### GAME: SPOT THE DIFFERENCES

Student A go to page 120.

Student B go to page 122.

### 8.WRITE

Choose one of the pictures on pages 120 and 122 and describe it.



The lamp is next to the bed...

**3. GRAMMAR****Aim:** to introduce object personal pronouns

- Ask Ss to read through the first example.
- Ask Ss the question in the rubric.
- Elicit the answer that *I* goes before the verb *be* (used as the *subject*) while *me* goes after the main verb (used as the *object*).
- Do the same for the rest of the examples.
- Refer Ss to the Grammar Reference (p. 127) and explain the relation between subject personal pronouns and object personal pronouns (*I – me, You – you, He – him, etc.*).
- For further practice, refer Ss to the pronouns in activity 2C and ask them to tell you which are subject personal pronouns and which are object personal pronouns.

*Subject personal pronouns: I (line 1), They (line 6)**Object personal pronouns: him (line 3), it (line 9), them (line 11), you (line 12).***4. PRACTICE****Aim:** to give Ss practice in using object personal pronouns in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. it 2. them 3. her 4. us 5. you 6. him

**5. GRAMMAR****Aim:** to present the indefinite and definite articles *a(n)/the*

- Have Ss read through the two examples and ask them the question in the rubric.
- Elicit the answer that the indefinite articles *a* and *an* don't refer to specific items whereas the definite article *the* refers to specific items.
- Ask Ss to find examples in the text (...*The dog food...the microwave...a red bowl and a blue bowl...The blue bowl...the balcony...the dishwasher...the washing machine...the refrigerator*).
- Refer Ss to the Grammar Reference (p. 127).

**6. PRACTICE****Aim:** to give Ss practice in using the indefinite and definite articles *a(n)/the*

- Get Ss to do the activity and check the answers with the class.

1. a, a, The, the, the, the  
2. a, an, the, The, the

**7. PRONUNCIATION ► 81, 82****A. Aim:** to have Ss identify the stressed syllable in a word

- Play the CD and tell Ss to listen for the stressed syllable in the words *washing* and *machine*.
- Elicit the answer that *washing* is stressed on the first syllable while *machine* is stressed on the second syllable.

**B. Aim:** to give Ss practice in identifying stressed syllables

- Have Ss read the words and underline the stressed syllables.
- Play the CD.
- Check the answers with the class. Write the words on the board and underline the stressed syllables.

dishwasher  
microwave  
tonight  
behind  
bookcase  
chocolate  
bathroom  
today  
hotel  
toilet  
surprise  
cupboard

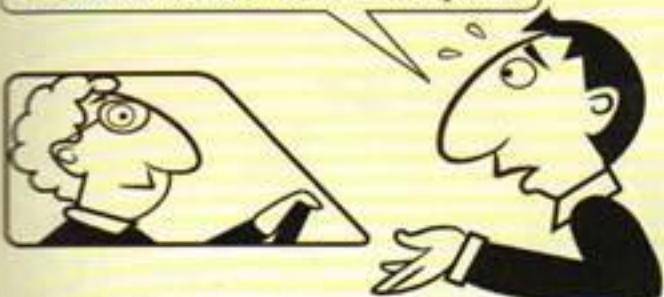


### 3. GRAMMAR

#### OBJECT PERSONAL PRONOUNS

Read the examples. What do you notice about the words in bold?

I'm late for work. Give **me** a ride, please.



You look familiar. I think I know **you**.

Dan Who's Mr. Adams?

Frank He's my new boss. I can't stand **him**.

I like Tina. **She** is very nice. I hang out with her every day.

Alice Where's my hamburger?

Tom It's in the microwave. Eat **it**.

We don't understand. Help **us**, please.

Look at these armchairs. **They're** leather. I like **them**.

**Grammar Reference p.127**

### 4. PRACTICE

Complete with object personal pronouns.

1. Your room is a mess. Clean \_\_\_\_\_.

2. Those are my sunglasses. Give \_\_\_\_\_ to me, please.

3. That girl is in my English class.

I know \_\_\_\_\_.

4. Robert and I are late. Please drive \_\_\_\_\_ to school.

5. Sue Greg!

Greg What?

Sue I need \_\_\_\_\_ in the kitchen. There's something wrong with the refrigerator.

6. That actor is terrible. I can't stand \_\_\_\_\_.

### 5. GRAMMAR

#### a(n) vs. the

Read the examples. What's the difference between **a(n)** and **the**?

I have **an** armchair and a couch in my living room. **The** armchair is black and **the** couch is white.

**Grammar Reference p.127**

### 6. PRACTICE

Complete with **a(n)** or **the**.

1. There are two bookcases in our apartment, \_\_\_\_\_ small bookcase and \_\_\_\_\_ big bookcase.

\_\_\_\_\_ big bookcase is in \_\_\_\_\_ living room and \_\_\_\_\_ small bookcase is in \_\_\_\_\_ bedroom.

2. Ted There's \_\_\_\_\_ jacket and \_\_\_\_\_ umbrella on \_\_\_\_\_ couch. Whose are they?

Kate \_\_\_\_\_ jacket is Lucy's and \_\_\_\_\_ umbrella's her brother's.

### 7. PRONUNCIATION

A. Listen and repeat. Notice the syllable that is stressed in words **a** and **b**.

a. washing      b. machine

B. Read the following words and underline the stressed syllable. Then listen and check your answers.

dishwasher

tonight

bookcase

today

microwave

behind

chocolate

bathroom

hotel

toilet

cupboard

surprise

# 4d In the city

## 1. VOCABULARY

Listen and repeat.



police station



cathedral



hospital



park



restaurant



museum



bank

## 2. READ

A. Look at the picture below. What do you think the people are talking about? Listen, read and check your answers.



Girl Need any help, guys?

Dave Yes, where's the Museum of Modern Art?

Girl It's across from the hospital on West Street.

Nigel How do we get there?

Girl Go down this road and turn left at the traffic lights. Then go straight ahead and turn left again at the bank. The museum is on your right between the cathedral and the police station.

Nigel Is it far?

Girl It's about a twenty-minute walk.

Dave It's far. Let's take a taxi.

Girl No, don't take a taxi. Take the subway to 53<sup>rd</sup> Street and Fifth Avenue. It's near the museum. Visit the cathedral, too. It's beautiful.

Nigel OK, thanks.

Girl No problem.

### NOTE

Go straight ahead



Turn left

Turn right

between


B. Read again and write T for True or F for False.

- The museum is on West Street.
- The museum is a 20-minute walk from the hospital.
- The museum is next to the cathedral.
- The museum is across from the police station.
- The museum is near 53<sup>rd</sup> Street and Fifth Avenue.

**Functions**

Asking for and giving directions  
Referring to the location of places in a city  
Reading a map

**Structures**

Imperative

**Vocabulary****Places in a city**

bank cathedral hospital museum park  
police station restaurant subway station

**Prepositions of place**

between across from

**Other words and phrases**

a 20-minute walk far Go down Go straight ahead guy  
How do I get there? It's on your left/right near  
Need any help? No problem road traffic lights  
Turn left/right at... visit

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask Ss to tell you what the lesson will be about.
- Ask Ss to tell you some things about their city/town/village.

**1. VOCABULARY ►183**

Aim: to present vocabulary related to buildings

- Introduce the word *buildings/places* to the class.
- Ask Ss to say what kind of buildings/places there are in their city/town/village/area. Write the English words on the board.
- Ask Ss to look at the pictures and read the words underneath them. Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.

**2. READ ►184**

A. Aims: • to give Ss practice in making predictions about the dialogue based on visual prompts  
• to give Ss practice in identifying the main idea of the dialogue

- Read out and explain the TIP.
- Ask Ss to look at the picture and tell you what they can see.
- Ask Ss to tell you what they think the people are talking about.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions (*the girl is telling Dave and Nigel how to get to the Museum of Modern Art*).
- Draw Ss' attention to the NOTE. Make sure that Ss understand the meaning of the directions and the prepositions by relating them to the content of the corresponding pictures.

**LANGUAGE PLUS**

- In the phrase a **twenty-minute walk**, the noun *minute* preceded by the cardinal number *twenty* is used as an adjective. It is always in the singular number and hyphenated, as opposed to *twenty minutes*.
- The question **Need any help?** is used in colloquial, everyday language instead of the standard question **Do you need any help?**

- Ask Ss some questions:

*Who is asking for directions? Dave and Nigel.  
Where do they want to go? To the Museum of Modern Art.  
What is across from the hospital on West Road? The Museum of Modern Art.  
What does the girl tell the men to do when they get to the traffic lights? To turn left.  
What does the girl tell the men to do when they get to the bank? To turn left again.  
How long do the men have to walk to get to the museum? About 20 minutes.  
Are they going to walk to the museum? No, they aren't.  
What does the girl tell the men about the cathedral? To visit it.*

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. T 2. F 3. T 4. F 5. T

KEY

- Choose Ss to act out the dialogue and explain any unknown words.

**3. GRAMMAR**

**Aim:** to present the imperative

- Draw Ss' attention to the traffic lights. Ask them to tell you what the signs mean by writing the correct imperative form.
- Explain to Ss that we use the imperative when we ask somebody to do or not to do something.
- Point out to Ss that the negative form of the imperative is *Don't + base form*.
- Refer Ss to the Grammar Reference (p. 127).

1. Walk! 2. Don't walk!

**4. PRACTICE**

**Aim:** to give Ss practice in using the imperative in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. Don't use 2. Visit, don't go 3. don't write 4. Go, turn

**5. LISTEN ►185**

**Aim:** to give Ss practice in locating a place on a map by listening to directions

- Draw Ss' attention to the map and ask them to make sentences about the location of different places on the map (e.g. *The bank is next to Joe's coffee shop.*).
- Play the CD twice.
- Check the answers with the class.
- Ask Ss to repeat the routes they heard on the CD on their own.
- Alternatively, you can play the CD and pause after each dialogue for Ss to find the answer.

1. museum  
2. Joe's coffee shop  
3. theater

**LISTENING TRANSCRIPT**

1.

**Mike** OK, but how do I get there? Is it far?  
**Woman** No, it isn't. Go down this street and turn left at the traffic lights. Go straight ahead and at the bank turn right. It's on your right, next to a hotel.  
**Mike** Thanks.  
**Woman** No problem.

2.

**Jenny** Sorry, where is it again?  
**Man** Go down this road. Turn left at the park and it's on your right. It's across from the park and next to a bank. You can't miss it.  
**Jenny** Thanks.

3.

**Olivia** And how do I get there?  
**Woman** Well, go down this road and turn left at the supermarket. Go straight ahead. Then, turn right at the police station. That's Green Street. Go down Green Street and it's on your left. It's between the cathedral and an Italian restaurant.

**6. SPEAK**

**Aim:** to give Ss practice in asking for and giving directions

- In pairs, Ss give and follow directions on the map. Go around the class, helping them when necessary.
- Choose some Ss to act out the dialogues.

**3. GRAMMAR****IMPERATIVE**

Look and write:  
Walk! Don't walk!



1.



2.

Grammar Reference p.127

**4. PRACTICE**

Complete the dialogues with the correct form of the verbs in the box.

go

not write

turn

not go

not use

visit

1. Henry \_\_\_\_\_ the microwave. It doesn't work.  
Louise Oh, OK.

3. Teacher Eddie! Please \_\_\_\_\_ on the desk.  
Student Sorry, Miss.

2. Diane \_\_\_\_\_ the museum on King Street.  
Paul What about the Natural History Museum?  
Diane No, \_\_\_\_\_ there. It isn't open today.

4. Man How do I get to the bank?  
Woman \_\_\_\_\_ down this road and \_\_\_\_\_ left at the traffic lights. It's on your right.

**5. LISTEN**

85

Look at the map, listen and write where the people want to go.



1. Mike: \_\_\_\_\_

2. Jenny: \_\_\_\_\_

3. Olivia: \_\_\_\_\_

**6. SPEAK**

Talk in pairs. Look at the map above.

**Student A:** Imagine that Student B is at the traffic lights. Choose a place and imagine you are there, but don't tell Student B. Give him/her directions to this place.

**Student B:** Imagine you are at the traffic lights. Follow Student A's directions. Where is he/she?

Go down...

# 4e House-hunting

## 1. VOCABULARY

Listen and repeat.



## 2. READ

A. Look at the advertisements below. What information do you think they include? Listen, read and check your answers.



**PROPERTY  
FOR RENT**

**2-bedroom apartment \$850 per month**



4th-floor apartment with 1 bathroom, modern kitchen and living room. Gas central heating. Balcony with fantastic view. 5-minute walk from downtown.  
**☎ 555 - 7843**

**3-bedroom house \$930 per month**



Large closets and gas central heating. Garage and front and backyard. In quiet neighborhood, near elementary school.  
**☎ 555 - 6543**

**4-bedroom house \$1150 per month**



Big kitchen, living room, 2 bathrooms, gas central heating, large backyard. 10-minute walk from the subway station.  
**☎ 555 - 7987**

B. Read the situations below and the advertisements above. Then decide which house/apartment is best for each.

- Mr. and Mrs. Samson live in a noisy neighborhood and they need a change. Mr. Samson is a mechanic and Mrs. Samson is unemployed and she doesn't drive. They have a nine-year-old daughter and a seven-year-old son.
- Lance wants a place to stay with his brother. They are both college students and get around by bike. Lance's brother also works in a restaurant downtown.
- Mr. and Mrs. Nelson have three children. They also have two dogs and a cat. They both work downtown but they don't want to live there.



**Functions**

Describing your house/apartment

**Vocabulary****Ordinals**

first, second, third, etc.

**Other words and phrases**

backyard cat elementary school fantastic front  
gas central heating ground floor modern  
neighborhood noisy view want

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the pictures of the houses.
- Help Ss elicit the meaning of the phrase *house-hunting* (*looking for a house/apartment*).
- Ask Ss what the lesson will be about and elicit answers.
- Ask Ss if they have ever house-hunted, what the experience was like, etc.

**1. VOCABULARY ►186**

Aim: to introduce ordinals

- Draw Ss' attention to the skyscraper.
- Point out to Ss that skyscrapers have many floors.
- Ask Ss to look at the numbers and tell you what they are used for (*to number the floors of the skyscraper*).

**LANGUAGE PLUS**

- The word **floor** can be used to describe both the surface of a room that we walk on (e.g. *She usually sits on the floor and watches TV*) and the rooms that are on the same level of a building (e.g. *We live on the first floor*).
- **Ordinal numbers** (first, second, third, etc.) are used to show the position of something in a list of items (e.g. the order of the floors) as opposed to **cardinal numbers** (1, 2, 3, etc.) which are used to show quantity.

- Ask Ss what they notice about the formation of ordinal numbers (they are formed with the ending *-th*, except *first*, *second*, *third*) and point out the exceptions and spelling irregularities (*fifth*, *eighth*, *ninth*, *twelfth*, *twentieth*).
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss to count to 40 using ordinal numbers.

**OPTIONAL ACTIVITY**

Write numbers on the board and ask Ss to say the ordinal numbers.

**2. READ ►187**

- Aims:
- to give Ss practice in making predictions about the text based on visual prompts
  - to give Ss practice in identifying the main idea of the text
  - to present functions and vocabulary in the context of an advertisement

- Draw Ss' attention to the advertisements and ask them what kind of advertisements they are (*advertisements for people who want to rent houses/apartments*) and where they can find them (*in newspapers*).
- Ask Ss the question in the rubric.

- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions (*information about the rooms, the price, the neighborhood, the transportation facilities, the contact number, etc.*).

**B. Aim: to give Ss practice in identifying specific information in the text**

- Get Ss to do the activity and check the answers with the class, asking Ss to provide justification for their answers.

1st advertisement: b  
2nd advertisement: a  
3rd advertisement: c

- Ask Ss some questions:

*1st advertisement*

*Is the apartment on the second floor? No, it isn't. It's on the fourth floor.  
How many bedrooms does it have? It has two bedrooms.  
What does it say about the kitchen and the living room? That they are modern.  
What is the view from the balcony like? It's fantastic.  
Is it far from the downtown area? No, it isn't.*

*2nd advertisement*

*How many yards does the house have? It has two yards.  
Does it have a garage? Yes, it does.  
Is it near a school? Yes, it is.  
What is the neighborhood like? It's quiet.*

*3rd advertisement*

*How many bedrooms does the house have? It has four bedrooms.  
How many bathrooms does it have? It has two bathrooms.  
Does it have a large front yard? No, it doesn't. It has a large backyard.  
How long do you have to walk to get to the subway station? Ten minutes.*

- Choose Ss to read the advertisements aloud and explain new vocabulary.

**LANGUAGE PLUS**

- In the phrases **2-bedroom apartment**, **4th-floor apartment**, **5/10-minute walk**, the nouns **bedroom**, **floor** and **minute** preceded by the numbers **2**, **4th**, **5** and **10** respectively are used as adjectives. They are in the singular and hyphenated.

**BACKGROUND NOTE**

- In the U.S., children aged 5-11 go to **elementary school** while children aged 12-18 go to **secondary school**.

**OPTIONAL ACTIVITY**

- Divide Ss into pairs and ask them to discuss which of the houses they like and why.  
*e.g. I like the 2-bedroom apartment because it has a modern kitchen and the view from the balcony is fantastic.*
- Go around the class helping Ss when necessary.

**3. LISTEN ►188, 89**

A. Aim: to give Ss practice in listening for gist

- Tell Ss that they should listen carefully in order to decide whether the woman likes the apartment or not.
- Play the CD once.
- Check the answer with the class and ask Ss to provide justification for their answers.

The woman doesn't like the apartment because it doesn't have a balcony, it has two bedrooms instead of three and the kitchen is small.

B. Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the TIP.
- Ask Ss to read through the notes and predict the kind of information missing.
- Play the CD once.
- Ss listen carefully and complete the missing information.
- Check the answers with the class.
- If necessary, play the CD again in order to clarify any questions Ss might have.

1. fourth
2. two
3. small
4. refrigerator
5. balcony

**LISTENING TRANSCRIPT**

Real estate agent	Good afternoon, "Peterson and Rilken."
Mrs. Wilson	Good afternoon, Jennifer Wilson here.
Real estate agent	Ah yes, Mrs. Wilson. I have an apartment for you downtown. It's on the fourth floor.
Mrs. Wilson	Really? Does it have three bedrooms?
Real estate agent	No, it doesn't. It has two.
Mrs. Wilson	Two bedrooms? That's a problem.
Real estate agent	Well, the bedrooms are quite big. It also has a large living room.
Mrs. Wilson	Oh, that's good. Is the kitchen big, too?
Real estate agent	No, it's small.
Mrs. Wilson	Small?
Real estate agent	Yes, but it has a refrigerator, a stove and even a microwave.
Mrs. Wilson	Oh, OK. What about the bathroom?
Real estate agent	It's new and it's quite big as well.
Mrs. Wilson	Uh-huh. Does it have a balcony?
Real estate agent	No. There isn't a balcony, but the apartment has big windows...
Mrs. Wilson	I'm sorry, I need a balcony.
Real estate agent	OK. Maybe it's not for you.

**4. SPEAK**

A. Aim: to give Ss practice in asking and answering about houses/apartments

- In groups of three, Ss ask and answer questions and complete the table. Go around the class, helping Ss when necessary.

B. Aim: to give Ss practice in reporting information included in a table

- Have Ss report their groups' answers to the class.

**5. WRITE**

A. Aim: to present and give Ss practice in describing a house/apartment and listing things

- Read out and explain the box.
- Get Ss to do the activity and check the answers with the class.

1. There are
2. has
3. there is
4. has

B. Aim: to give Ss practice in sentence structure

- Draw Ss' attention to the example.
- Get Ss to do the activity and check the answers with the class.

2. My sister has a big bed, a desk and a bookcase in her room.
3. The house is big, modern and cheap.
4. Upstairs there's a bathroom and three bedrooms.

C. Aim: to give Ss practice in writing a paragraph about their house/apartment

- Read out and explain the TIP.
- Allow Ss some time to write their paragraphs.
- Choose Ss to read out their paragraphs.

### 3. LISTEN

- A. Listen to a woman talking to a real estate agent about an apartment. Does the woman like the apartment? Why/Why not?  
 B. Listen again and complete her notes.

Before you listen,  
try to predict what  
kind of information  
is missing.



cccccccccccccccccccccccc

### APARTMENT IN LOS ANGELES

- (1) \_\_\_\_\_ floor apartment
- only (2) \_\_\_\_\_ bedrooms
- large living room
- (3) \_\_\_\_\_ kitchen with a  
(4) \_\_\_\_\_, a stove and a  
microwave
- new, big bathroom
- no (5) \_\_\_\_\_

### 4. SPEAK

- A. Interview two students in your class and complete the table below. Then complete the table about yourself.

	Student 1	Student 2	You
house/apartment			
2 or 3 bedrooms			
2 bathrooms			
yard			
garage			
balcony			

Do you live in a house or in an apartment?

I live in a(n) ...

Are there 2 or 3 bedrooms?

There are ...

B. Report your answers to the class.

Tony and I live in an apartment, but Fay lives in a house.

### 5. WRITE

#### Description of a(n) house/apartment

When writing a description of a(n) house/apartment, don't forget to use:

- there is / there are and have / has.

*There are four bedrooms in my house.*

*My house has four bedrooms.*

- commas and and to list things.

*In my living room there is a couch, an armchair and a coffee table.*

#### A. Circle the correct words.

1. There are / Have two bookcases in the living room.
2. My brother there is / has a modern desk in his room.
3. In the kitchen there is / has a big table and four chairs.
4. My new apartment has / there is a small balcony.

#### B. Join the sentences as in the example.

1. The apartment has two bedrooms. It has a small living room. It has a kitchen. It has a bathroom.  
*The apartment has two bedrooms, a small living room, a kitchen and a bathroom.*
2. My sister has a big bed in her room. She also has a desk. She has a bookcase, too.  
\_\_\_\_\_

3. The house is big. It's also modern. It's cheap, too.  
\_\_\_\_\_

4. Upstairs there's a bathroom. There are three bedrooms.  
\_\_\_\_\_

C. Write a paragraph about your house or apartment. Use the ideas you discussed in activity 4.

I live in a(n) ...

Remember to use prepositions of place.

**TIP**

# 4 Round-up

## VOCABULARY

### A. Write:

three things you would find in a kitchen.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

three things you would find in a bathroom.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

three things you would find in a bedroom.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

three things you would find in a living room.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

### B. Circle the correct words.

1. Turn left at the **traffic** / **street** lights.
2. My sister is a nurse. She works at a **hospital** / **bank** in the city.
3. The cathedral isn't **far** / **near**. Walk there.
4. There is a **restaurant** / **museum** on the 21st floor and the food is very good there.
5. This is your room Mr. Charles. **Visit** / **Enjoy** your stay.

## GRAMMAR

### C. Complete.

My best friend, Lisa, lives in (1) \_\_\_\_ very nice house with her parents. It's very big and it has two floors. There (2) \_\_\_\_ two beautiful yards.

(3) \_\_\_\_ front yard is small, but (4) \_\_\_\_ backyard is big. There (5) \_\_\_\_ also a big balcony with a fantastic view. All the rooms are very modern. Lisa (6) \_\_\_\_ a nice bedroom upstairs, but that isn't her favorite room. Her favorite room is (7) \_\_\_\_ living room. (8) \_\_\_\_ are two big couches and (9) \_\_\_\_ armchair in there. Lisa always sits on (10) \_\_\_\_ couch next to the window and reads books. She loves reading.

### D. Circle the correct words.

1. There is coffee **on** / **in** the table for you.
2. The police station is **next to** / **under** the park.

3. What's that **behind** / **on** the floor?
4. My backpack is **between** / **in** the desk and the bookcase.
5. There's a big yard **in front** / **behind** of the house.
6. The subway station is **across** / **next** from my house.

### E. Complete with object personal pronouns.

1. A: What's Martha's new house like?  
B: I don't know. Let's visit \_\_\_\_\_.  
2. Mark doesn't have a car. I give \_\_\_\_\_ a ride to work every day.  
3. Look at that dishwasher. It's very modern. I like \_\_\_\_\_.  
4. A: Look at the board and listen to \_\_\_\_\_.  
B: Yes, Miss.  
5. My neighbor's kids are very noisy. I can't stand \_\_\_\_\_.

## COMMUNICATION

### F. Complete the dialogues with the sentences.

- a. How do I get there?
- b. Where's the Italian restaurant?
- c. Go down East Road and turn right at the park.
- d. It's about a 15-minute walk.
- e. Go straight ahead.

Tina Hey, Roger. (1) \_\_\_\_\_

Roger It's next to the National Museum.

Tina Where's that? Is it far?

Roger No, it isn't. (2) \_\_\_\_\_

Tina Great. (3) \_\_\_\_\_

Roger Go down Station Road and turn left at the traffic lights. (4) \_\_\_\_\_ Then turn left at the supermarket. That's East Road. (5) \_\_\_\_\_ The restaurant is on your left between the museum and the police station.

Tina Thanks, Roger.

# 4 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

## VOCABULARY

A.

Suggested answers 

refrigerator, stove, microwave  
mirror, toilet, shower  
bed, night table, lamp  
armchair, couch, bookcase

B.

1. traffic 
2. hospital
3. far
4. restaurant
5. Enjoy

## GRAMMAR

C.

1. a      6. has 
2. are      7. the
3. The      8. There
4. the      9. an
5. is      10. the

D.

1. on 
2. next to
3. on
4. between
5. in front
6. across

E.

1. her 
2. him
3. it
4. me
5. them

## COMMUNICATION

F.

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

# 4 Round-up

G.

## Suggested answers

1. What's your address?  
2. Are there two bathrooms in  
your house?  
3. Where is the supermarket?  
4. Where is the newspaper?  
5. Where is the bank? /How do I  
get to the bank?

KEY

## SPEAK

- Ask Ss to look at the plans of the apartments.
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go around the class helping Ss when necessary.
- Choose some Ss to act out the dialogues.

## WRITE

- Tell Ss to write a paragraph about their dream house, as instructed.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

- c. I guess it doesn't matter then.  
 g. There's something wrong with it.  
 h. Check out the elevator at this hotel.  
 i. Where's our room?

Fay Hey, Kate. (6) \_\_\_\_\_ It's so modern.

Oh, no. (7) \_\_\_\_\_

Kate Let's use the stairs.

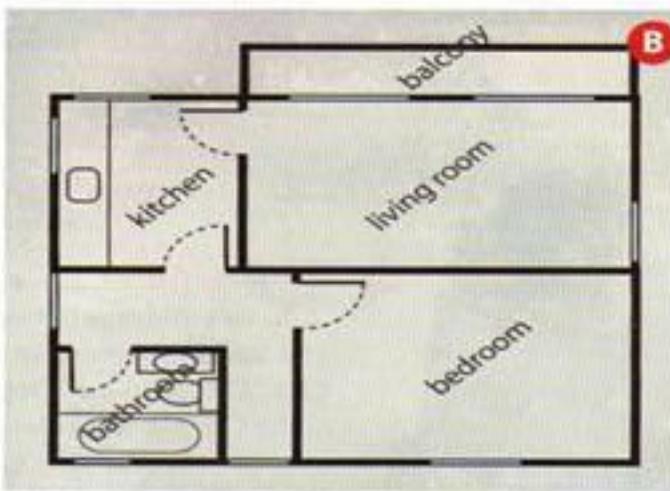
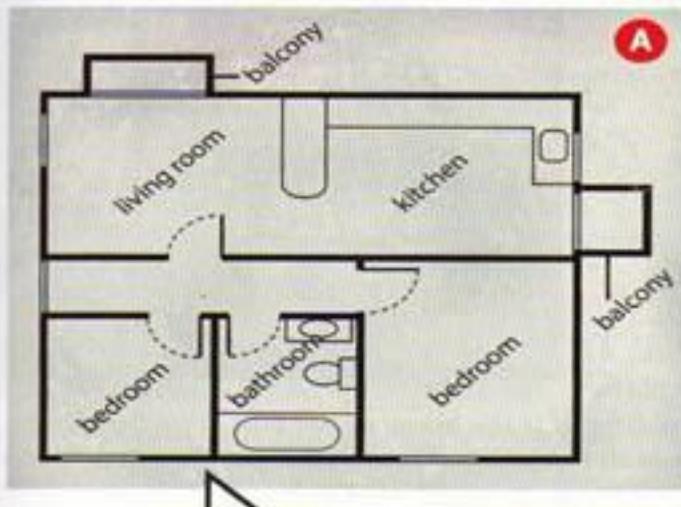
Fay The stairs? (8) \_\_\_\_\_

Kate It's on the second floor.

Fay (9) \_\_\_\_\_

## SPEAK

Talk in pairs. Imagine that you and your partner are going to be roommates. Look at the plans below. Discuss and decide which apartment you are going to rent.



*There are two bedrooms in apartment A, but there's a small living room.  
 Apartment A also has...*

## WRITE

Write a paragraph about your dream house. Write about some of the following:

- the neighborhood
- the view
- the yard
- how many floors it has
- the rooms
- the furniture and appliances

My dream house is in a .... neighborhood.  
 It has .... floors. In my dream house there  
 are ....

## SELF-ASSESSMENT

Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

### Now I can...

- > say where things and buildings are located
- > describe my house or apartment
- > ask for and give directions
- > use prepositions of place
- > talk about furniture and appliances
- > give my address
- > describe a room
- > read a map
- > write about my house/apartment/dream house
- > use object personal pronouns
- > use the Imperative

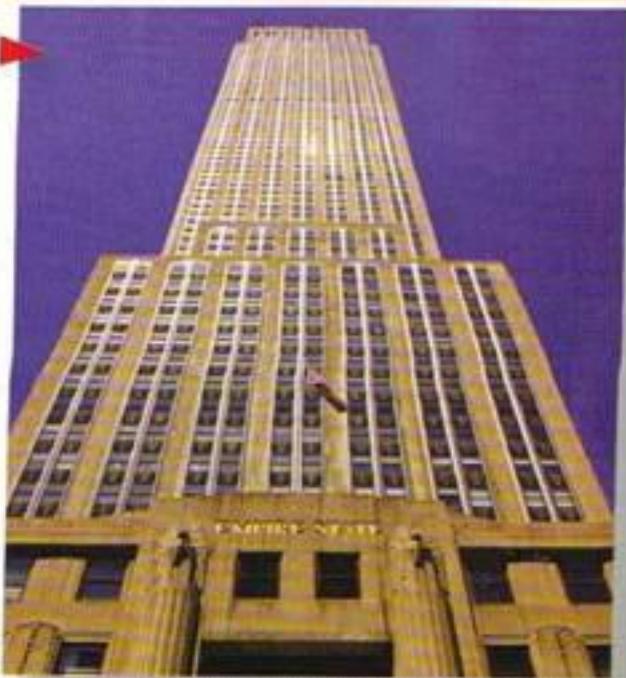
# Culture page

A. What do you know about these buildings?  
Listen, read and check your answers.



## What's up there?

The Empire State Building is on Fifth Avenue in New York City. The whole building is about 1,453 ft. tall, and there are 103 floors. There are 6,500 windows and 73 elevators. It takes under a minute to ride the elevator from the 1st floor to the observation deck on the 86th floor. There are 1,860 steps from the ground to the top. The Empire State Building has 1,000 business offices, and 21,000 people work there. The building even has its own zip code! For some holidays, they change the color of the lights at the top of the building.



Rockefeller Center is a set of 19 buildings between Fifth and Seventh Avenue in New York City. The main building in the plaza is the GE (General Electric) Building. It is the home of the NBC broadcasting studios. The building's address is 30 Rockefeller Center, but people call it "30 Rock." There are 70 floors in this skyscraper, and it's 872 ft. tall. There is a large observation deck at the top called "The Top of the Rock." The plaza in front of the GE Building is famous for its golden sculpture of the mythic hero Prometheus. During the winter, they turn the area in front of the statue into an outdoor ice skating rink, and a lot of people skate there in front of the large Christmas tree.

### B. Read again. What do the numbers refer to? Match.

1. 70
2. 21,000
3. 872
4. 6,500
5. 19
6. 1,000

- a. the number of offices in the Empire State Building
- b. the number of floors in Rockefeller Center
- c. the number of buildings there are in Rockefeller Center
- d. the number of people that work at the Empire State Building
- e. the number of windows the Empire State Building has
- f. the height of Rockefeller Center

You can find more information on this topic at

<http://www.mmpi.net/traveleramerican/traveleramericanindex.htm>

# Culture page

► 190

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

A.

- Tell Ss to look at the three pictures and the title of the text.
- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

- Ask Ss some comprehension questions.

*Do people live in the Empire State Building? No, but lots of people work there.*

*How long does it take to go from the 1st floor to the observation deck? It takes under a minute.*

*What happens during some holidays? They change the color of the light at the top of the buildings.*

*Where is the Rockefeller Center? It's between Fifth and Seventh Avenue in New York City.*

*Which is the main building in the plaza? GE (General Electric).*

*What is "The Top of the Rock?" It's an observation deck.*

*What happens to the plaza during the winter? They turn the area in front of the statue into an outdoor ice-skating rink.*

- Ask Ss if there are similar buildings in their country/city.
- Ask Ss if they have been to New York City, if they have visited these buildings, what they liked about the city, etc.
- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

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

KEY

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

# 5 Food

Aims: • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to guess what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Draw Ss' attention to the *Flip through the module and find* section and explain unknown words.
- Then ask Ss to flip through the pages of the module and find where these points are discussed.

- a shopping list: p. 69  
► a girl ordering over the phone: p. 71  
► a breakfast survey: p. 73  
► 3 teenagers talking about fruit and vegetables: pp. 64-65  
► a man ordering food from a waitress: p. 66

- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

KEY

# Food

5

## Discuss:

- ▶ What's your favorite food?
- ▶ Where do you like eating? Do you like going to coffee shops or restaurants?

## Flip through the module and find...

- ▶ a shopping list
- ▶ a girl ordering over the phone
- ▶ a breakfast survey
- ▶ 3 teenagers talking about fruit and vegetables
- ▶ a man ordering food from a waitress

## In this module you will learn...

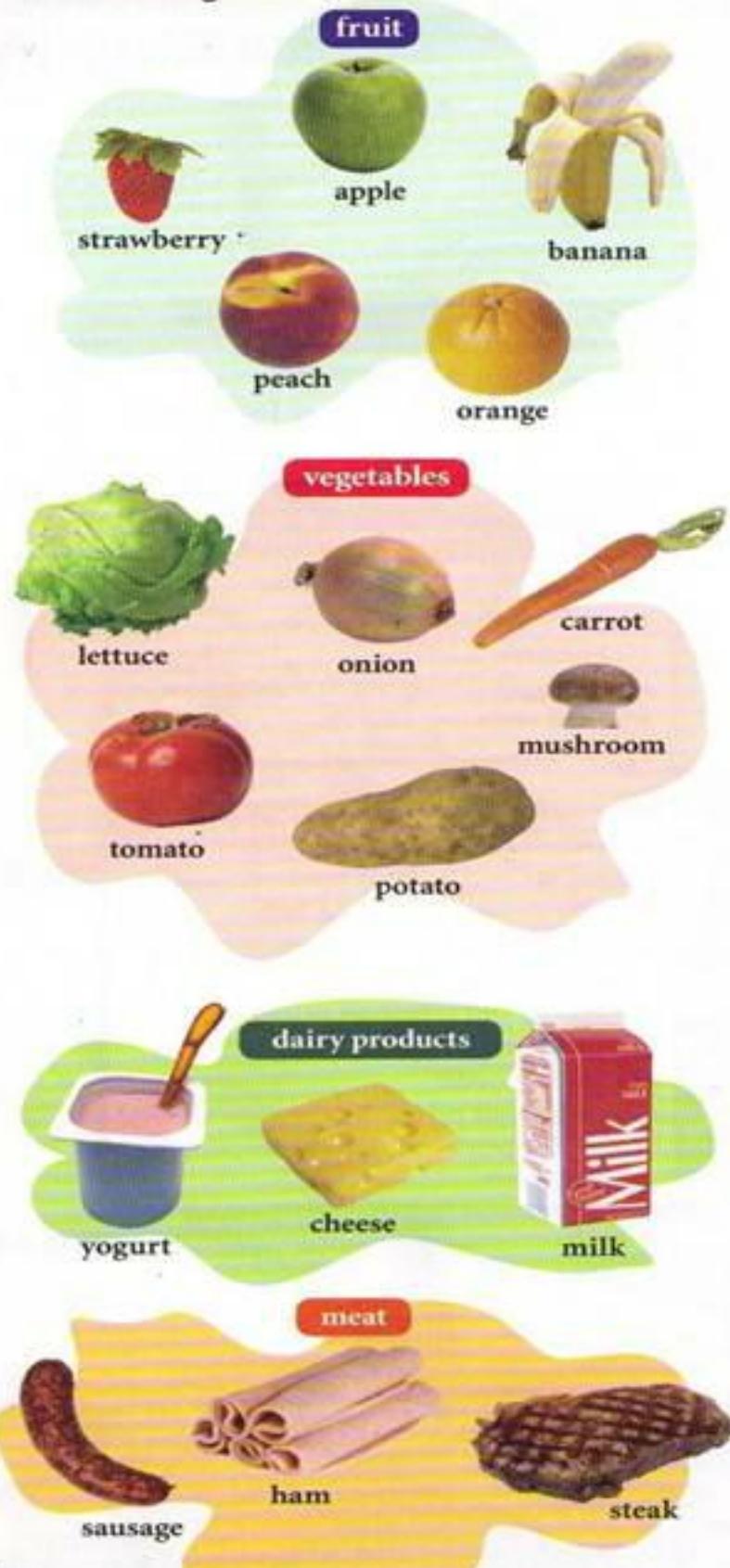
- ▶ to say and write about food preferences
- ▶ to talk about your eating habits
- ▶ to ask and answer about quantity
- ▶ to offer something
- ▶ to accept and refuse an offer
- ▶ to order food
- ▶ to take an order
- ▶ to talk about prices
- ▶ to write about your and other people's eating habits



# 5a What do you eat?

## 1. VOCABULARY

Listen and repeat. What other food can you add to these categories?



## 2. READ

A. Listen and read. Where would you find this text?

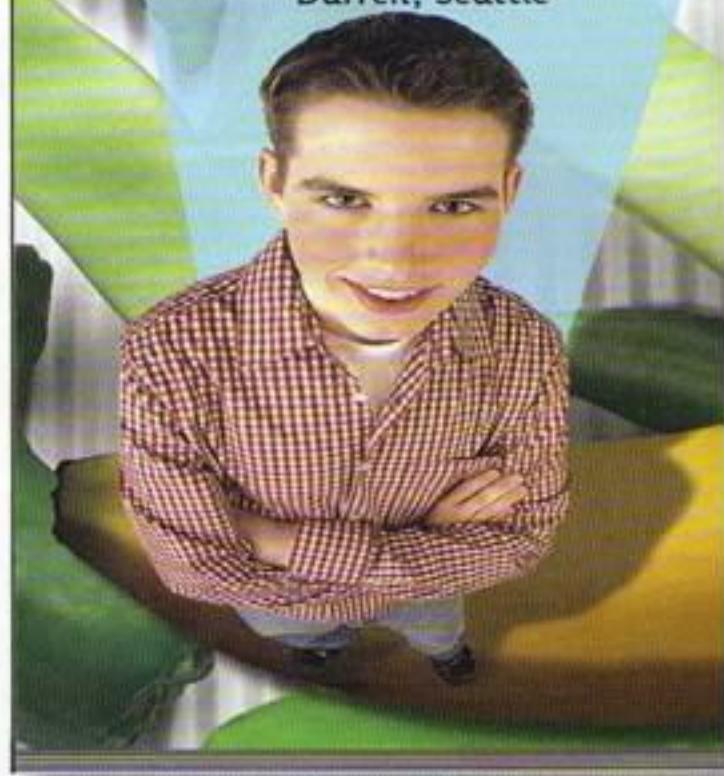
teenweekly

# FOOD CORNER

this week: Do you eat your fruit and veg?

I usually have some vegetables with my meat, like carrots or mushrooms, but I don't like them very much. I love fruit. I eat all kinds of fruit, but I don't eat strawberries. I'm allergic to them.

Darren, Seattle



**Functions**

Expressing likes and dislikes regarding food

**Structures**

Countable / Uncountable nouns

A(n) – Some

**Vocabulary****Food**

apple banana carrot cheese dairy products fruit  
ham lettuce meat milk mushroom onion  
orange peach potato salad sausages steak  
strawberry tomato vegetables yogurt

**Other words and phrases**

delicious good for you love try very much

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Ask Ss the question in the title of the lesson.
- Elicit answers. Make a list of the things Ss eat on the board.

**1. VOCABULARY ➤12**

**Aim:** to introduce fruit, vegetables, dairy products and meat

- Draw Ss' attention to the headings of the four categories (*fruit – vegetables – dairy products – meat*).
- Ask Ss to look at the pictures and read the words.
- Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding picture.
- Help Ss deduce the meaning of the four categories by relating each heading to the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric.
- Elicit answers. Write the four categories on the board and write Ss' answers underneath each heading.

**Suggested answers**

**fruit:** pear, apricot, watermelon, melon, pineapple, grapes, mango, kiwi fruit, fig

**vegetables:** peppers, cucumber, cauliflower, broccoli, cabbage, eggplant, zucchini, beetroot

**dairy products:** butter, margarine, ice cream

**meat:** chicken, bacon, beef

- Ask Ss which of these they eat.

**LANGUAGE PLUS**

There is some confusion about whether a **tomato** is a "fruit" or a "vegetable" and the answer depends on whether you are a scientist or a cook. Scientifically, the tomato is a fruit, or to be precise a berry, of the tomato plant which contains the seeds of the plant. In cooking, some fruits are called "vegetables" because they are savory rather than sweet, but "vegetable" is not a scientific term. So, technically, the tomato is a fruit but it is used in cooking as a vegetable. Other examples are eggplants, peppers, cucumbers and pumpkins.

**2. READ ➤13**

**A. Aims:** • to give Ss practice in identifying the main idea and the type of the text  
• to present vocabulary, structures and functions in the context of a magazine article

- Ask Ss to look at the text and the pictures of the three teenagers.
- Ask Ss to guess what the text will be about and elicit answers.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss to decide what kind of text this is (*an article*) and where they would find it (*in a magazine*).
- Draw Ss' attention to the words *teenweekly*, *this week* and *veg* (an abbreviation for *vegetables*) and ask them the following questions:

*What is the article about? It's about whether the three teenagers eat fruit and vegetables.*

*What kind of magazine is this? A teenage magazine.  
How often is this magazine published? Every week.*

- Ask Ss some comprehension questions:

*What does Darren usually have with his meat? He usually has vegetables.*

*Does he like them? Not very much.*

*Does Samantha like oranges? No, she doesn't.*

*Does she eat vegetables? Yes, she does.*

*Does Oscar like vegetables? Yes, he does.*

*When does he make a salad? In the evening.*

*Does he like salads? Yes, he does.*

- Point out to Ss that the words *Seattle*, *Indianapolis* and *Portland* are the names of the places the three teenagers live in.
- Draw Ss' attention to the sentence *I'm allergic to them*, and explain to them that a lot of people are allergic to strawberries and to different kinds of nuts.

# 5a

B. Aim: to give Ss practice in identifying specific information in the text through open-ended questions

- Get Ss to do the activity and check the answers with the class.

- He doesn't eat strawberries.
- She eats a banana every day.
- Lettuce, a tomato, some cheese and some mushrooms.
- Samantha.

- Choose Ss to read the text aloud and explain any unknown words.

## POST-READING

Aim: to give Ss the opportunity to use the new vocabulary to talk about themselves

- Ask Ss some questions:

- Do you eat fruit and vegetables?  
What fruit do you like/dislike?  
What vegetables do you like/dislike?  
How often do you eat them?  
Do you read teenage magazines?  
What kind of articles do you like reading?*

## 3. GRAMMAR

Aim: to present countable and uncountable nouns and a(an)/some

- Ask Ss to read through the examples. Check that Ss understand that *steak* and *sausages* are countable nouns and *yogurt* is an uncountable noun.
- Get Ss to do the activity and check the answers with the class. Explain the difference in use between *a(n)* and *some*.
- Refer Ss to the Grammar Reference (p. 127).

- a. 2 b. 1 c. 3

- Refer Ss to the Vocabulary activity and ask them to decide which of the nouns are countable and which are uncountable.
- Write COUNTABLE NOUNS and UNCOUNTABLE NOUNS on the board and ask Ss to put the nouns under the correct heading (COUNTABLE NOUNS: *strawberry, apple, banana, peach, orange, lettuce, onion, carrot, tomato, mushroom, potato, sausage, steak*, UNCOUNTABLE NOUNS: *yogurt, cheese, milk, ham*).
- Point out to Ss that the nouns *lettuce*, *yogurt* and *cheese* can sometimes be both countable and uncountable and provide Ss with examples, e.g. *I buy a fresh lettuce from the supermarket every day – I always put some lettuce in my salad, I always have a yogurt for lunch – I have some yogurt for breakfast, I like all kinds of cheeses – I always have some cheese with my lunch.*

## 4. PRACTICE

Aim: to give Ss practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

- some, a, an
- some
- a, some
- some

## 5. PRONUNCIATION ►14.5

A. Aim: to have Ss differentiate between /ɪ/ and /i:/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *milk* and *meat*.
- Elicit the answer that *milk* has a short /ɪ/ sound while *meat* has a long /i:/ sound. If necessary, play the CD again.

B. Aim: to give Ss practice in differentiating between /ɪ/ and /i:/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and check the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

*milk /ɪ/: hospital, live  
meat /i/: peach, these, cheese, police*

## 6. SPEAK

Aim: to give Ss practice in talking about their likes and dislikes

- Get Ss to do the activity in pairs. Go around the class helping Ss when necessary.
- Choose Ss to act out the dialogues.

## 7. WRITE

Aim: to give Ss practice in writing sentences about their food preferences

- Allow Ss some time to write their sentences.
- Choose Ss to read out their sentences.



I don't eat oranges. I can't stand them, but I eat a banana every day. And I usually have some strawberries or an apple after my lunch. Vegetables aren't my favorite food, but I try to eat some every day.  
**Samantha,**  
Indianapolis



I like vegetables very much and I love salads. They're very good for you. I always make a salad in the evening, with some lettuce, a tomato, some cheese and some mushrooms. It's delicious!  
**Oscar,**  
Portland

#### B. Read again and answer the questions.

1. What fruit doesn't Darren eat?
2. What fruit does Samantha eat every day?
3. What is in Oscar's salad?
4. Who usually has some fruit after lunch?

### 3. GRAMMAR

#### COUNTABLE AND UNCOUNTABLE NOUNS / a(n) - some

Read the examples a-c and match.

- a. There's a steak on the table.
- b. There are some sausages in the bag.
- c. There is some yogurt in the salad.

1. some + plural countable nouns
2. a(n) + singular countable nouns
3. some + uncountable nouns

Grammar Reference p.127

### 4. PRACTICE

Complete with *a*, *an* or *some*.

1. **Mark** Let's make a salad.

**Debbie** OK. There are \_\_\_\_\_ tomatoes and \_\_\_\_\_ carrot in the refrigerator.

**Mark** And here's \_\_\_\_\_ onion.

2. **Kevin** Mom, I want \_\_\_\_\_ cheese and ham, please.

**Mum** Sure.

3. I have \_\_\_\_\_ banana and \_\_\_\_\_ peaches in my bag.

4. Have \_\_\_\_\_ fruit with your yogurt. It's delicious!

### 5. PRONUNCIATION

A. Listen and repeat. What's the difference between *a* and *e*?

- a. milk      b. meat

B. Listen and check the sound you hear.

	milk /ɪ/	meat /e:/
peach		
hospital		
these		.
live		
cheese		
police		

### 6. SPEAK

Talk in pairs about your likes and dislikes.

*I like vegetables very much. Do you eat vegetables?*

*No, I don't like them. I like...*

### 7. WRITE

Write a few sentences about what food you like and don't like.

# 5b Can I take your order?

## 1. VOCABULARY

Listen and repeat.



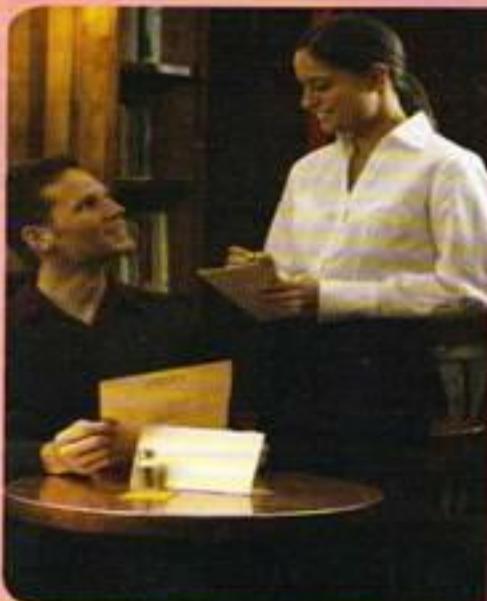
## 2. READ

A. Look at the pictures and try to match the phrases a-d with the two dialogues. Then listen, read and check your answers.



- Tess So, what would you like?  
 Ian I'd like some potato chips and a coke. I'm not very hungry. And you?  
 Tess Those sandwiches look nice. I'd like a tuna sandwich.  
 Ian Anything else? Do you want a coke?  
 Tess No, thanks. I'm not thirsty. Get me a coffee.  
 Ian Milk and sugar?  
 Tess Yes.

- a. Get me a coffee.  
 b. Can I take your order?  
 c. Anything else?  
 d. I'm afraid we don't have any ice cream.



### TIP

Before you read, try to predict what the text is about with the help of the pictures.

- |          |   |
|----------|---|
| Waitress | Can I take your order?  |
| Mike     | I'd like some pasta with mushroom sauce.                        |
| Waitress | OK. Would you like a drink with that?                           |
| Mike     | Yes, please. I'd like some water.                               |
| Waitress | OK. Is that all then?   |
| Mike     | Yes... No wait! I'd like some strawberry ice cream for dessert. |
| Waitress | I'm afraid we don't have any ice cream.                         |
| Mike     | Then I'd like some cheesecake.                                  |
| Waitress | Thank you, sir.   |

**Functions**

Ordering food  
Taking an order  
Reading a menu  
Making offers  
Accepting and refusing offers

**Structures**

some/ any

**Vocabulary****Food and drink**

cheesecake chicken coke dessert egg ice cream  
ketchup orange juice pasta potato chips rice  
sandwich sauce soup sugar tea tuna

**Other words and phrases**

Can I take your order? Get me... hungry I'm afraid...  
Is that all then? thirsty waiter waitress  
Would you like...? I'd like...

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Translate it into Ss' L1 if necessary.
- Ask Ss where they can be asked or hear this question and elicit answers (*at a restaurant or a coffee shop*).
- Ask Ss what the lesson will be about and elicit answers.

**1. VOCABULARY ►16**

Aim: to introduce vocabulary related to food and drinks

- Ask Ss to read the words and look at the pictures. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Write the following phrases on the board: *I would like a ... / an ... / some ...*. Explain that it is a polite way of stating what you want.
- Choose a student and ask the question: *Can I take your order?*
- Elicit the student's answer: *I would like ...*
- Go around the class asking Ss the same question and elicit answers.

**2. READ ►17**

- A. Aims:
- to give Ss practice in predicting the content of dialogues by using visual information
  - to give Ss practice in identifying the main idea of a dialogue
  - to present vocabulary, structures and functions in the context of short dialogues

- Draw Ss' attention to the TIP.
- Ask Ss to look at the first picture and tell you what they can see (*a young man and a woman standing in a coffee shop / restaurant deciding what to order*).
- Ask Ss to look at the second picture and tell you what they can see (*a man sitting at a coffee shop / restaurant and a waitress taking his order*).
- Ask Ss to match the phrases a-d with the two dialogues and provide justification.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.

Dialogue 1: a, c  
Dialogue 2: b, d

- Ask Ss some questions:

**Dialogue 1:**

*Is Ian very hungry? No, he isn't.*

*Does Tess like the sandwiches? Yes, she does.*

*Is Tess thirsty? No, she isn't.*

*What does Tess want to drink? Coffee.*

*What does she want in her coffee? Milk and sugar.*

**Dialogue 2:**

*What does Mike order? Pasta with mushroom sauce, water and cheesecake.*

*What is the waitress telling him about the ice cream? That they don't have any.*

**LANGUAGE PLUS**

- The noun *coffee* can be both countable and uncountable.  
*e.g. Get me a (cup of) coffee – countable*  
*Buy some coffee from the supermarket – uncountable*
- Waitress* is the feminine for *waiter*.

# 5b

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

- KEY  
1. a coffee instead of a coke  
2. no sandwich and a coke instead of coffee  
3. pasta with mushroom sauce instead of tomato sauce, cheesecake instead of strawberry ice cream

- Choose Ss to act out the two dialogues and explain any unknown words.

## 3. GRAMMAR

Aim: to present *some / any*

- Ask Ss to read through the first set of examples and tell you when *some* is used.
- Help Ss deduce that we use *some* in affirmative sentences with uncountable nouns (*There's some soup in the bowl.*) and with plural countable nouns (*There are some carrots in my salad.*) as well as in questions when we offer something politely (*Would you like some water?*).
- Ask Ss to read through the second set of examples and tell you when *any* is used.
- Help Ss deduce that we use *any* with uncountable and plural countable nouns in negative sentences (*There isn't any water in the refrigerator.*) and questions (*Do we have any eggs?*).
- Ask Ss to refer to the dialogues and find examples with *some* and *any* (*I'd like some potato chips, I'd like some pasta, I'd like some water, I'd like some strawberry ice cream, I'm afraid we don't have any ice cream, I'd like some cheesecake.*).
- Refer Ss to the Grammar Reference (p. 127).

## 4. PRACTICE

Aim: to give Ss practice in using *some / any* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- KEY  
1. some  
2. some  
3. any  
4. some  
5. any  
6. any  
7. some  
8. some  
9. any  
10. some

## 5. LISTEN ►B

Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the menu.
- Play the CD twice.
- Check the answers with the class.

M: orange juice, cheese and tomato sandwich,  
chocolate ice cream  
W: water, green salad

## LISTENING TRANSCRIPT

Waiter	Good afternoon. Can I take your order?
Man	Yes.
Waiter	OK. Let's start with drinks.
Man	Orange juice, please.
Waiter	Orange juice for you, too?
Woman	No, just water for me, please.
Waiter	Good. So, what would you like to eat?
Man	I'd like a cheese and tomato sandwich.
Waiter	OK. And you ma'am?
Woman	Just a salad for me.
Waiter	A green salad?
Woman	Yes, please.
Waiter	Anything for dessert?
Woman	Not for me.
Man	I'd like some ice cream.
Waiter	The chocolate ice cream is very nice.
Man	OK. Chocolate it is.
Waiter	Excellent. Can I have your menus?

## 6. SPEAK

Aim: to give Ss practice in ordering food and taking an order at a restaurant

- Explain the activity to Ss.
- Write the following on the board:

CUSTOMER

*I'd like...*

*No, thanks.*

*Yes, please.*

WAITER/WAITRESS

*Can I take your order?*

*Would you like...?*

*Is that all?*

*I'm afraid we don't have any...*

*Anything else?*

*Thank you.*

- In pairs, Ss take turns to order food and take an order. Go around the class helping Ss when necessary.
- Choose some Ss to act out the dialogue.

### 3. GRAMMAR

some / any

Read the examples. In which cases do we use **some** and **any**?

There's **some** soup in the bowl.  
There are **some** carrots in my salad.  
Would you like **some** water?

There isn't **any** water in the refrigerator.  
Do we have **any** eggs?

Grammar Reference p.127

### 4. PRACTICE

Complete with **some** or **any**.

- 1.
- A: Are you hungry? There are (1) \_\_\_\_\_ cheese sandwiches in the refrigerator and there are (2) \_\_\_\_\_ sausages on the table.  
B: I want a sandwich, but I don't want (3) \_\_\_\_\_ sausages.  
A: Would you like (4) \_\_\_\_\_ ketchup with your sandwich?  
B: Sure.  
A: Oops, we don't have (5) \_\_\_\_\_ ketchup.  
B: That's OK.
- 2.
- A: Do we have (6) \_\_\_\_\_ pasta?  
B: No, we don't. Get (7) \_\_\_\_\_ from the supermarket.  
A: OK. What about milk and orange juice?  
B: Well, we have (8) \_\_\_\_\_ milk, but we don't have (9) \_\_\_\_\_ orange juice. We need (10) \_\_\_\_\_ tea, too.  
A: OK.

### 5. Read again and find the mistakes in each picture.



### 5. LISTEN

Listen to the people ordering and write M for Man and W for Woman on the menu below.

## DAVE'S PLACE

### DRINKS

tea        
coffee      
orange juice      
water   

### SALADS

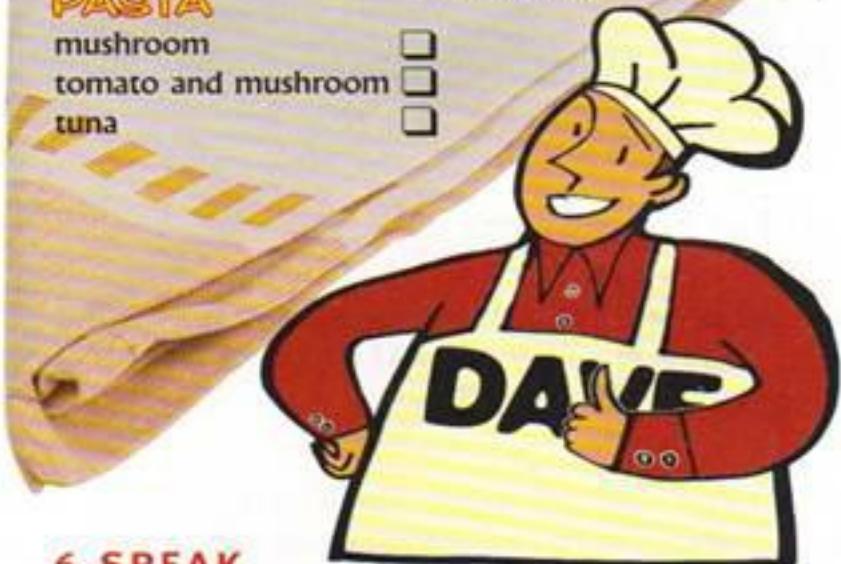
tomato salad      
potato salad      
green salad   

### DESSERTS

chocolate cake      
ice cream: banana      
                      chocolate      
                      strawberry   

### PASTA

mushroom      
tomato and mushroom      
tuna   



### 6. SPEAK

#### ROLE PLAY

Talk in pairs.

**Student A:** Imagine you are a waiter/waitress at DAVE'S PLACE. Look at the menu above and cross out three items. Then talk to Student B and take his/her order.

**Student B:** Imagine you are at DAVE'S PLACE and you want to order. Student A is the waiter/waitress. Give him/her your order.

*Can I take your order?*

*Yes, I'd like...*

*Would you like...?*

# 5C At the supermarket

## 1. VOCABULARY

A. Listen and repeat.

a bottle of...



a glass of...



a cup of...



a can of...



a slice of...



a box of...  
a bag of...



a box of...  
a bag of...



a box of...  
a bag of...



B. Look at the pictures below and name the items.



## 2. READ

A. Look at the picture. What do you think the girls are talking about? Listen, read and check your answers.

Carla Hey, let's get some chips for the trip.

Sandy Sure. How many bags do you want?

Carla Just four.

Sandy We need drinks, too. How much water do we need?

Carla I drink lots of water so get three bottles. But I want a can of coke, too.

Sandy Me too. What about some fruit?

Carla No, thanks. But we need a big box of cookies.

Sandy And chocolate.

Carla Not for me, I'm on a diet.

Sandy Diet? What diet? You have chips, coke, cookies...

Carla Calm down. It's a long way to Chicago, remember?

Sandy Let's get some chocolate, then.



B. Read again and answer the questions.

1. Where do the girls want to go?
2. How many bags of chips do the girls get?
3. How many bottles of water do the girls get?
4. How many cans of coke do the girls get?
5. Who doesn't want any chocolate?

**Functions**

Asking and answering about quantity  
Talking about one's eating habits

**Structures**

How much...? / How many...?

**Vocabulary****Containers**

a bag of a bottle of a box of a can of a cup of a glass of  
**Food and drink**

bread cookie hot chocolate soda

**Other words and phrases**

a slice of Calm down drink (v.) I'm on a diet  
just Not for me remember

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.
- Ask Ss some questions:

*How often do you go to the supermarket?  
Do you like going to the supermarket?  
What things do you buy from the supermarket?*

- Elicit answers.

**1. VOCABULARY ►19**

A. Aim: to introduce vocabulary related to food and drink and expressions of quantity

- Draw Ss' attention to the words *a bottle/glass/cup/can/slice/bag/bag of*.
- Explain to Ss that we usually put these words in front of uncountable nouns that describe liquids and food to define their quantity.
- Ask Ss to look at the pictures and read the words. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.

B. Aim: to give Ss practice in using expressions of quantity

- Get Ss to do the activity and check the answers with the class.

a glass of milk, a bottle of water, a can of soup, slices  
of cheese, a cup of tea, a bag of chips

**2. READ ►110**

A. Aims: • to give Ss practice in predicting the content of the dialogue by using visual information  
• to give Ss practice in identifying the main idea of the dialogue  
• to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the picture and tell you what they can see (*two girls shopping at a supermarket*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.

- Ask Ss some questions:

*What do the girls want to buy for the trip? They want to buy food and drink.  
What do they buy? Chips, water, coke, cookies and chocolate.  
Does Carla drink lots of water? Yes, she does.  
Do the girls buy fruit? No, they don't.  
Is it a long trip to Chicago? Yes, it is.*

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. They want to go to Chicago.
2. Four.
3. Three.
4. Two.
5. Carla.

KEY

- Choose Ss to act out the dialogue and explain unknown words.

**POST-READING**

Aim: to give Ss the opportunity to use the new vocabulary to talk about themselves

- Ask Ss some questions:

*What kind of snacks do you like?  
Do you eat lots of snacks every day?  
Do you eat snacks at school/at work?  
What do you usually buy for a trip?*

**3. GRAMMAR**

**Aim:** to present *How much? / How many?*

- Briefly revise countable and uncountable nouns by asking Ss to give you some examples.
- Ask Ss to read through the examples and do the activity.
- Check the answers with the class.

1. b 2. a



- Ask Ss to find examples of *how many/how much* in the dialogue (*How many bags do you want? / How much water do we need?*).
- Point out to Ss that whereas we can't normally count drinks like *milk/coffee/tea*, we can when using containers such as *a cup/glass/bottle of*.
- Refer Ss to the Grammar Reference (p. 127).

**4. PRACTICE**

**Aim:** to give Ss practice in using *How much? / How many?* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. How many  
2. How much  
3. How much, How many

**5. LISTEN ► 11, 12**

**A. Aim:** to give Ss practice in listening for specific information and completing a shopping list

- Draw Ss' attention to the TIP.
- Ask Ss to look at the picture and tell you what they can see (*a man and a woman shopping at a supermarket*).
- Ask Ss to tell you what they think the relationship between the people in the picture is (*they are a couple*) and what they are talking about (*the things they need to buy*).
- Ask Ss to read through the shopping list and predict the type of information missing.
- Play the CD.
- Check the answers with the class.

tomatoes  
3/three  
bag  
can



**B. Aim:** to give Ss practice in listening for specific information

- Play the CD.
- Check the answers with the class.

They don't need to buy any potatoes, pasta or chicken.

**LISTENING TRANSCRIPT**

Mr. Jackson	How many tomatoes do we need?
Mrs. Jackson	Five tomatoes and make sure they're big.
Mr. Jackson	OK. What about potatoes? Do we need any?
Mrs. Jackson	No, we don't. But, we need some onions for the sauce.
Mr. Jackson	How many do you want?
Mrs. Jackson	Just three. Oh, and don't forget to get some carrots.
Mr. Jackson	Sure. Is this bag of carrots OK?
Mrs. Jackson	Yes, it is.
Mr. Jackson	OK. Let's go and get a box of pasta, now.
Mrs. Jackson	No. Not pasta. We need rice.
Mr. Jackson	Rice? How much rice?
Mrs. Jackson	Just a box.
Mr. Jackson	Do we also need mushrooms?
Mrs. Jackson	Yes, get a can of mushrooms from that shelf over there.
Mr. Jackson	We have some chicken at home. Do we need more?
Mrs. Jackson	No, we don't.

- Initiate a discussion by asking Ss some questions:

*Do you make a shopping list before you go to the supermarket? Why/Why not?  
Do you go to the supermarket on your own or with your parents/friends?*

**6. SPEAK**

**Aim:** to give Ss practice in asking and answering about their eating habits

- In groups of five, Ss take turns to ask and answer about their eating habits. Go around the class helping Ss when necessary.
- Choose a student from each group to report his/her group's answers to the class.

### 3. GRAMMAR

#### HOW MUCH? / HOW MANY?

Read the examples.

How much water do you drink?  
I drink about two bottles a day.

How many glasses of milk do you drink a day?  
I drink four glasses of milk a day.

Choose **a** or **b**.

1. We use **How much** with

- a. countable nouns.
- b. uncountable nouns.

2. We use **How many** with

- a. countable nouns.
- b. uncountable nouns.

Grammar Reference p.127

### 4. PRACTICE

Complete the dialogues with *how much* or *how many*.

1. Barry \_\_\_\_\_ tomatoes do you need for your salad?

Peter Just one. But I also need some lettuce.

2. Adam \_\_\_\_\_ coffee do you drink a day?

Diego I only drink one cup of coffee in the morning.

3. Gina \_\_\_\_\_ milk do you need for the cake?

Paola I need four cups.

Gina OK. We have a bottle in the refrigerator.  
\_\_\_\_\_ eggs do you want?

Paola Three.

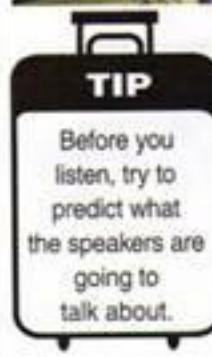
Gina Oh, no. We only have two.

### 5. LISTEN



A. Two people are shopping in a supermarket.

Listen and complete the woman's shopping list.



#### TIP

Before you listen, try to predict what the speakers are going to talk about.

<input type="radio"/>	5 _____	onions
<input type="radio"/>	_____	of carrots
<input type="radio"/>	a _____	
<input type="radio"/>	a box of rice	
<input type="radio"/>	a _____	of mushrooms
<input type="radio"/>		

B. Listen again. What don't they need to buy?

### 6. SPEAK

#### CLASS SURVEY

Talk in groups. Go to page 122.

# 5d Fast food

## 1. VOCABULARY

A. Listen and repeat.



pizza



French fries



hot dog



noodles



tacos



burger

B. Listen and repeat. Then say how much the food above costs in your country.



## money

£5.85 = five pounds and eighty-five pence

€13.59 = thirteen euros and fifty-nine cents

\$49.15 = forty-nine dollars and fifteen cents

## 2. READ

A. Look at the pictures. What do you think the people are ordering? Listen, read and check your answers.



- Fred Hi, I'd like a hot dog and fries, please.  
Woman Do you want ketchup and mustard?  
Fred Just mustard.  
Woman Here's your hot dog and fries.  
Fred Great. How much is that?  
Woman \$4.85.  
Fred Here's \$5.  
Woman And here's fifteen cents change.



- Tony Hi, I'd like a slice of ham and mushroom pizza.  
Man Sure. That's \$2.75, please.  
Tony Sorry, but it says \$2.50 on here.  
Man No, that's just ham pizza.  
Tony Oh, you're right.  
Man Anything to drink?  
Tony Umm... I'd like a soda, please.  
Man Medium or large?  
Tony Medium. How much is that?  
Man \$4.  
Tony There you go.  
Man Enjoy!

**Functions**

Ordering food  
Taking an order  
Talking about prices  
Reading a menu

**Vocabulary****Fast Food**

burger French fries hot dog kebab noodles  
pizza tacos

**Money**

cent change dollar euro pence pound

**Other words and phrases**

fried How much is that? medium mustard say  
*There you go*

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.
- Ask Ss some questions:

*Do you like fast food?*

*How often do you eat fast food?*

**1. VOCABULARY ► 13, 14**

**A. Aim:** to present different types of fast food

- Ask Ss to look at the pictures and the words.
- Ask Ss: *What do the pictures show?* and elicit the answer: *Different types/kinds of fast food.*
- Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Ask Ss some questions:

*What is your favorite fast food?*

*What is the most popular fast food in your country?*

- Ask Ss if they know where the types of fast food shown in the pictures come from.
- Elicit answers (*pizza* = Italy, *French fries* = Belgium, *tacos* = Mexico/Spain, *noodles* = Asia, *kebab* = Middle East, *burger/hot dog* = U.S.A.).

**LANGUAGE PLUS**

These are two main types of kebab. *Shish kebab* is a meal of small chunks of meat grilled on a skewer. *Döner kebab* is slices of meat slowly roasted on a rotating spit, and commonly served in pita bread.

- Play the CD and pause so that Ss can repeat what they hear.

**B. Aim:** to introduce and give Ss practice in talking about prices in different currencies

- Play the CD and pause so that Ss can repeat what they hear.
- Explain to Ss how sums of money are read in English.
- Ask Ss to tell you where *dollars/cents*, *pounds/pence* and *euros/cents* are used.

**BACKGROUND NOTE**

Dollars/cents are used in the U.S.A.

Pounds/pence are used in the U.K.

Euros/cents are used in countries of the European Union.

Australian dollars/cents are used in Australia.

Canadian dollars/cents are used in Canada.

- Ask Ss the question in the rubric. Choose a student and ask him/her: *How much does a pizza cost?* and elicit the answer: *e.g. A pizza costs \$11.50.*
- Choose Ss to tell you how much the food shown in the remaining pictures costs.
- For further practice in talking about prices, ask Ss to tell you how much other items cost (*e.g. a pencil, a pen, a notebook, a cell phone, a bag, etc.*).

**2. READ ► 15**

**A. Aims:** • to give Ss practice in predicting the content of dialogues by using visual information  
• to give Ss practice in identifying the main idea of the dialogues  
• to present vocabulary and functions in the context of three dialogues

- Draw Ss' attention to the three pictures and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss read and listen to the first dialogue and check their predictions.
- Do the same with the other two dialogues.



The man in the **first picture** is ordering a hot dog and fries.

The man in the **second picture** is ordering a slice of ham and mushroom pizza and a soda.

The woman in the **third picture** is ordering chicken noodles and some fried rice.

- Ask Ss some questions:

*Does Fred want mustard on his hot dog? Yes, he does.  
How much money is the woman giving Fred back? Fifteen cents.*

*Does Tony want something to drink? Yes, he does.  
How much does a medium soda cost? It costs \$1.25.  
What is the name of the restaurant Jasmine is calling? Dragon's Den.*

*What is Jasmine's phone number? It's 555 - 5573.  
What is the number of Jasmine's apartment? 8.  
How much does Jasmine's order cost? It costs \$11.50.*

**LANGUAGE PLUS**

We use the phrase *There you go* when we give someone something they want, have asked for or have bought.

# 5d

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

1. F 2. F 3. F 4. T 5. F 6. T

KEY

- Choose Ss to act out the dialogues and explain any unknown words.

## POST-READING

Aim: to give Ss the opportunity to use the new vocabulary to talk about themselves

*Do you order food at home?*

*What type of food?*

*Do you prefer ordering food at home or going to a fast food restaurant?*

*Do you like Chinese food?*

## 3. PRONUNCIATION ► 16. 17

A. Aim: to have Ss differentiate between /g/ and /dʒ/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *burger* and *orange*.
- Elicit the answer: *burger* has a /g/ sound while *orange* has a /dʒ/ sound. If necessary, play the CD again.

B. Aim: to give Ss practice in differentiating between /g/ and /dʒ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and check the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

/g/: sugar, yogurt, hungry, glass

/dʒ/: juice, change, sausages, enjoy, vegetables

KEY

## 4. LISTEN ► 18

Aim: to give Ss practice in listening for specific information

- Ask Ss to tell you what each picture shows (*a hot dog, a frozen pizza, a burger*).
- Play the CD twice.
- Check the answers with the class.
- If necessary, play the CD again in order to clarify any questions Ss may have.

hot dog: \$2.30

pizza: \$2.50

burger: \$1.99

KEY

## LISTENING TRANSCRIPT

1.

Hot dogs! Hot dogs! Come and get your tasty hot dogs! I have fried onions! I have fried mushrooms and lots of different sauces to choose from. A normal hot dog with mustard is 1.99. A hot dog with onions, mustard and ketchup is 2.30 and a hot dog with a drink is 2.99. Come and get it!

2.

This is an announcement to all customers. Today only, a box of tacos is 3.99. All frozen pizzas are 2.50 each and 2 bottles of soda are just 1.50. Remember, this offer is only for today. Thank you.

3.

...I'm telling you it's really cheap there... It is! OK, how much is a burger at Ryan's Restaurant? 2.60? Well, it's 1.99 at Fast Food House. And fries are only 79 cents... It's true!... Yeah, they taste really nice. Let's go there tonight... OK... See you later.

## 5. SPEAK

Aim: to give Ss practice in ordering food and taking an order at a restaurant and talking about prices

- Ask Ss to read through the menu and make sure that they don't have any unknown words or questions.
- In pairs, Ss take turns to take and give their orders. Go around the class helping Ss when necessary.
- Choose Ss to act out the dialogues in class.

### 3. PRONUNCIATION

- A. Listen and repeat. What's the difference between *a* and *ə*?
- a. burger      b. orange

- B. Listen and check the sound you hear.

	burger /g/	orange /dʒ/
sugar		
juice		
change		
yogurt		
sausages		
enjoy		
hungry		
vegetables		
glass		



- Man Dragon's Den. What's your phone number, please?
- Jasmine 555 - 5573.
- Man 27 Park Street, apartment 8, Miss Cooper. Is that right?
- Jasmine Yes.
- Man OK. What would you like?
- Jasmine I'd like chicken noodles and some fried rice.
- Man OK.
- Jasmine How much is that?
- Man \$11.50.
- Jasmine Thanks.

### B. Read again and write T for True or F for False.

1. Fred wants ketchup and mustard on his hot dog.
2. A hot dog is \$4.85.
3. A slice of ham and mushroom pizza is \$2.50.
4. Tony orders a medium soda.
5. Jasmine lives in an apartment on Cooper Street.
6. Jasmine orders noodles and rice.

### 4. LISTEN

Listen and write the prices.



### 5. SPEAK

#### ROLE PLAY

Talk in pairs.

Student A: Imagine that you work at Burger Palace. Take Student B's order.

Student B: Decide what you want to eat and order at Burger Palace.

BURGER PALACE			
burger	\$2.00	salad	
cheeseburger	\$2.50	medium	\$2.50
chicken burger	\$2.50	large	\$3.00
burger special	\$3.00		
hot dog	\$2.50	fries	
hot dog special	\$3.00	medium	\$1.00
		large	\$1.50
kebab			
medium	\$3.00	coke/soda	
large	\$4.00	medium	\$1.00
		large	\$1.50

*What would you like?*

*I'd like a cheeseburger.*

*Would you like French fries with that?*

*Yes, please. Medium fries. How much is that?*

*\$3.50, please.*

*Here's \$4.*

*And here's 50 cents change. Enjoy your meal!*

# 5e Eating habits

## 1. VOCABULARY

Listen and repeat. Do you ever have any of these for breakfast?



cereal



pancakes



oatmeal



beans + toast



waffles + syrup

## 2. READ

A. What do people in the U.S.A. and Britain have for breakfast? Listen, read and find out.

# BREAKFAST!

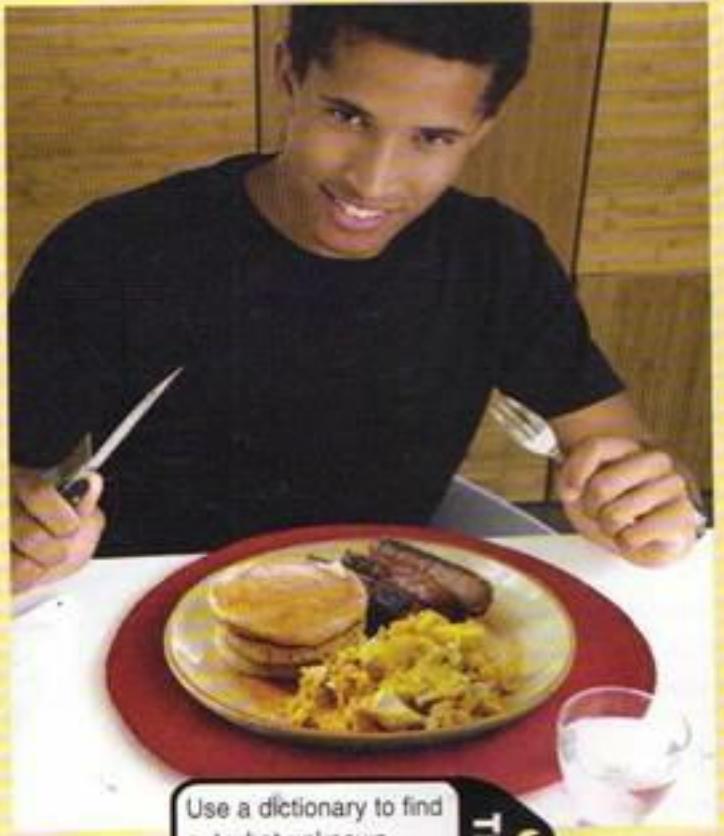
The first meal of the day!

### American Breakfast

The traditional breakfast in the U.S. and Canada is a hot meal usually without any vegetables. It includes pancakes with maple syrup, waffles, croissants, bacon, scrambled or fried eggs, etc. This breakfast is popular but, during the week, Americans just have toast or cereal and coffee, milk or orange juice. Some people don't have breakfast at all. Coffee shops or diners serve breakfast all day and many people usually go there on the weekend.

### Full English Breakfast

"The only way to eat well in England is to have breakfast three times a day!" (Somerset Maugham) The traditional English breakfast is a hot meal. It includes eggs, bacon and sausages, fried tomatoes, baked beans, mushrooms, toast, black pudding and tea or coffee. Not many British people eat it during the week. They prefer cereal, oatmeal, toast, fruit, yogurt and tea or coffee. They usually enjoy a Full English on the weekend. Coffee shops or "greasy spoons" serve this breakfast at any time of the day.



Use a dictionary to find out what unknown words mean.

TIP

B. Read again and write A for American Breakfast, E for Full English Breakfast or B for Both.

1. People eat this breakfast in diners.
2. This breakfast includes vegetables.
3. People usually have this breakfast on weekends.
4. People eat this breakfast in "greasy spoons."
5. This breakfast includes cooked food.

**Functions**

Talking about the meals of the day  
Discussing eating habits

**Structures**

Linking words *and*, *but*, *or*

**Vocabulary****Food**

bacon beans butter cereal croissant donut  
jam oatmeal omelet pancakes syrup toast  
waffles

**Other words**

during include meal people popular prefer  
serve traditional without

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. If necessary, translate it into Ss' L1.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

**1. VOCABULARY** ➤19

Aim: to introduce different types of food people eat for breakfast

- Ask Ss to look at the pictures and read the words.
- Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and elicit answers.

**LANGUAGE PLUS**

**Oatmeal** is a thick soft white food made by boiling oats in milk or water; it's eaten warm, especially for breakfast.

- Ask Ss if they have anything else for breakfast and elicit answers.

**PRE-READING**

Aim: to give Ss practice in making predictions about the content of a text based on verbal and visual prompts

- Draw Ss' attention to the picture and to the title of the text.
- Ask Ss what the text is about (*It's about American and English breakfasts*).
- Ask Ss some questions:

*Have you ever been to the U.S.A. or to the U.K. or Canada?  
Did you stay at a hotel?  
What kind of breakfast was served?*

**2. READ** ➤20

- A. Aims: • to present vocabulary and functions in the context of an article about American and English breakfasts  
• to give Ss practice in identifying the main idea of the text

- Ask Ss if they know what Americans and English people have for breakfast.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and ask Ss to read and listen at the same time to check their predictions.

- Ask Ss some questions:

*Does the American breakfast include any vegetables? No, it usually doesn't.*

*Is it a hot or a cold meal? It's a hot meal.*

*What do Americans usually have for breakfast during the week? Toast or cereal and coffee, milk or orange juice.*

*Do all Americans have breakfast? No, they don't.*

*What is the first meal of the day? Breakfast.*

*Do the English have the traditional English breakfast every day? No, they don't.*

*What do the English usually drink in the morning? Tea or coffee.*

*Is the traditional English breakfast available at coffee shops only in the morning? No, it isn't.*

**BACKGROUND NOTE**

W. Somerset Maugham (1874-1965) was an English novelist and playwright.

A *greasy spoon*, as the phrase itself suggests, is a small, cheap restaurant which sells mostly fried food.

- Draw Ss' attention to the TIP. Choose a word from the text (e.g. *traditional*) and demonstrate how you look it up in a dictionary. Ask Ss to look up the words *include*, *serve* and *popular* in their dictionaries.

- B. Aim: to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

1. A 2. E 3. B 4. E 5. B



- Choose Ss to read the text aloud and explain any unknown words.

**POST-READING**

Aim: to give Ss the opportunity to use the new vocabulary to talk about breakfast in their country and express opinion

- Ask Ss some questions:

*Do people in your country have different breakfasts on weekdays and on weekends?*

*What do they usually have?*

*Do you agree that breakfast is the most important meal of the day?*

*Do you have breakfast every day?*

*Why do you think some people don't have breakfast?*

**3. SPEAK****Aim:** to give Ss practice in talking about eating habits

- Get Ss to play the game and ask the winner to report his/her findings to the class.
- Ask other Ss to report their findings to the class.

**4. WRITE****Aim:** to introduce linking words

- Get Ss to read through the box and make sure that they understand the difference in use between *and*, *but* and *or*.
- Get Ss to underline examples of *and*, *but* and *or* in the text on page 72 (e.g. *This breakfast is popular but, during the week, Americans just have toast or cereal and coffee, milk or orange juice. / It includes eggs, bacon and sausages, fried tomatoes, baked beans, mushrooms, toast, black pudding and tea or coffee.*).
- Ask Ss to come up with similar sentences about themselves (e.g. *Every morning I usually have toast and butter or an omelet but I never have oatmeal.*).

**A.** Aim: to give Ss practice in using linking words

- Get Ss to do the activity and check the answers with the class.

1. or 2. but 3. but 4. and 5. or 6. and/or 7. but 8. and **B.** Aim: to give Ss practice in writing a paragraph about their eating habits

- Read out and explain the TIP.
- Allow Ss some time to write their paragraphs.
- Choose Ss to read out their paragraphs.

**WORKBOOK LISTENING ► 21****LISTENING TRANSCRIPT****Man**

I love my Sunday breakfasts. I get up at around 10 o'clock and have a big breakfast. First, I have some oatmeal and then I have an omelet with some beans and toast. I never have coffee or juice, but I always have some tea.

**Woman**

I always get up late on Sundays. I have some oatmeal and then I have waffles and syrup. Mmmm, delicious! I never have beans and toast. Errgh.... Also, I don't like coffee, so I have a cup of tea and some orange juice.



croissant + butter + jam



omelet



donuts

### 3. SPEAK

#### GAME

Go around the class, ask questions and complete the sentences. Be the first to complete five of the sentences with different names and you're the winner!

## What do you have

\_\_\_\_\_ has cereal.

\_\_\_\_\_ has oatmeal.

\_\_\_\_\_ has coffee.

\_\_\_\_\_ has pancakes.

\_\_\_\_\_ has an omelet.

\_\_\_\_\_ has toast and butter.

\_\_\_\_\_ has a donut.

\_\_\_\_\_ has yogurt.

\_\_\_\_\_ has fruit.

\_\_\_\_\_ has pizza.

## for breakfast?

*Do you have cereal for breakfast?*

*Yes, I do. / No, I don't.*

### 4. WRITE

#### Linking words

- We use **and** to join similar ideas.

*For lunch, I have a sandwich.*

*For lunch, I also have an apple.*

***For lunch, I have a sandwich and an apple.***

- We use **but** to join two opposite ideas.

*I like yogurt.*

*I don't like milk.*

***I like yogurt, but I don't like milk.***

***I don't like milk, but I like yogurt.***

- We use **or** to show that there is a choice or alternative.

*Do you want ice cream for dessert?*

*Do you want cheesecake for dessert?*

***Do you want ice cream or cheesecake for dessert?***

#### A. Complete with **and**, **but** or **or**.

- I'd like some chocolate \_\_\_\_\_ some cake. What do we have?
- My parents love beans, \_\_\_\_\_ I think they're terrible.
- We never have pancakes for breakfast, \_\_\_\_\_ we sometimes have an omelet.
- For dinner, I usually have a steak \_\_\_\_\_ a salad.
- Jerry always has coffee \_\_\_\_\_ tea with his breakfast.
- For breakfast, I have cereal \_\_\_\_\_ a glass of orange juice.
- I don't eat vegetables, \_\_\_\_\_ I like fruit.
- I usually put cheese, ham \_\_\_\_\_ mushrooms on my pizza.

#### B. Write a paragraph about your eating habits.

##### My eating habits

For breakfast, I usually have...

For lunch,...

For dinner,...



Do not write very short sentences. Join your ideas with **and**, **but** or **or**.



# 5 Round-up

## VOCABULARY

### A. Put the words in the correct category.

yogurt cheesecake chicken apple  
donut ham steak hot dog milk butter  
lettuce pizza onion orange carrot peach  
chocolate kebab

dairy products	fruit	vegetables
meat	fast food	desserts

### B. Complete with the words in the box.

glass box slice cup can bottle

- Remember to get a \_\_\_\_\_ of pasta and a \_\_\_\_\_ of soup, too.
- Would you like a \_\_\_\_\_ of tea?
- There's a \_\_\_\_\_ of water in the refrigerator.
- You look thirsty. Would you like a \_\_\_\_\_ of orange juice?
- Sorry. There's only one \_\_\_\_\_ of bread.

## GRAMMAR

### C. Complete with *some*, *any* or *a(n)*.

- A: I want to make a fruit salad. Do we have \_\_\_\_\_ fruit?  
B: Yes. There are \_\_\_\_\_ bananas and strawberries in the refrigerator.
- A: I'm hungry.  
B: Make \_\_\_\_\_ sandwich.  
A: I'm afraid there isn't \_\_\_\_\_ bread.  
B: Oh, no.
- A: Do we have \_\_\_\_\_ eggs at home?  
B: Yes, I think there are \_\_\_\_\_ eggs in the refrigerator. Do you want to make \_\_\_\_\_ omelet?

A: No. I want to make \_\_\_\_\_ pancakes for breakfast tomorrow.

B: Great idea! I love pancakes.

- A: I'm so thirsty. Is there \_\_\_\_\_ orange juice in the refrigerator?  
B: No, there isn't. Would you like \_\_\_\_\_ water?

### D. Circle the correct words.

- A: How much / How many milk is there in the refrigerator?  
B: There are two bottles.
- A: How much / How many is that?  
B: That's \$9.60, please.
- A: Alice, get me some tomatoes from the supermarket, please.  
B: OK. How much / How many tomatoes?  
A: Three or four.
- A: How much / How many sugar do you want in your coffee?  
B: I don't want any sugar. I'm on a diet.
- A: How much / How many slices of cheese do you need for the sandwiches?  
B: Four.

## COMMUNICATION

### E. Match the questions with the answers.

- |                              |  |
|------------------------------|--|
| 1. Would you like a dessert? | a. No, thanks. I'm on a diet.                |
| 2. How much is that?         | b. Yes, I'd like a potato salad, please.     |
| 3. Is that all then?         | c. No, I'd like some cheesecake for dessert. |
| 4. Can I take your order?    | d. Yes, I like them very much.               |
| 5. Do you eat vegetables?    | e. That's \$4.50, please.                    |

# 5 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

## VOCABULARY

A.

dairy products	fruit	vegetables	meat	fast food	desserts
yogurt	apple	lettuce	chicken	hot dog	cheesecake
milk	orange	onion	ham	pizza	donut
butter	peach	carrot	steak	kebab	chocolate

B.

1. box, can 2. cup 3. bottle 4. glass 5. slice

KEY

## GRAMMAR

C.

1. any, some  
2. a, any  
3. any, some, an, some  
4. any, some

KEY

D.

1. How much  
2. How much  
3. How many  
4. How much  
5. How many

KEY

## COMMUNICATION

E.

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

KEY

# 5 Round-up

F.

- 1 Can I take your order?
- 2 Yes, I'd like some pasta with tomato sauce.
- 3 Anything else?
- 4 A cup of coffee.
- 5 OK some coffee. Is that all then?
- 6 No wait! I'd like some cheesecake for dessert.
- 7 Thank you, sir.

KEY

- 1 Would you like a drink with that?
  - 2 Yes, please. I'd like some orange juice.
  - 3 I'm afraid we don't have any orange juice.
  - 4 Then I'd like a soda.
  - 5 Medium or large?
  - 6 Medium.
- 
- 1 Here are your fries. Would you like some ketchup?
  - 2 Yes, please.
  - 3 There you go.
  - 4 Thanks. How much is that?
  - 5 \$2.60.
  - 6 Here's \$3.
  - 7 And here's forty cents change.

## SPEAK

- Initiate a class discussion by asking Ss the questions about the eating habits of people in their country.

## WRITE

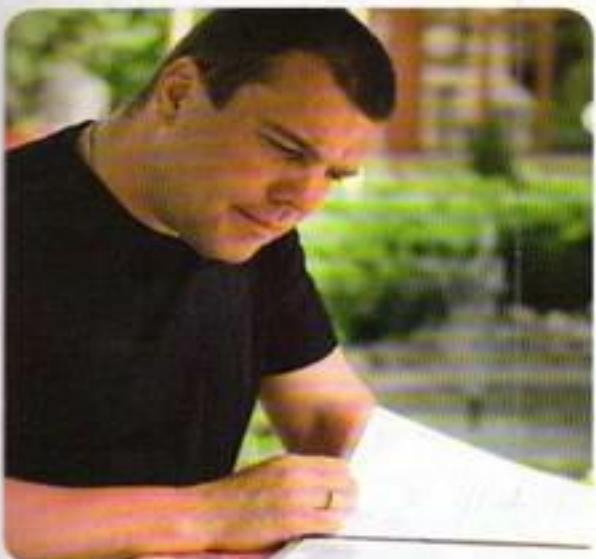
- Tell Ss to write a paragraph about the eating habits of people in their country.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

E Put the sentences in the dialogues in order.



- A cup of coffee.
- Anything else?
- Can I take your order?
- OK some coffee. Is that all then?
- No wait! I'd like some cheesecake for dessert.
- Yes, I'd like some pasta with tomato sauce.
- Thank you, sir.

- Medium or large?
- I'm afraid we don't have any orange juice.
- Yes, please. I'd like some orange juice.
- Then I'd like a soda.
- Would you like a drink with that?
- Medium.

- Thanks. How much is that?
- Here are your fries. Would you like some ketchup?
- Here's \$3.
- And here's forty cents change.
- Yes, please.
- \$2.60.
- There you go.

## SPEAK

### CLASS DISCUSSION

Talk about the eating habits of people in your country.

What do people in your country have for breakfast?

What do people in your country have for lunch?

What do people in your country have for dinner?

What is a popular dish in your country?

What kind of fast food is popular in your country?



## WRITE

Write a paragraph about the eating habits of people in your country.

For breakfast, .... usually have....

For lunch, ....

For dinner,....

## SELF-ASSESSMENT

Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

### Now I can...

- > say and write about my food preferences
- > order food
- > take an order
- > offer something
- > accept and refuse an offer
- > talk about prices
- > talk and write about my eating habits
- > talk and write about the eating habits of people in my country
- > ask and answer about quantity
- > use *some* and *any*

A. What is a baked potato? Listen, read and find out.

# BAKED POTATOES!

Baked potatoes are delicious, healthy and very easy to make.



What to do:

1. Heat the oven to 400°F.
2. Take some large potatoes, wash them well and make holes in them with a fork.
3. Put butter or oil on the potatoes and put them in aluminum foil.
4. Bake them for 1-2 hours.
5. Use a fork to see when they are ready.

You can also put them in the microwave and bake for 8-10 minutes.

### The fun part

There are lots of different fillings or toppings for your baked potato. When it's ready, just cut your potato open and fill it up. You can keep it simple, or you can go wild! It's up to you. Here are a few ideas to get you started.



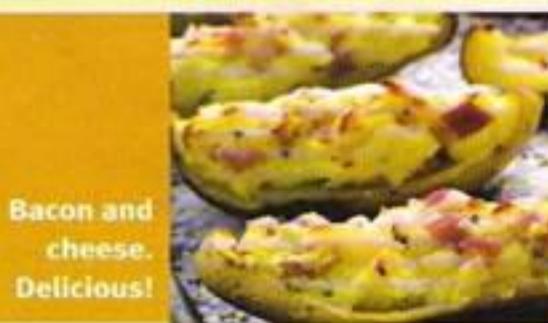
The classic:  
beautiful butter!



Mmmmm...cheese!



Sour cream and chives:  
The perfect match!



Bacon and  
cheese.  
Delicious!



Broccoli and cheese!

### SONG

"Friday night dinner"

Go to page 124.

### B. Read again and write T for True or F for False.

1. The first thing to do is heat up the oven.
2. You need to make holes in the potato with a fork.
3. You put butter or oil on the aluminum foil.
4. You need to cook them in the microwave for 1-2 hours.

# Cross-curricular page

►122

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

## WARM-UP

- Draw Ss' attention to the title *Home Economics* and explain it to them (*a school subject which is about cooking and other skills needed at home*).
- Ask Ss if they do/did home economics at school, if they like/liked it, find/found it useful, etc.
- Ask Ss if they can cook, what their specialty is, etc.

A.

- Tell Ss to look at the pictures and the title of the text.
- Ask Ss the question in the rubric. Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Point out to Ss that the text is a *recipe*.
- Ask Ss some comprehension questions:

*Is it difficult to make baked potatoes? No, it isn't.  
Do you need to wash the potatoes before you cook them? Yes, you do.  
What do you use to see if the potatoes are ready? A fork.  
What do you do when the potatoes are ready? You cut them open and fill them.  
What can you fill the potatoes with? Anything you like.*

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

KEY

1. T
2. T
3. F (*You put butter or oil on the potatoes.*)
4. F (*You bake them for 1-2 hours in the oven.  
You microwave them for 8-10 minutes.*)

SONG ►123

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song

- Ask Ss to read through the song on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss sing along.

KEY

food  
kitchen  
pizza  
soup  
hamburger

# 6 Get busy

Aims: • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Explain to Ss that *get* is one of the most common words in English and is used to form phrases such as *get busy*, *get ready*, *get married*, etc.
- Ask Ss what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Draw Ss' attention to the *Flip through the module and find* section and explain unknown words.
- Then ask Ss to flip through the pages of the module and find where these points are discussed.

KEY

- ▶ a man trying to call a friend: pp. 80-81
  - ▶ a woman talking on the phone in the rain: p. 84
  - ▶ a quiz about what job is for you: p. 78
  - ▶ information about computers: p. 86
  - ▶ different ways to help the environment: p. 82
- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.

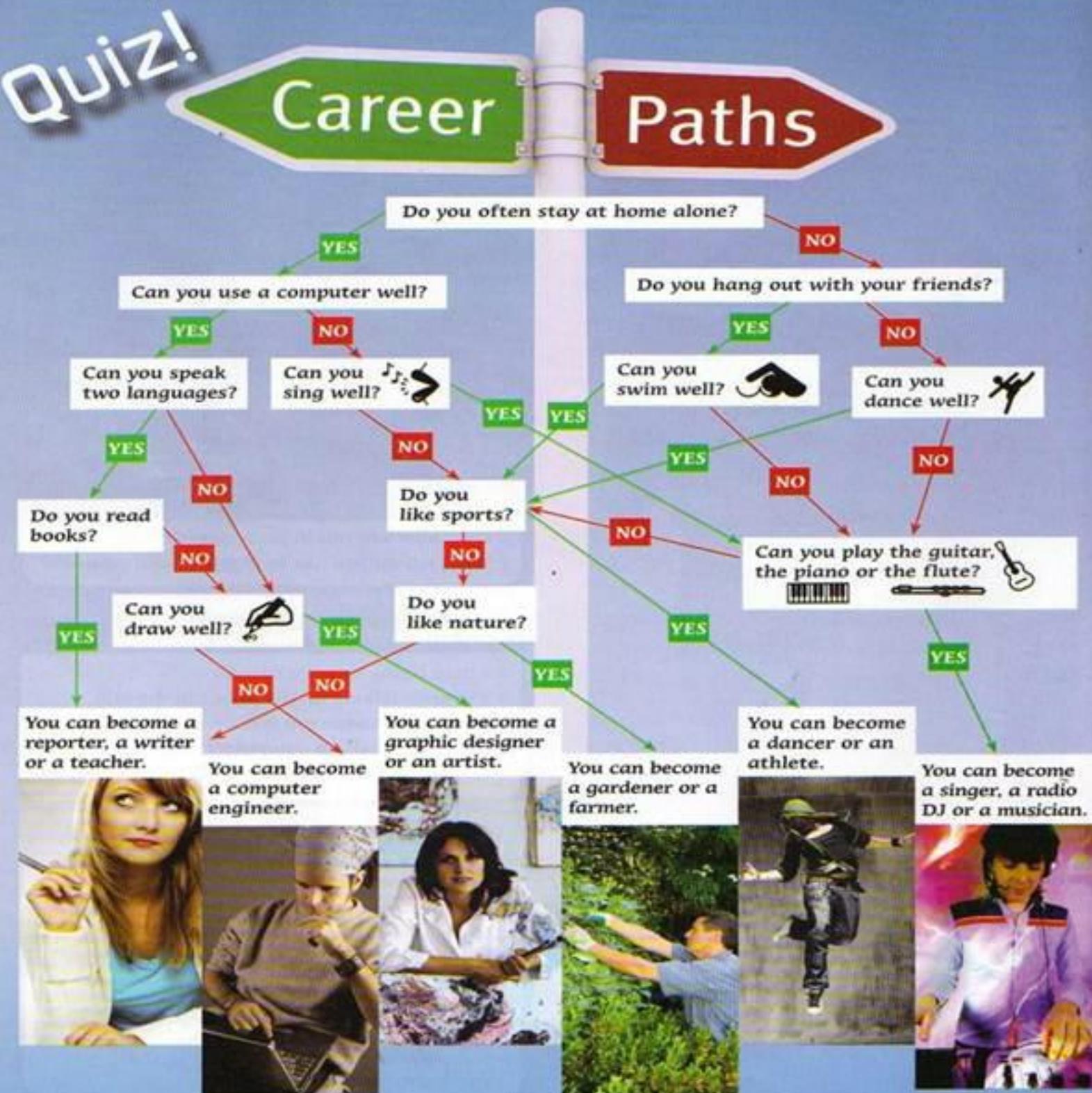
# 6a What can you do?

### 1. READ

**A. Which of the following do you like?**

using computers      singing and dancing      sports      reading      playing a musical instrument      art

B. Read the quiz. Answer the questions, follow the arrows and find out what career is for you.



**Functions**

Talking about ability / lack of ability and talents

**Structures**

The verb *can*

**Vocabulary****Jobs**

artist computer engineer dancer farmer gardener  
graphic designer musician singer writer

**Musical instruments**

flute guitar piano

**Other words**

alone athlete become dance draw language  
nature sing swim well

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to tell you what they think the lesson will be about.
- Ask Ss to tell you what they can do.
- Elicit answers.

**1. READ**

**A. Aim:** to introduce the topic of the quiz by relating it to Ss' personal preferences

- Ask Ss to read through the words in the box and ask them the question in the rubric.
- Elicit answers.

**B. Aim:** to present vocabulary, structures and functions in the context of a quiz

- Ask Ss if they do quizzes, if they believe in the results they get, etc.
- Draw Ss' attention to the title of the quiz. Explain the word *career path* (*the career somebody decides to follow*).
- Ask Ss if they have ever done a similar quiz and if so, what the results said about their careers.
- Ask Ss where they may see a quiz of this type (*in a magazine*).
- Tell Ss to look carefully at the pictures within the quiz and circle the words they correlate to (e.g. *the picture of a mouth singing* – Ss circle the word "sing," etc.). In this way, Ss can deduce the meaning of unknown words from the context of the corresponding pictures.
- Have Ss do the quiz. Tell them to answer the questions and follow the arrows at the same time. Go around the class helping Ss when necessary.
- Ask Ss some questions:

*What career does the quiz say is for you?*

*Do you agree?*

*If not, what career do you think is for you?*

- Elicit answers and explain any unknown words.
- Point out to Ss that we use the definite article *the* before musical instruments (e.g. *the guitar, the piano, the flute*).

# 6a

## 2. GRAMMAR

Aim: to present the verb *can*

- Ask Ss to read through the tables.
- Help Ss complete the tables (*can*, *Can*, *can't*).
- Ask Ss what they notice about the formation and syntax of *can*.
- Explain that the modal verb *can* has the same form in all persons both in the singular and plural; it is followed by the base form of a verb (a verb without *to*) and the negative and questions are formed without *do/does*.
- Point out to Ss that we use *can* to express ability (*I can dance*), lack of ability (*I can't dance*) and to ask and answer about one's ability/lack of ability (*Can you dance? Yes, I can./No, I can't.*)
- Refer Ss to the Grammar Reference (p. 127).

## 3. PRACTICE

Aim: to give Ss practice in using the verb *can* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. can play  
2. Can he play  
3. Can your sister use  
4. she can  
5. Can she speak  
6. she can't  
7. can speak  
8. can't ride  
9. Can you drive  
10. I can't

15

## 4. SPEAK

Aim: to give Ss practice in asking and answering questions about their talents and abilities in the context of a job interview

- Ask Ss to read through the application form and provide any clarification Ss may need. Explain any unknown words.
- Ss take turns to ask and answer questions and complete the form with their partner's data, thus simulating a job interview.
- Go around the class helping Ss when necessary.
- Point out to Ss that they should complete the form with their partner's personal data in capitals and put a check (✓) or a cross (✗) for the things he/she can or can't do in the respective boxes.
- Choose some Ss to act out the dialogues in class.

## 5. WRITE

Aim: to give Ss practice in writing about their talents and abilities

- Allow Ss some time to write about their talents and abilities looking at the application form of the previous activity.
- Alternatively, you can ask Ss to copy the application form on a piece of paper and complete it for themselves.
- Have Ss read out their answers in class.

## WORKBOOK LISTENING ►124

### LISTENING TRANSCRIPT

Host	Good afternoon, ladies and gentlemen. Today we have two young stars with us: nineteen-year-old Kevin Nickson and eighteen-year-old Sandy Winston. Welcome to the show.
Kevin	Thank you.
Sandy	It's good to be here.
Host	So, let's begin with you Sandy, what can you do? Can you sing, dance and play musical instruments?
Sandy	Well, actually, I can't play an instrument, but I can sing.
Kevin	Yes, she sings very well.
Host	Can you dance well, too?
Sandy	Yes, I can.
Host	What about you Kevin? Can you also sing well?
Kevin	Oh, no. I'm terrible.
Host	What about dancing? Can you dance well?
Kevin	No, not really. But I can play the piano and the guitar.
Host	I see. Now, let's talk about ...

## 2.GRAMMAR

### THE VERB can

Read and complete the tables.

#### Affirmative

I		
He / She / It		dance
We / You / They		

#### Negative

I		
He / She / It		can't dance
We / You / They		

#### Questions

I		
he / she / it		dance?
we / you / they		

#### Short Answers

I		I	
Yes, he / she / it	can.	No, he / she / it	
we / you / they		we / you / they	

Grammar Reference p.127

## 3.PRACTICE

Complete the dialogues with *can* and the words in parentheses. Give short answers where possible.

1. Matt I think Mr. Franklin is a great musician.  
He (1) \_\_\_\_\_ (play) the piano  
and the guitar very well.

Bruce Really? (2) \_\_\_\_\_ (he / play)  
the flute well, too?

Matt Oh, I don't know about that.

2. Carl (3) \_\_\_\_\_ (your sister / use)  
a computer?

Brian Of course, (4) \_\_\_\_\_.

Carl (5) \_\_\_\_\_ (she / speak) Spanish  
and French?

Brian No, (6) \_\_\_\_\_, but she  
(7) \_\_\_\_\_ (speak) German.

3. Alison I (8) \_\_\_\_\_ (not / ride) a  
motorcycle.

Debbie (9) \_\_\_\_\_ (you / drive) a car?

Alison No, (10) \_\_\_\_\_.

## 4.SPEAK

### ROLE PLAY

Talk in pairs.

**Student A:** Imagine that you work for a local TV station. You are looking for a host for a children's TV show called **WOW! GET ACTIVE**. Student B is an applicant. Interview him/her and complete the application form.

**Student B:** Imagine that you are applying for the job of a host for a children's TV show. Answer Student A's questions.

*Hello!*

*Hi! I'm here about the job.*

*Right. So, what's your name?*

*Can you...?*

**WOW!  
GET ACTIVE**

APPLICATION FORM

FIRST NAME:.....

LAST NAME:.....

AGE:.....

TALENTS:

- dance
- sing well
- play a musical instrument
- draw well
- \_\_\_\_\_
- \_\_\_\_\_

LANGUAGES:

- English
- French
- Spanish
- \_\_\_\_\_
- \_\_\_\_\_

OTHER ABILITIES:

- swim
- ride a bike
- cook
- use a computer

## 5.WRITE

Imagine that you are applying for a job and that this is part of your application form. Write a few sentences about your talents and abilities.

I can...

# 6b On the phone

## 1. VOCABULARY

Listen and repeat. Which of these actions do you do every day?

Learn whole phrases  
(e.g. verb + noun), not  
just isolated words.



talk on the phone



check e-mail



take a nap



listen to music



study for an exam /  
do homework



surf the Net

## 2. READ

### A. Listen and read. Why is Justin calling?

Secretary Mad Mag, how may I help you?  
Justin Hello, is Tom Wilson there, please?  
Secretary No, he isn't working today. He has the day off.  
Justin OK. Thank you.  
Secretary No problem.



### B. Where does Justin call next? Guess. Then listen, read and find out.

Mrs. Wilson Hello?  
Justin Hello, Mrs. Wilson. Can I speak to Tom, please?  
Mrs. Wilson He isn't at home right now. He's at Jay's house. I think they're studying for an exam. Call him on his cell phone.  
Justin He isn't answering.  
Mrs. Wilson Do you want Jay's home number?  
Justin Yes, please.  
Mrs. Wilson It's 555 - 0679.  
Justin Thank you, Mrs. Wilson.

**Functions**

Having a phone conversation  
Making a request and offering help  
Talking about things that are happening now

**Structures**

Present Progressive (affirmative – negative)

**Vocabulary****Everyday activities**

check e-mail do homework listen to music  
study for an exam surf the Net take a nap  
talk on the phone

**Other words and phrases**

answer (v.) call (v.) Can I speak to...?  
Can I take a message? have a day off hold on  
right now secretary tell together wake up

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them what they think it will be about.
- Elicit answers.
- Ask Ss some questions:

*Do you like talking on the phone?  
How often do you talk on the phone with your friends?  
How long do you talk on the phone with your friends?  
What do you usually talk about?*

**1. VOCABULARY ► 25**

**Aim:** to introduce vocabulary related to everyday activities

- Ask Ss to read the phrases underneath each picture. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and elicit answers.
- Read out and explain the TIP.

**2. READ ► 26, 27, 28**

**A. Aims:** • to give Ss practice in making predictions about the content of the dialogue based on visual prompts

- to give Ss practice in identifying the main idea of the dialogue

- Draw Ss' attention to the picture of the young man and ask them to describe what they can see (*a young man talking on his cell phone and looking frustrated/disappointed*).

- Ask Ss some questions:

*Why is the man disappointed?  
Who is he calling?*

- Play the CD and have Ss read and listen at the same time and check their predictions.

- Ask Ss the question in the rubric and elicit answers.

Justin is calling because he wants to speak to Tom Wilson.

- Ask Ss some questions:

*Where does Tom Wilson work? He works at Mad Mag.  
What is Mad Mag? It's a magazine.  
Who is Justin talking to? He's talking to the secretary of Mad Mag.  
Which of the two women in the pictures is the secretary? The young one.*

**LANGUAGE PLUS**

Mag is an abbreviation for *magazine*.

**B. Aims:** • to give Ss practice in making predictions about the content of the dialogue based on visual prompts

- to give Ss practice in identifying the main idea of the dialogue

- Ask Ss to look at the picture of the older woman and ask them some questions:

*What can you see in the picture? A middle-aged woman.  
What does she look like? She has short blond hair and blue eyes and she's wearing a black shirt.  
What is she doing? She's talking on the phone.  
Where is she? She's in a kitchen.*

- Ask Ss the question in the rubric.

- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss listen and read at the same time and check predictions.

Justin is calling Tom's mom.

- Ask Ss some questions:

*Is Tom at home? No, he isn't.  
Where is he? He's at Jay's house.  
What is Mrs. Wilson telling Justin to do? To call Tom on his cell and then to call Jay.  
Does Justin know Jay's phone number? No, he doesn't.  
What is Jay's phone number? It's 555 - 0679.*

KEY

# 6b

C. Aim: to give Ss practice in identifying the main idea of the dialogue

- Ask Ss to look at the picture and describe what they can see (*a young man talking on the phone*).
- Ask Ss who they think the young man is.
- Elicit answers (*It's Jay*).
- Play the CD and have Ss read and listen at the same time.
- Ask Ss the question in the rubric and elicit answers.

Because Tom is taking a nap on his books.

KEY

- Ask Ss some questions:

*Does Justin want Jay to wake Tom up? No, he doesn't.  
What does Justin want to tell Tom? To call him later.*

D. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

Justin calls Mad Mag / wants to speak to a friend  
Tom has the day off / is studying for an exam / isn't answering his cell phone / is at a friend's house / is sleeping  
Jay is studying for an exam / is making sandwiches

KEY

- Choose Ss to act out the dialogues in class and explain any unknown words.

## 3. GRAMMAR

Aim: to present the Present Progressive (affirmative – negative)

- Ask Ss to read through the examples.
- Draw Ss' attention to the fact that these actions are happening now and establish that this is when the Present Progressive is used.
- Draw Ss' attention to the two sets of examples.
- Point out to Ss that the first sentences in each set are examples of the Present Progressive affirmative form while the second sentences in each set are examples of the Present Progressive negative form.
- Ask Ss what they notice about the formation of the Present Progressive affirmative form (we form it with the present tense of the verb *be* and the main verb with the ending *-ing*).
- Ask Ss what they notice about the formation of the Present Progressive negative form (we form it with the negative form of the present tense of the verb *be* and the main verb with the ending *-ing*).
- Refer Ss to the Grammar Reference (p. 128).
- Ask Ss to underline all the examples of the Present Progressive in the three short dialogues (A: *he isn't working* – B: *they're studying*, *He isn't answering* – C: *we're studying*, *I'm making*, *He's taking*).

### OPTIONAL ACTIVITY

- Ask some Ss to mime different actions.
- Have the rest of the class guess what they are doing (e.g. *He is eating*, *She is writing*, etc.).

## 4. PRACTICE

Aim: to give Ss practice in using the Present Progressive (affirmative – negative)

- Get Ss to do the activity and check the answers with the class.

KEY

- isn't surfing, is studying
- is checking, isn't sleeping
- aren't watching, are playing
- is doing, is cooking
- isn't doing, is working

## 5. PRONUNCIATION ► 29, 30

A. Aim: to have Ss differentiate between /n/ and /ŋ/ sound

- Play the CD and tell Ss to listen for the difference in pronunciation between *listen* and *listening*.
- Elicit the answer: *listen* has a /n/ sound while *listening* has /ŋ/ sound. If necessary, play the CD again.

B. Aim: to give Ss practice in differentiating between /n/ and /ŋ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and check the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

KEY

- /n/: chicken, iron, woman  
/ŋ/: young, hang, taking, surfing

## 6. SPEAK

Aim: to give Ss practice in having a phone conversation

- Have Ss do the activity in pairs.
- Go around the class helping Ss when necessary.
- Choose Ss to act out the dialogue in class.

### 3. GRAMMAR

#### PRESENT PROGRESSIVE (affirmative-negative)

Read the examples. These actions are happening now. What do you notice about the formation of the Present Progressive?

Amanda is doing her homework now. She isn't talking on the phone.

The children are taking a nap. They aren't listening to music.

Grammar Reference p.128



#### C. Listen and read. Why can't Justin speak to Tom?

- Jay Hello?  
Justin Hi, Jay. This is Justin. Is Tom there?  
Jay Yeah, we're studying together. Well, I'm making us some sandwiches right now. Tom! Justin's on the phone. Tom?... Hold on... Hmm...  
Justin What's up?  
Jay He's taking a nap on his books. Tom!  
Justin No, don't wake him up.  
Jay Can I take a message?  
Justin Just tell him to call me later.

#### D. Read the dialogues again and match to make true sentences.

- |        |  |
|--------|--|
| Justin | • has the day off.<br>• is studying for an exam.<br>• calls Mad Mag.<br>• isn't answering his cell phone.<br>• is at a friend's house.<br>• is making sandwiches.<br>• is sleeping.<br>• wants to speak to a friend. |
| Tom    |  |
| Jay    |  |

### 4. PRACTICE

Complete with the Present Progressive of the verbs in parentheses.

1. Tanya \_\_\_\_\_ (not surf) the Net.  
She \_\_\_\_\_ (study).
2. Harry \_\_\_\_\_ (check) his e-mail.  
He \_\_\_\_\_ (not sleep).
3. The girls \_\_\_\_\_ (not watch) TV. They \_\_\_\_\_ (play) soccer in the yard.
4. Karen \_\_\_\_\_ (do) housework and Ellis \_\_\_\_\_ (cook) dinner.
5. Dylan \_\_\_\_\_ (not do) the dishes.  
He \_\_\_\_\_ (work) at the restaurant.

### 5. PRONUNCIATION

A. Listen and repeat. What's the difference between *a* and *b*?

a. listen                      b. listening

B. Listen and check the sound you hear.

	listen /n/	listening /ɪŋ/
young		
chicken		
hang		
taking		
iron		
surfing		
woman		

### 6. SPEAK

Talk in pairs.

**Student A:** Imagine you are friends with Student B's sister, Jane, and you call her at home. Student B answers the phone. Ask for his/her sister.

**Student B:** Imagine you're at home and your sister, Jane, is busy doing one of the activities shown on page 80. Student A calls and wants to speak to her. Talk to him/her as in the example.

*Hello?*

*Hi, is Jane there?*

*Yes, but she can't talk right now.*

*She's... Can I take a message?*

*Yes. I'm Kate. Tell her that I can't...*

# 6C Get involved

## 1. VOCABULARY

Listen and repeat. Do you do any of these activities?

**6 WAYS**  
to help protect the environment

1 Use recycling bins. Recycle magazines, newspapers, bottles and cans.

2 Throw trash in trash cans.

3 Plant trees.

4 Save energy. Turn off lights.

5 Save water. Turn off the faucet.

6 Use public transportation.



## 2. READ

A. Look at the picture. Where do you think the people are? What do you think the people are doing? Listen, read and find out.

**Reporter** I'm Mark Booker and I'm at Bellview Lake. Today is Earth Day and there are about 150 volunteers here. Let's talk to one of them. Hello. What's your name?

**Steven** Hi, I'm Steven Jefferson.

**Reporter** I can see you're wearing a red shirt.

**Steven** Yes, I'm on the red team. Right now we're picking up trash. It's sad, but some people just don't care about the environment.

**Reporter** I know... What are those people doing?

**Steven** Who? The yellow team? They're carrying trees.

**Functions**

Talking about things that are happening now

**Structures**

Present Progressive (questions)

**Vocabulary****Words and phrases**

busy care about carry energy environment faucet  
important join lake lights pick up plant (v.)  
protect public transportation recycle recycling bin  
sad save team That sounds like a good idea  
trash trash can tree turn off volunteer wear

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. If necessary, translate it into Ss' L1.
- Ask Ss to look at the pictures of the first activity and guess what the lesson will be about.
- Elicit answers.

**1. VOCABULARY ►131**

**Aim:** to introduce vocabulary related to the protection of the environment

- Draw Ss' attention to the title of the leaflet. Ask them to tell you any ways they can think of which can help protect the environment.
- Elicit answers.
- Ask Ss to look at the pictures and read through the phrases. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and elicit answers.

**2. READ ►132**

- Aims:**
- to give Ss practice in using visual information to predict the content of the dialogue
  - to give Ss practice in identifying the main idea of the dialogue

- Ask Ss to look at the picture and tell you what they can see (*a young man who is a reporter and three other people*).

Elicit answers.

Ask Ss the two questions in the rubric.

Elicit answers but do not correct Ss at this stage.

Play the CD. Ss read and listen at the same time and check their predictions.

Ask Ss some questions:

*Why are the people at Bellview Lake? Because it is Earth Day.*

*How many volunteers/people are there at Bellview Lake?  
150.*

*What is the color of Steven's team? Red.*

*What does Steven think is sad? That some people don't care about the environment.*

*How many teams are there at Bellview Lake? Four.*

*Are they all busy? Yes, they are.*

*Does the reporter want to help them? Yes, he does.*

# 6C

B. Aim: to give Ss practice in identifying specific information in the dialogue by doing a matching activity

- Get Ss to do the activity and check the answers with the class.

The yellow team are carrying trees.  
The red team are picking up trash.  
The blue team are cleaning the lake.  
The green team are planting trees.

KEY

- Choose Ss to act out the dialogue in class and explain any unknown words.

## POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about the environment and express opinion

- Ask Ss some questions:

Why is it important to get involved/participate in actions which help protect the environment?  
Have you ever got involved/participated in something similar? If so, what did you do?  
Do people celebrate "Earth Day" in your country? If so, what happens on that day?

## 3. GRAMMAR

Aim: to present the Present Progressive (questions)

- Ask Ss to read through the examples.
- Point out to Ss that the first question begins with the question word *What?* while the second question is a *Yes/No question*.
- Ask Ss what they notice about the formation of questions in the Present Progressive (we put the present tense of the verb *be* before the subject followed by the main verb with the ending *-ing*).
- Refer Ss to the Grammar Reference (p. 128).

### OPTIONAL ACTIVITY

- In pairs, have Ss ask and answer questions about what their classmates are doing. Go around the class, helping Ss when necessary.
- Choose pairs to ask and answer their questions in class.

## 4. PRACTICE

Aim: to give Ss practice in using the Present Progressive in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- Is ... sleeping, is planting
- Are ... cleaning, are watching
- is ... doing, is carrying, is taking

KEY

## 5. LISTEN

Aim: to give Ss practice in listening for specific information and transferring from verbal to visual information

- Ask Ss to look at the pictures and read the questions.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answer.

- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

1. b 2. a

KEY

### LISTENING TRANSCRIPT

1.	Louisa	Hello?
	Mark	Hey, Louisa. Where are you?
	Louisa	I'm on the bus. I'm going to work.
	Mark	Aren't you driving to work? What's wrong with your car?
	Louisa	I'm using public transportation today. It's Earth Day, remember?
	Mark	Oh yeah, right.
2.	Neil	Hi, Ruth. What's up? Where are you?
	Ruth	I'm in the park.
	Neil	What are you doing there?
	Ruth	I'm doing volunteer work. It's Earth Day today, you know. We're planting trees. What about you?
	Neil	I'm just watching a documentary on TV about Earth Day.
	Ruth	Come and help.
	Neil	Sure.

## 6. SPEAK

Aim: to give Ss practice in asking and answering questions about activities related to the protection of the environment

- In pairs, Ss ask and answer questions about the people in the pictures. Go around the class, helping them when necessary.
- Choose some pairs to act out the dialogues in class.



- Reporter** I see. And the people in the green team are planting them, right?
- Steven** Yes. Teamwork is important.
- Reporter** What's the blue team doing in the lake? Are they cleaning it?
- Steven** Yes, they are.
- Reporter** Wow, you're all very busy.
- Steven** Join us!
- Reporter** OK. That sounds like a good idea.

#### B. Read again, match and make sentences.



carry / trees

pick up / trash

clean / lake

plant / trees

### 3. GRAMMAR

#### PRESENT PROGRESSIVE (questions)

Read the examples. How is the question formed?

What are Greg and Nigel doing right now?

They're reading a book.

Is Diane talking on the phone?

Yes, she is.

No, she isn't.

**Grammar Reference p.128**

### 4. PRACTICE

Complete the sentences with the Present Progressive of the verbs in parentheses.

1. A: \_\_\_\_\_ Sam \_\_\_\_\_ (sleep)?

B: No, he isn't. He's busy in the yard. He \_\_\_\_\_ (plant) vegetables.

2. A: \_\_\_\_\_ Alan and Mark \_\_\_\_\_ (clean) their room?

B: No, they aren't. They \_\_\_\_\_ (watch) a DVD.

3. A: Hey, look at Christine! What \_\_\_\_\_ she \_\_\_\_\_ (do)?

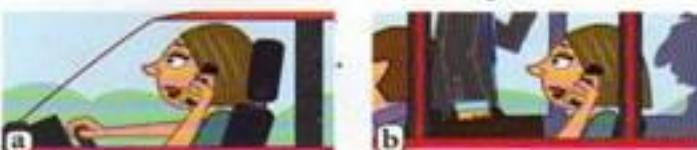
B: She \_\_\_\_\_ (carry) old magazines and newspapers. She \_\_\_\_\_ (take) them to the recycling bin. Let's help her.

### 5. LISTEN



Listen to two dialogues and answer the questions. Choose picture a or b.

1. What is Louisa doing?



2. What is Ruth doing?



### 6. SPEAK

#### GUESSING GAME

Talk in pairs.

**Student A** go to page 121.

**Student B** go to page 123.

# 6d Let's do something

## 1. VOCABULARY

Listen and repeat. What's the weather like today?



It's sunny.



It's cloudy.



It's windy.



It's raining.



It's snowing.



It's hot.



It's cold.

## 2. READ

A. Listen and read. Name the people in the pictures below.

- Abbie Hey, let's decide what to do today. How about going for a cup of coffee by the beach?  
Cindy Sounds great, but I have a class later. How about going tomorrow?  
Abbie OK. Let's ask Fiona to come with us.  
Cindy But she lives in Philadelphia with her cousin now.  
Abbie I know, but she wants to come down for the weekend.  
Cindy Call her.  
Abbie That's what I'm doing... Hi Fiona!  
Fiona Hi! How's it going?

- Abbie Great. I'm here with Cindy. What's the weather like there?  
Fiona It's raining and it's cold again.  
Abbie Well, it's nice and sunny here.  
Fiona I'm jealous!  
Abbie How about coming down for the weekend?  
Fiona I can't. I have a job now, and I work on Saturday.  
Abbie Too bad. How about coming for the concert next week?  
Fiona Maybe.  
Abbie Well, don't forget to call and let us know.  
Fiona OK. Take care.



**Functions**

Talking about the weather

Making suggestions and arrangements

**Structures**

Let's (+ base form of the verb) / How about (+ -ing form)?

**Vocabulary****Weather**

It's cloudy It's cold It's hot It's raining It's snowing

It's sunny It's windy

**Other words and phrases**silk beach by concert cousin decide forget  
go for a cup of coffee jealous Let me know maybe  
next Too bad What's the weather like?

## Ask Ss some questions:

Where do Abbie and Cindy decide to go? They decide to go for a cup of coffee by the beach.

When do they decide to go? Tomorrow.

Why? Because Cindy has a class today.

Who do they invite to go with them? Fiona.

Where does Fiona live? In Philadelphia.

Does she live alone? No, she doesn't.

Who does she live with? She lives with her cousin.

What is the weather like where Cindy and Abbie are? It's sunny.

Why can't Fiona visit the girls next weekend? Because she works on Saturdays.

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Translate it into Ss' L1 if necessary.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

**1. VOCABULARY ► 3A**

Aim: to introduce vocabulary related to weather

- Ask Ss to look at the pictures and read through the phrases. Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric. Make sure that Ss understand that we ask this question when we want to know what the weather is like.
- Elicit answers.
- Read out and explain the TIP.
- Ask Ss if the words *sunny*, *cloudy*, *raining*, etc. are verbs or adjectives.

**2. READ ► 3B**

Aims: • to activate Ss' background knowledge

- to give Ss practice in identifying the main idea of the dialogue
- to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the picture and tell you what they can see (three girls).
- Ask Ss some questions:

*Are the three girls in the same place? No, they aren't.  
What are they doing? Two of the girls are sitting on a bench in the open air. One of them is eating ice cream and the other is talking to the third girl on the phone.  
Do they all look happy? No, they don't.*

- Play the CD. Ss read and listen at the same time.
- Ask Ss to name the girls in the picture and check the answers with the class.

Cindy – Abbie – Fiona



# 6d

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

1. T 2. T 3. F 4. T 5. F

KEY

- Choose Ss to act out the dialogue in class and explain unknown words.

## 3. GRAMMAR

Aim: to present *Let's...* and *How about...?*

- Ask Ss to read through the examples.
- Ask Ss to tell you when we use *Let's...* and *How about...?*
- Elicit the answer that they are used for making suggestions.
- Ask Ss to refer to the dialogue and underline all the examples of *Let's...* and *How about...?* (*let's decide*, *How about going*, *Let's ask*, *How about coming*, *How about coming*).
- Ask Ss the question in the rubric.
- Elicit the answer that *Let's* is followed by the base form of the verb, whereas *How about* is followed by the verb in -ing form.
- Refer Ss to the Grammar Reference (p. 128).

## 4. PRACTICE

Aim: to give Ss practice in using *Let's...* and *How about...?* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. How about  
2. Let's  
3. Let's  
4. How about  
5. Let's  
6. Let's  
7. Let's  
8. How about

KEY

## 5. PRONUNCIATION ►136

Aim: to give Ss practice in noticing intonation and rhythm

- Play the CD and have Ss listen, repeat and notice the intonation and rhythm.

## 6. LISTEN ►137, 38

A. Aim: to give Ss practice in listening for gist and identifying relationships

- Ask Ss to read through the sentences a-c and explain any unknown words if necessary.
- Read out and explain the TIP.
- Play the CD once.
- Check the answer with the class and ask Ss to provide justification for their answer.

c. They are colleagues.

KEY

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5.
- Play the CD.
- Check the answers with the class.

- home
- snowing
- drives
- stay at home
- brother

KEY

## LISTENING TRANSCRIPT

Fred	Hello?
Anne	Fred, where are you?
Fred	I'm still at home. There's something wrong with my car and it won't start.
Anne	I see. Is the weather bad there?
Fred	Yes, it is. It's all white outside.
Anne	Wow! It's snowing all over the country. It's really beautiful.
Fred	Yes, it is nice. But I can't start my car.
Anne	How about taking a bus to work?
Fred	I don't usually take the bus to work, so I don't know which one to take.
Anne	Of course. You usually drive here.
Fred	Maybe I can walk but it's far.
Anne	Listen, how about staying at home today? I can talk to Mr. Grayson. We're not very busy today, anyway.
Fred	OK, thanks. I think you're right.
Anne	See you tomorrow, then. Hey, what about your car?
Fred	Don't worry, my brother is a mechanic. I can ask him to come over and take a look at it.
Anne	Great. See you.
Fred	Bye!

## 7. SPEAK

Aim: to give Ss practice in making suggestions and arrangements

- In pairs, have Ss make suggestions and arrangements. Go around the class helping them when necessary.
- Choose some Ss to act out the dialogues in class.

### 3. GRAMMAR

#### LET'S / HOW ABOUT?

Read the examples below. What do you notice about the verb form after *let's* and *how about*?

Let's watch the basketball game tonight.  
How about watching it at my house?

Grammar Reference p.128

### 4. PRACTICE

Complete the dialogues with *let's* or *how about*.

1. Jim (1) \_\_\_\_\_ taking the bus home?

Anna No, it's raining. (2) \_\_\_\_\_ get a taxi.

Jim (3) \_\_\_\_\_ wait for the bus for ten minutes. Then, get a taxi.

Anna OK.

2. Keith It's a lovely sunny day.

(4) \_\_\_\_\_ going to the beach?

Beth Nice idea. (5) \_\_\_\_\_ call Sue and David.

Keith OK. (6) \_\_\_\_\_ all go together in my car.

Beth Great!

3. Jo (7) \_\_\_\_\_ have sandwiches for lunch.

Ian Sure. (8) \_\_\_\_\_ having lunch in the yard today?

Jo But it's cold.

Ian No, it isn't. It's just windy.

#### B. Read again and write T for True or F for False.

1. Cindy can't go for coffee today.
2. Cindy and Abbie decide to have coffee together tomorrow.
3. Fiona calls Abbie on her cell phone.
4. It's raining in Philadelphia.
5. There's a concert in Philadelphia next week.

### 5. PRONUNCIATION

Listen and repeat. Notice the intonation and rhythm.

1. A: How about going out for dinner?  
B: Good idea.
2. A: Let's go for a cup of coffee after work.  
B: I'm sorry, I can't.
3. A: How about making pasta for lunch?  
B: Oh I don't know. I don't really like pasta.

### 6. LISTEN

A. Listen to a dialogue. What's the relationship between Fred and Anne?

- a. They are brother and sister.
- b. They are husband and wife.
- c. They are colleagues.

#### TIP

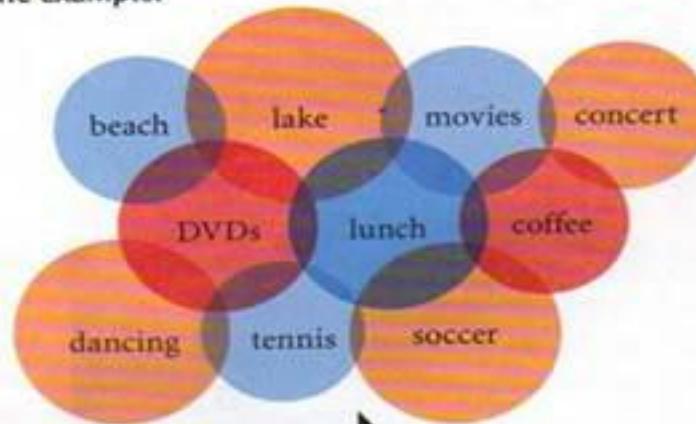
While listening, try to understand the general idea, not every single word.

B. Listen again and complete.

1. Fred is at \_\_\_\_\_.
2. The weather is bad today; it's \_\_\_\_\_.
3. Fred usually \_\_\_\_\_ to work.
4. Fred decides to \_\_\_\_\_ today.
5. Fred's \_\_\_\_\_ can help him with his car.

### 7. SPEAK

Talk in pairs. Have conversations using the ideas below and the weather words from activity 1, as in the example.



*Let's go to the lake.  
No, it's cold and windy today.  
How about watching a DVD?  
Good idea.*

# 6e Click here

## 1. VOCABULARY

A. Match the words with the items in the picture.

Then listen and check your answers.



keyboard



screen



printer

mouse

USB flash drive

B. Look at the numbers in the box. Listen and repeat.

278 two hundred seventy-eight

3,456 three thousand, four hundred fifty-six

4,125,000 four million, one hundred twenty-five thousand

5,000,000,000 five billion

**NOTE**  
1500      one thousand five hundred  
or  
fifteen hundred

## 2. READ

A. Read the questions below and guess the answers. Then listen, read and check your answers.

1. How many people use the Internet in the U.S.?  
a. 30% of the population      b. 50% of the population      c. 70% of the population
2. What's the average age of computer game players in the U.S.?  
a. 13      b. 23      c. 33

## A digital world: Computers

Computers are a part of our everyday life. People use computers for many reasons. Some people use them for work and others for fun. They play games, watch movies and listen to music. People also surf the Net to find information. Of course, they use computers to communicate with each other, usually by sending e-mails.

### Amazing facts: U.S.A.

- Almost 1,320,000,000 of about 6,600,000,000 people around the world are Internet users. In the U.S., there are over 300 million people and about 215 million (70%) of them use the Internet. That's over half the population.
- 2/3 of the population (207,786,000) play computer and video games. The average age of these people is 33. About half of them are women.
- Over half of U.S. office workers check their e-mail about five times a day during their working hours. About half of them check their e-mail when they are on vacation.

**Functions**

Using large numbers  
Talking about computers

**Vocabulary****Words related to computers**

click (v.) computer/video games Internet keyboard  
mouse printer screen USB flash drive

**Phrases for letters/e-mails**

Dear... I hope you're fine Best wishes

Write back soon Yours

**Other words and phrases**

almost around the world billion communicate  
each other find fun half information million  
office others over population send thousand  
user

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Ask Ss if they have seen or read this phrase before and where (*on websites*).
- Ask Ss to look at the pictures and guess what the lesson will be about.
- Elicit answers.
- Ask Ss if they have/know how to use a computer, what they use it for, if they spend many hours in front of their computer, etc.

**1. VOCABULARY ►►39, 40**

**A. Aim:** to present vocabulary related to computers

- Ask Ss to look at the pictures 1-5 and then read through the words underneath them.
- Ask Ss to match the pictures with the words.
- Play the CD and have Ss check their answers.

1. printer  
2. USB flash drive  
3. screen  
4. keyboard  
5. mouse

- Play the CD again and pause so that Ss can repeat what they hear.
- Make sure that Ss are familiar with all five items. Provide explanations if necessary.

**LANGUAGE PLUS**

The **USB flash drive** is used for storing computer information. It is gradually replacing the floppy disk.

**B. Aim:** to present numbers over a hundred

- Draw Ss' attention to the box and have them see how the numbers are said in English.
- Differentiate between *hundred*, *thousand*, *million* and *billion* and explain to Ss how numbers over a hundred are said in English.
- Point out to Ss that in English we say *two hundred* (not *two hundreds*), *three thousand* (not *three thousands*), *four million* (not *four millions*), *five billion* (not *five billions*).
- Play the CD and pause so that Ss can repeat what they hear.
- Read out and explain the NOTE.

**OPTIONAL ACTIVITY**

- Write some numbers on the board.
- Ask Ss to say them in English.

**2. READ ►►41**

**A. Aims:** • to give Ss practice in making predictions based on background knowledge  
• to present vocabulary in the context of an article about computers

- Ask Ss to look at the layout of the text and decide what the text is (*an article*) and where it may be found (*in a magazine*).
- Ask Ss to read through the questions and the options. Make sure that Ss don't have any unknown words.
- Have Ss guess the answers to the questions.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Check the answers with the class.

1. c 2. c

- Ask Ss some questions:

*Which of the reasons mentioned in the text do you use a computer for?*

*Why do people surf the Net? To find information.*

*How do people use computers to communicate with each other? By sending e-mails.*

*How many of the computer game players in the U.S. are women? About half of them.*

*According to the text, when do over half of U.S. office workers check their e-mail? During their working hours.*

# 6e

B. Aim: to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

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

KEY

- Choose Ss to read the text aloud and explain any unknown words.

## 3. LISTEN ►142

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-3 and make sure that they don't have any unknown words.
- Explain to Ss that each sentence corresponds to a monologue.
- Play the CD twice.
- Alternatively, play the CD and pause after each monologue so that Ss can choose the correct answer.
- Check the answers with the class.

1. 3,400,000  
2. printers  
3. 4,000

KEY

### LISTENING TRANSCRIPT

1.

OK, let's talk about Germany today. The population of Germany is 83,000,000 and the capital is... Berlin, of course. There are other big cities in Germany, like Hamburg, Munich and Frankfurt. Now, 3,400,000 people live in Berlin but only 1,700,000 people live in Hamburg. Munich and Frankfurt are...

2.

So, you want a computer and a printer.... Well, I'm sorry we don't have any printers here at *Click Here*, but we have some great computers and laptops. This one over here isn't very expensive and it also comes with a keyboard and a mouse.

3.

*Computer Tec* is doing great this year. We have about 4,000 people working for us around the world and they are doing an excellent job. Over 400,000 people buy computers from us every month. And the numbers keep going up.

## 4. WRITE

Aim: to present set phrases for letters and e-mails

- Draw Ss' attention to the box containing set phrases for letters and e-mails and explain what they should bear in mind when writing a letter or an e-mail to a friend.

A. Aim: to give Ss practice in using some basic conventions of an informal letter or an e-mail

- Ask Ss to read through the e-mail and the words in the box.
- Get Ss to do the activity and check the answers with the class.

1. Dear  
2. How's  
3. fine  
4. Bye  
5. Louisa

B. Aim: to give Ss practice in writing an e-mail to a friend

- Ask Ss to read through the instructions.
- Read out and explain the TIP.
- Allow Ss some time to write their e-mails.
- Choose Ss to read out their e-mails.

### 3. LISTEN



You will hear three monologues. Circle the correct answers.

1. The population of Berlin is 3,400,000 / 1,700,000.
2. At *Click Here* they don't have keyboards / printers.
3. There are 4,000 / 400,000 people working for *Computer Tec.*



### B. Read again. What do the numbers below refer to? Match.

- |   |   |
|---|---|
| 1. 1,320,000,000 <input type="checkbox"/> | 4. 215,000,000 <input type="checkbox"/> |
| 2. 207,786,000 <input type="checkbox"/>   | 5. 300,000,000 <input type="checkbox"/> |
| 3. 6,600,000,000 <input type="checkbox"/> |   |

- a. the number of Internet users around the world
- b. the number of computer and video game players in the U.S.
- c. the number of Internet users in the U.S.
- d. the population of the U.S.
- e. the world population



### 4. WRITE

#### Set phrases for letters and e-mails

When you write a letter or an e-mail to a friend, don't forget:

- to start with **Dear** or **Hi / Hello + first name**  
Dear Neil,      Hi Betty,      Hello Ted,
- to use a set phrase.  
How are you?   How's it going?  
I hope you're fine.   I'm writing to tell you about...
- to end with a set phrase. Write your first name under this.  
Yours,   Your friend,   Love,   Bye for now,  
See you soon,   Best wishes,   Write back soon,

#### A. Read the e-mail below and complete it with the words in the box.

how's   Louisa   bye   fine   dear

To... briancox188@gmail.com  
From... louisatompkins44@yahoo.com

(1) \_\_\_\_\_ Brian,  
  
(2) \_\_\_\_\_ it going? I hope you're  
(3) \_\_\_\_\_. I'm at work now in front of my computer screen. What about you? I have some great news. I have a new computer. Can you come over tonight and help me set it up? I finish work at 5:30, so you can come after 6:00. Let me know soon.  
  
(4) \_\_\_\_\_ for now,  
(5) \_\_\_\_\_

#### B. Write an e-mail to a friend.

Don't forget to:

- use appropriate phrases.
- tell him/her what you are doing right now.
- ask him/her to do something for you.

Think about what you want to include in your e-mail.  
Make some notes before you start writing.

**TIP**

# 6 Round-up

## VOCABULARY

### A. Circle the correct words.

1. Don't pick up / throw trash in the lake.
2. Turn off the lights / faucet! I'm taking a nap.
3. How can I save / protect energy?
4. Give me those newspapers, Eve. I want to join / recycle them.
5. Teamwork is very important / busy. Let's all work together.
6. A: How do you communicate with your cousin in Paris?  
B: I check / send her e-mails.
7. Shannon is calling / talking on the phone right now.
8. There's something wrong with the printer / keyboard. I can't use the computer.

### B. Complete with the words in the box.

tell      cold      hot      answer      ask

1. Wear your jacket outside. It's \_\_\_\_\_.
2. A: Where's Sam?  
B: I don't know. \_\_\_\_\_ his brother.
3. Please \_\_\_\_\_ the phone. I'm busy right now.
4. It's \_\_\_\_\_ today. Let's go to the beach.
5. Don't \_\_\_\_\_ Harry about the trip. It's a surprise.

### C. Complete the table.

895	
3,256,000	
	five thousand, two hundred thirty-nine
7,541,000	
	six billion

## GRAMMAR

### D. Complete with the Present Progressive of the verbs in parentheses.

1.  
A: Hey, Brian. What \_\_\_\_\_ (you / do)?  
\_\_\_\_\_(you / write) an e-mail?  
B: No, I'm not. I \_\_\_\_\_ (do) my homework.  
A: On the computer?  
B: Yes, I \_\_\_\_\_ (surf) the Net. I want to find information about Internet users around the world.
2.  
A: It's Earth Day today. Our neighbors \_\_\_\_\_ (pick up) trash in the park. Let's do something about the environment, too. Let's use public transportation to go to work.  
B: We have the day off, remember?  
A: Oh, right. Let's plant some trees, then.  
B: It \_\_\_\_\_ (rain), Celia. Let's stay at home.
3.  
A: \_\_\_\_\_ (Ethan / watch) TV, again?  
B: Yes, but he \_\_\_\_\_ (not watch) sports or a reality show. His friend Tony is here and they \_\_\_\_\_ (watch) a documentary together.

### E. Complete the dialogues with *can* and the words in parentheses. Give short answers where possible.

1.  
A: \_\_\_\_\_ (you / play) the guitar, Brad?  
B: No, \_\_\_\_\_. But I \_\_\_\_\_ (play) the flute and the piano.  
A: \_\_\_\_\_ (you / sing), too?  
B: No, \_\_\_\_\_. But I \_\_\_\_\_ (dance) very well.
2.  
A: \_\_\_\_\_ (your brother / use) a computer?  
B: Of course, \_\_\_\_\_. He's a computer engineer!
3.  
A: Betty \_\_\_\_\_ (speak) six languages.  
B: Really? \_\_\_\_\_ (she / speak) Chinese?  
A: No, \_\_\_\_\_, but she \_\_\_\_\_ (speak) Japanese.

# 6 Round-up

to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

## VOCABULARY

A.

1. throw 
2. lights
3. save
4. recycle
5. important
6. send
7. talking
8. keyboard

B.

1. cold 
2. Ask
3. answer
4. hot
5. tell

C.

895	eight hundred ninety-five
3,256,000	three million, two hundred fifty-six thousand
5,239	five thousand, two hundred thirty-nine
7,541,000	seven million, five hundred forty-one thousand
6,000,000,000	six billion

## GRAMMAR

D.

1. are you doing, Are you writing, am/'m doing, am/'m surfing 
2. are picking up, is/'s raining
3. Is Ethan watching, is not/isn't watching, are/re watching

E.

1. Can you play, I can't, can play, Can you sing, I can't, can dance 
2. Can your brother use, he can
3. can speak, Can she speak, she can't, can speak

# 6 Round-up

## COMMUNICATION

F.

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

KEY

G.

KEY

Suggested answers

1. Let's make some sandwiches.  
/ How about making some sandwiches?
2. Let's go shopping. / How about going shopping?
3. Let's watch it. / How about watching it?
4. Let's go outside. / How about going outside?
5. Let's clean it up. / How about cleaning it up?

## SPEAK

- Ask Ss to look at the two pictures.
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go around the class helping Ss when necessary.
- Choose Ss to say the differences.

## WRITE

- Tell Ss to write a paragraph describing one of the pictures in the speaking activity, beginning as in the example.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

## COMMUNICATION

F. Complete the dialogues with the sentences a-f.

a. Can I take a message?

c. How can I help you?

e. Very well, Sir.

b. I'm talking to Justin on my cell phone.

d. Hold on.

f. Can you call her a little later?

1.

Mrs. Martin Hello?

Mary Hello, Mrs. Martin. Can I speak to Lisa, please?

Mrs. Martin (1) \_\_\_\_\_ She's outside in the yard right now. Lisa! Lisa! Mary's on the phone.

Lisa I can't speak to her right now. (2) \_\_\_\_\_

Mrs. Martin Sorry, Mary. She can't come to the phone. (3) \_\_\_\_\_

Mary Sure. Thank you.

2.

Secretary Larry Donaldson's office. (4) \_\_\_\_\_

Mr. Dupont Can I speak to Mr. Donaldson, please?

Secretary I'm afraid he can't speak to you right now. (5) \_\_\_\_\_

Mr. Dupont Yes. My name's Jean Dupont, I'm his son's French teacher. Please tell him that I need to speak to him.

Secretary (6) \_\_\_\_\_

G. Reply to the phrases below using *Let's* or *How about*.

1. I'm hungry. \_\_\_\_\_

2. I want a new keyboard. \_\_\_\_\_

3. There's football on TV. \_\_\_\_\_

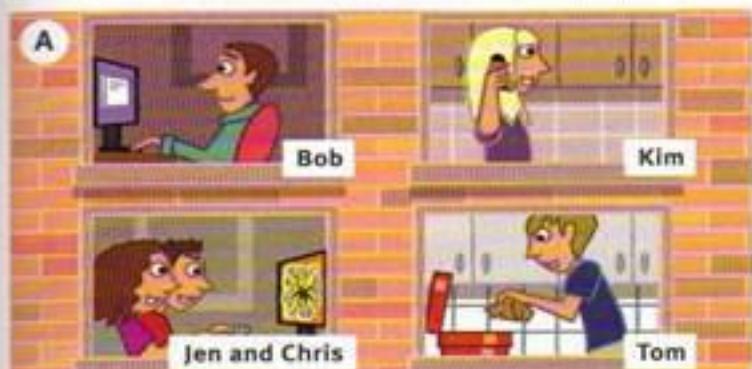
4. Look! It's snowing! \_\_\_\_\_

5. My room's a mess. \_\_\_\_\_

## SPEAK

### GAME: SPOT THE DIFFERENCES

Talk in pairs. Look at the pictures and find the differences.



In picture A Bob is checking his e-mail, but in picture B he is playing video games.

## WRITE

Write a paragraph describing one of the pictures in the activity above.



In picture A Bob is checking his e-mail.

## SELF-ASSESSMENT

Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

### Now I can...

- talk about my abilities
- have a conversation on the phone
- make suggestions and arrangements
- talk about things that are happening now
- use numbers over one hundred
- write a letter / an e-mail
- talk about the weather

<input type="checkbox"/>

# Culture page

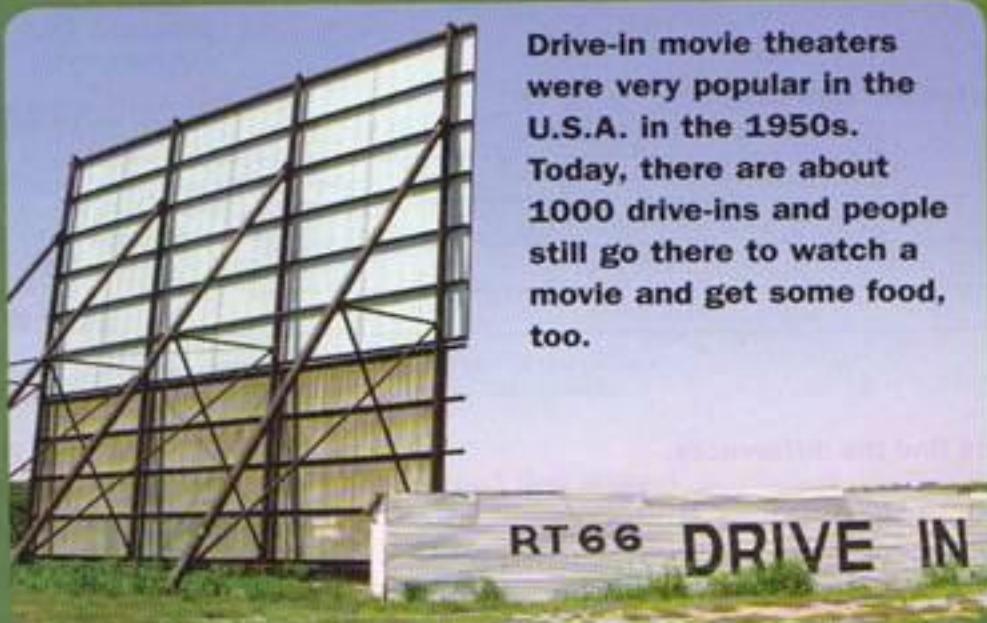


A. Do you know what a drive-in is? Listen, read and find out.



## Life in the fast lane...

In the U.S.A., they like cars a lot. There are about 250,000,000 cars in the States and Americans spend a lot of time in them, doing lots of different everyday activities.



Drive-in movie theaters were very popular in the U.S.A. in the 1950s. Today, there are about 1000 drive-ins and people still go there to watch a movie and get some food, too.



In this picture, a couple is getting married at a drive-through wedding chapel.



In this picture a woman is getting some money from a drive-through bank.

Drive-through places are also very popular. They are usually fast-food restaurants but you can also find drive-through coffee shops and even drive-through supermarkets. So, no more looking for parking spaces! Other drive-through places include banks and drugstores.

Las Vegas is famous for its wedding chapels. It's a fast and cheap way to get married. Well, now there are drive-through wedding chapels. Here, you can get married without getting out of your car!

So, with all these things you can do, why do we need to ever get out of our cars?

### B. Read again and write T for True, F for False or NM for Not Mentioned.

1. Americans don't go to drive-ins today.
2. There are 1000 drive-through restaurants in the States.
3. All restaurants in the States are drive-through.
4. You can order coffee from your car at a drive-through coffee shop.
5. It's expensive to get married in Las Vegas.
6. Drive-through wedding chapels are very popular.



**Aim:** to introduce Ss to various aspects of the culture of the English-speaking world

**A.**

- Tell Ss to look at the central picture.
- Draw Ss' attention to the words *DRIVE IN*.
- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

**Suggested answer**

A drive-in is a place where you can watch movies without leaving your car.

**KEY**

- Have Ss read through the sentences underneath the two pictures.
- Draw Ss' attention to the picture on the right and explain that the word *THRU* is an informal way of spelling the word *THROUGH* as is the case with a number of words today (*we spell them the way we pronounce them*).
- Ask Ss some comprehension questions.

*How many cars are there in the States? About 250,000,000.  
Do Americans spend a lot of time in their cars? Yes, they do.  
When were drive-ins very popular in the U.S.A.? In the 1950s.  
How many drive-ins are there in the U.S.A. today?*

*About 1000.*

*What are drive-through places? They are fast-food restaurants, coffee shops, supermarkets, banks, drugstores and wedding chapels.*

*What is Las Vegas famous for? It's famous for its wedding chapels.*

- Ask Ss if there are drive-ins and drive-through places in their country, if they have visited them, if they would like to, etc.
- Draw Ss' attention to the title *Life in the fast lane* and ask them what they think it means.
- Help Ss deduce the meaning of it (*a way of living full of activities*) by relating it to *a fast lane of a motorway*.
- Ask Ss how *drive-ins* and *drive-through places* can be related to *a life in the fast lane*.
- Help Ss understand that today people are very busy and use their cars for almost everything they do and because of that it's very difficult for them to take their time with daily routines. So, drive-through places are a convenient alternative.
- Explain any unknown words.

**B.**

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

**KEY**

1. F (...people still go there to watch a movie...)
2. F (Today, there are about 1000 drive-ins...)
3. NM
4. T
5. F (It's a fast and cheap way to get married.)
6. NM

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

# 7a What a day!

## 1. READ

A. Look at the e-mails below. Listen, read and check the statements that are true.

- a. Sally and John had the day off.
- b. John had a good time.
- c. Sally had a nice day.

A man in a purple shirt and brown jacket is standing at a counter, looking at something. A woman in a yellow patterned shirt and jeans is standing next to him, holding a pink shopping bag. They appear to be in a shop or cafe.

To... dylanrobson82@yahoo.com  
From... johnrichards22@gmail.com  
  
Send

How are you? I'm tired. Sally and I both had the day off. In the morning, we went shopping. Sally bought some chairs for her new apartment. They're terrible! Then we went to Jenny's - Sally's cousin, remember? Jenny made lunch for us. Yuck! She's a really bad cook. After lunch, I went to Sally's and helped her with the housework. I left at about eight, and now all I want to do is sleep. What a day!

To... dylanrobson82@yahoo.com  
From... sallyday342@hotmail.com  
  
Send

What's up? I had fun today! John and I went shopping and I bought 4 fantastic chairs. Then we visited Jenny and we all had lunch together. We ate Jenny's famous pasta. Delicious!! Then John came to my place and helped me with the housework. He's great!

B. Read again and complete the paragraph with words from the texts.

Sally and John went (1) \_\_\_\_\_ together. Sally bought (2) \_\_\_\_\_. John thinks they're (3) \_\_\_\_\_. They had lunch with Sally's (4) \_\_\_\_\_. She cooked (5) \_\_\_\_\_ for them. Sally (6) \_\_\_\_\_ the meal, but John thinks Jenny is a (7) \_\_\_\_\_. After that, Sally and John went to (8) \_\_\_\_\_ and did (9) \_\_\_\_\_. John got home very tired.

**Functions**

Talking about past events  
Talking about one's day

**Structures**

Past Simple (affirmative)

**Vocabulary****Words and phrases**

buy come cook (n.) have a good time have fun  
last night, etc. leave really tired What a day!  
yesterday

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss when we say *What a day!*
- Elicit the answer that we say it to describe a tiring or adventurous day.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

**1. READ ►144**

- A. Aims:**
- to present vocabulary, functions and structures in the context of two e-mails
  - to give Ss practice in identifying specific information through a T/F activity
- Ask Ss to look at the picture on the page and tell you what they can see (*a young man and woman in a furniture shop checking the prices, probably wanting to buy some new furniture*).
  - Draw Ss' attention to the two e-mails. Ask them if they communicate with their friends by e-mail, what they usually write in their e-mails, etc.
  - Play the CD and have Ss read and listen at the same time.
  - Get Ss to do the activity and check the answers with the class.

The following should be checked: **a, c**

- Ask Ss some comprehension questions:

*Who is Sally writing an e-mail to? To Dylan Robson.  
What did Sally and John do in the morning? They went shopping.  
Did John buy anything? No, he didn't.  
Did Sally buy anything? Yes, she did.  
Where did they have lunch? At Jenny's.  
Did they like it? Sally did, but John didn't.  
What time did John leave Sally's place? At about 8.*

- B. Aim:** to give Ss practice in identifying specific information through a gap-filling activity

- Get Ss to do the activity and check the answers with the class.

- KEY**
1. shopping
  2. four (fantastic) chairs
  3. terrible
  4. cousin
  5. pasta
  6. liked/enjoyed
  7. (really) bad cook
  8. Sally's
  9. housework

- Choose Ss to read the e-mails aloud and explain unknown words.

**2. GRAMMAR**

**Aim:** to present the affirmative form of the Past Simple of regular and irregular verbs

- Ask Ss to read through the table on the left.
- Ask Ss what they notice about the formation of the Past Simple of regular verbs (it is formed by adding *-ed* to the base form and it is the same for all persons in the singular and in the plural).
- Refer Ss to the Grammar Reference (p. 128) and draw their attention to the spelling irregularities.
- Ask Ss to read through the table on the right.
- Ask Ss what they notice about the formation of the Past Simple of irregular verbs (each irregular verb forms the affirmative of the Past Simple in a different way and not by adding an *-ed* ending).
- Draw Ss' attention to the box containing some more irregular verbs.
- Refer Ss to the list of irregular verbs on page 130.
- Ask Ss to read through the time expressions and the examples. Explain to Ss that these time expressions are used with the Past Simple to indicate when exactly the action took place in the past.

**3. PRACTICE**

**Aim:** to give Ss practice in using the structures of the lesson

- Get Ss to do the activity and check the answers with the class.

- stayed, watched
- studied, played
- had
- went, ate
- enjoyed
- did

KEY

**4. PRONUNCIATION ►|45, 46**

**A. Aim:** to have Ss differentiate between /t/, /d/ and /dʒ/ sounds of the *-ed* ending of regular verbs in the Past Simple

- Play the CD and tell Ss to listen for the difference in pronunciation of the *-ed* endings between *washed*, *lived* and *visited*.
- Elicit the answer that *washed* ends in a /t/ sound, *lived* ends in a /d/ sound and *visited* ends in an /dʒ/ sound.
- Point out to Ss that when the verb ends in a /p/, /k/, /f/, /s/, /ʃ/, /tʃ/, /x/ sound, *-ed* is pronounced /t/. When the verb ends in a /d/ or /t/ sound, *-ed* is pronounced /d/. When the verb ends in any other sound, *-ed* is pronounced /d/.

**B. Aim:** to give Ss practice in differentiating between /t/, /d/ and /dʒ/ sounds of the *-ed* ending of regular verbs in the Past Simple

- Play the CD and pause after each verb.
- Ask Ss to repeat each verb and check the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

- /t/: watched, liked, helped  
/d/: listened, stayed, played  
/dʒ/: wanted, started

KEY

**5. SPEAK**

**Aim:** to give Ss practice in talking about past activities

- In pairs, discuss what they did last Saturday. Go around the class, helping them when necessary.
- Choose some pairs to act out the dialogues in class.

**OPTIONAL ACTIVITY**

Playing the *chain* game

- Relying on the speaking activity, have Ss play the *chain* game.
- One student (or the teacher) starts by saying what he/she did last Saturday, a second student repeats the first student's words and says what he/she did last Saturday, a third student repeats the second student's words and says what he/she did last Saturday, etc.
- The student that can't repeat what the others have said loses and is out of the game.
- The winner is the student that can repeat everything the others have said.
- Point out to Ss that it is important to be alert and answer as quickly as possible.

## 2.GRAMMAR

### PAST SIMPLE (affirmative)

Read the tables. What do you notice about the formation of the Past Simple of regular verbs?

Regular Verbs	Irregular Verbs
I	I
You	You
He (visit→) visited	He
She (like→) liked	She (go→) went
It (study→) studied	It
We (stop→) stopped	We
You	You
	They

### Other Irregular Verbs

have → had	come → came
get → got	eat → ate
buy → bought	leave → left
make → made	do → did

For a list of irregular verbs go to p.130

### Time Expressions

- yesterday / yesterday afternoon, etc.  
We *went to the movies yesterday evening.*
- last night / week / Monday, etc.  
*Dave played computer games last Sunday.*

Grammar Reference p.128

## 3.PRACTICE

Complete the sentences with the Past Simple of the verbs in parentheses.

- Mary and Kevin \_\_\_\_\_ (stay) at home yesterday and \_\_\_\_\_ (watch) TV.
- Yesterday afternoon I \_\_\_\_\_ (study) for my exam and then I \_\_\_\_\_ (play) computer games.
- The boys \_\_\_\_\_ (have) dinner late last night.
- Harry \_\_\_\_\_ (go) jogging with his friends last Saturday afternoon and then they \_\_\_\_\_ (eat) at a fast-food restaurant.
- Carol \_\_\_\_\_ (enjoy) the concert last week.
- My mom and I \_\_\_\_\_ (do) the laundry yesterday morning.

## 4.PRONUNCIATION

A. Listen and repeat. What's the difference between *a*, *b* and *c*?

- a. washed      b. lived      c. visited

B. Listen and check the sound you hear.

washed /t/	lived /d/	visited /ɪd/
watched		
wanted		
listened		
liked		
started		
helped		
stayed		
played		

## 5.SPEAK

Talk in groups about the things you did last Saturday. Use some of the ideas below.

- stay at home
- watch TV
- study
- surf the Net
- have lunch/dinner with friends
- clean my room
- do housework
- go out with friends
- go to the movies/theater
- go to the gym
- play tennis/soccer/basketball
- go shopping
- go dancing



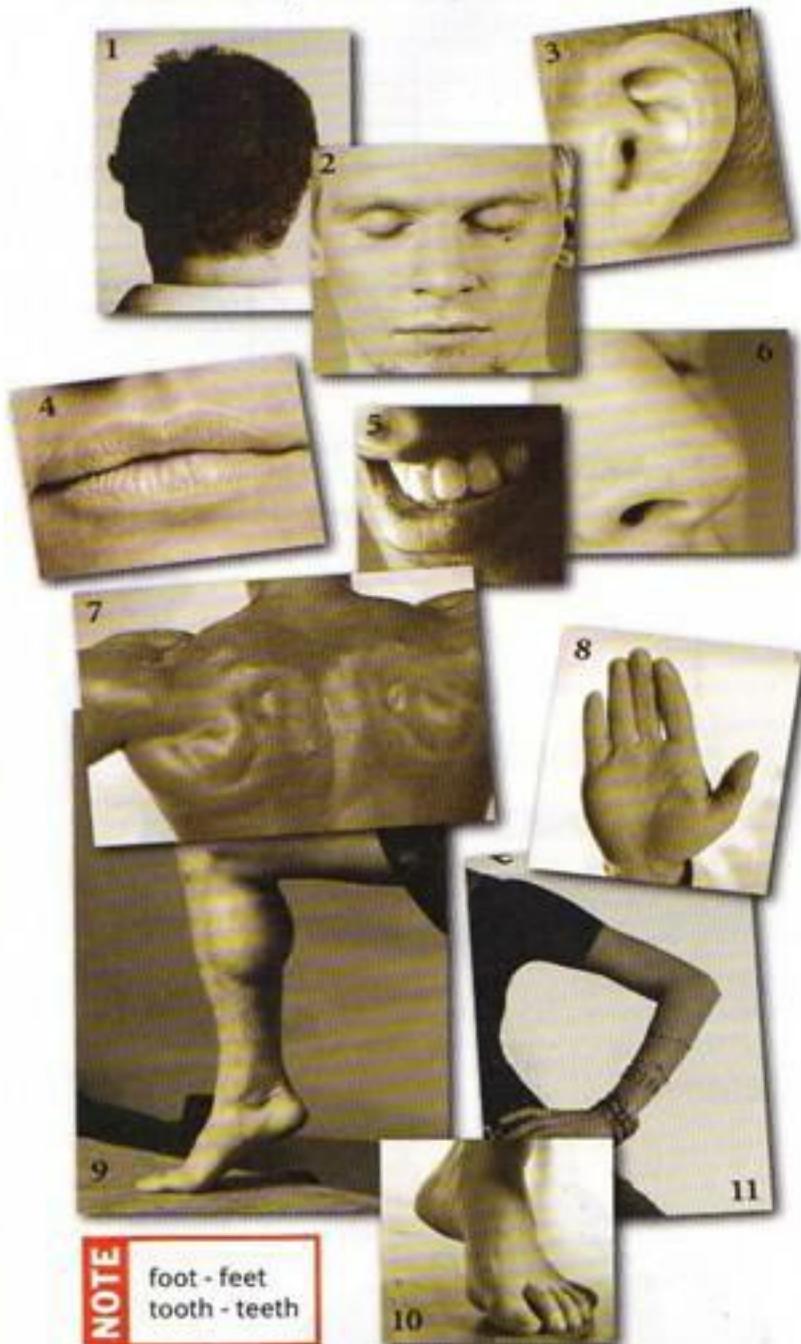
*Last Saturday, I did the housework, visited friends and studied for an exam. What about you?*

*Well, in the morning, I...*

# 7b Unlucky days

## 1. VOCABULARY

Match the words with the parts of the body. Then listen and check your answers.



**NOTE**

foot - feet  
tooth - teeth

arm	<input type="checkbox"/>	leg	<input type="checkbox"/>	nose	<input type="checkbox"/>
face	<input type="checkbox"/>	back	<input type="checkbox"/>	ear	<input type="checkbox"/>
hand	<input type="checkbox"/>	foot	<input type="checkbox"/>	teeth	<input type="checkbox"/>
head	<input type="checkbox"/>	mouth	<input type="checkbox"/>		

## 2. READ

A. Look at the pictures. What do you think happened to the man? Listen, read and check your answers.



- Dave Ouch!  
 Woman Are you OK?  
 Dave I think so.  
 Woman What happened?  
 Dave I didn't see that stone, I hit it and I fell off the bike.  
 Woman It's lucky you didn't crash into that tree. Did you hit your head?  
 Dave No, I didn't. I hurt my foot.  
 Woman Come on, I can take you to the hospital.  
 Dave Thanks. Oh no! Look at the bike. I'm in big trouble.  
 Woman Why's that?  
 Dave Because it isn't my bike. It's my son's. I just borrowed it for the afternoon.

**Functions**

Talking about accidents/unlucky days  
Asking and answering about past events  
Giving reason

**Structures**

Past Simple (negative – questions)  
Why...? Because...

**Vocabulary****Parts of the body**

arm back ear face foot-feet hand head  
leg mouth nose tooth-teeth

**Other words and phrases**

borrow break Come on crash into fall (off)  
happen happy have an accident hit hurt  
I think so I'm in big trouble lucky/unlucky  
shout when

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. If necessary, translate it into Ss' L1.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.
- Ask Ss to tell you what they consider *unlucky days*.
- Elicit answers.

**1. VOCABULARY ►147**

**Aim:** to introduce parts of the body

- Ask Ss to look at the pictures 1-11 showing different parts of the body.
- Ask Ss to read through the words in the box referring to different parts of the body.
- Get Ss to match the pictures with the words.
- Play the CD and have Ss check their answers.

	11	9	6
arm	11	leg	nose
face	2	back	ear
hand	8	foot	teeth
head	1	mouth	5

KEY

- If necessary, play the CD a second time and pause so that Ss can repeat what they hear.
- Read out and explain the NOTE.

**OPTIONAL ACTIVITY**

- Ask Ss to close their books.
- Point to different parts of your body and ask Ss for the word in English.
- Alternatively, you can get Ss to come to the front and point to different parts of their body.

**2. READ ►148**

- A. Aims:** • to present vocabulary, functions and structures in the context of two dialogues about an accident  
• to give Ss practice in identifying the main idea of the dialogues

- Have Ss look at the pictures and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss read and listen at the same time and check their predictions.

The man had an accident with the bike and broke his foot.

- Ask Ss some questions:

*Did Dave crash into a tree? No, he didn't.  
What happened? He didn't see a stone and hit it.  
Did Dave hurt his foot and his head? No, he didn't. He only hurt his foot.  
Is the bike Dave's? No, it isn't. It's his son's.  
When will Dave's foot be OK? In a week or so.  
What did his son do when he saw his bike? He shouted at Dave.*

- Draw Ss' attention to the last part of the first dialogue and explain to them when *Why* and *Because* are used. Give examples if necessary.
- Check Ss' previous knowledge of the Past Simple affirmative by asking them to find the past tense of the verbs *happen* (*happened*), *fall* (*fell*), *hit* (*hit*), *hurt* (*hurt*), *borrow* (*borrowed*), *shout* (*shouted*), *see* (*saw*), *buy* (*bought*) in the dialogues.

# 7b

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

Dave had an accident with his son's bike.	2
A woman took Dave to the hospital.	3
Dave borrowed his son's bike.	1
Dave went back to the hospital to check his foot.	5
Dave bought a new bike for his son.	4

- Choose Ss to act out the dialogues in class and explain new vocabulary.

## 3. GRAMMAR

Aim: to present the negative and interrogative form and the questions of the Past Simple of regular and irregular verbs

- Ask Ss to read through the first set of examples. Explain to them that this is the negative form of regular and irregular verbs in the Past Simple.
- Ask Ss what they notice about the formation of the negative form of the Past Simple (we add *didn't* before the base form of the main verb).
- Ask Ss to look back at the dialogues and find more examples of negative forms (*didn't see*, *didn't crash*, *didn't break*).
- Ask Ss to read through the second set of examples. Explain to them that the first question begins with the question word *When* while the second question is a *Yes/No question*.
- Ask Ss what they notice about the formation of questions in the Past Simple (we add *did* before the subject and the base form of the verb).
- Ask Ss what they notice about the answers to the two questions (Questions beginning with a question word ask for information, while Yes/No questions require *Yes/No + subject + did/didn't*, without the base form of the main verb).
- Ask Ss to look back at the dialogues and find more examples of question forms (*What happened? I didn't see... – Did you hit your head? No, I didn't. – What did your son say about his bike? He shouted at me...*).
- Draw Ss' attention to the box with the irregular verbs and then refer them to the Grammar Reference (p. 128).

## 4. PRACTICE

Aim: to give Ss practice in using the Past Simple of regular and irregular verbs in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- had, did ... happen, didn't break
- did ... take, didn't take, borrowed, did ... borrow, needed, didn't ask

## 5. LISTEN ►149

Aim: to give Ss practice in transferring from verbal to visual information

- Ask Ss to look at the pictures.
- Play the CD twice.
- Check the answers with the class.
- Alternatively, have Ss listen to the first dialogue twice and pause so that they can choose the correct picture.
- Follow the same procedure with the rest of the dialogues.

Dialogue 1: c  
Dialogue 2: b  
Dialogue 3: a

KEY

## LISTENING TRANSCRIPT

1.	Woman	Are you OK?
	Boy	No, I can't walk. It's my leg.
	Woman	Did you break it?
	Boy	I think so.
2.	Girl	Why's your leg in a cast? What happened?
	Boy	I had an accident yesterday and I broke it.
	Girl	How did it happen?
	Boy	I fell off my bike.
3.	Girl	What did you do to your bike?
	Boy	I crashed into a tree.
	Girl	Oh, no. Are you OK?
	Boy	Yeah, I just hit my head, but I'm fine.

## 6. SPEAK

Aim: to give Ss practice in talking about unlucky days or accidents

- In pairs, Ss take turns to ask and answer questions about an unlucky day or an accident they had.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

### 3.GRAMMAR

#### PAST SIMPLE (negative - questions)

Read the examples. Which verb do you use to form the negative and question?

Brian didn't crash into a car. He crashed into a tree.  
I didn't break my leg. I broke my arm.

When did the accident happen? Yesterday evening.

Did Alison hurt her head? Yes, she did.  
No, she didn't.

#### Other irregular verbs

see	→	saw	hurt	→	hurt
fall	→	fell	take	→	took
break	→	broke	say	→	said
hit	→	hit			

Grammar Reference p.128



Three weeks later...

- Doctor Well, Mr. Williams, your foot is doing just fine.
- Dave Oh, that's good news. When can I take the cast off?
- Doctor Well, you didn't break your foot badly, so in a week or so.
- Dave That's OK.
- Doctor What did your son say about his bike?
- Dave He shouted at me when he saw it, but he's happy now.
- Doctor Well, he just wants his dad to be well.
- Dave Not really. You see, I bought him a new bike.

#### B. Read again and put the sentences below in order. Write 1-5.

- Dave had an accident with his son's bike.
- A woman took Dave to the hospital.
- Dave borrowed his son's bike.
- Dave went back to the hospital to check his foot.
- Dave bought a new bike for his son.

### 4.PRACTICE

Complete the dialogues with the Past Simple of the verbs in parentheses.

1. A: Theo's at home, in bed. He \_\_\_\_\_ (have) a car accident.

B: How \_\_\_\_\_ it \_\_\_\_\_ (happen)?

A: I don't know, but he's OK. He \_\_\_\_\_ (not break) anything.

2. A: Why \_\_\_\_\_ you \_\_\_\_\_ (take) my backpack?

B: I \_\_\_\_\_ (not take) it. I \_\_\_\_\_ (borrow) it.

A: OK, why \_\_\_\_\_ you \_\_\_\_\_ (borrow) my backpack?

B: Because I \_\_\_\_\_ (need) it.

A: But you \_\_\_\_\_ (not ask) me!

B: Sorry.

### 5.LISTEN

Listen to three dialogues and match them with the correct pictures.

#### Dialogue 1



a

#### Dialogue 2



b

#### Dialogue 3



c

### 6.SPEAK

Talk in pairs. Think about an unlucky day or an accident you had. Ask and answer questions, as in the example.

**When did the accident happen?**

**Last Saturday.**

**What happened?**

**I fell off my motorcycle.**

**Did you hurt/break anything?**

**Yes, I did. I hurt my arm.**

# 7C How was it?

## 1. VOCABULARY

Look, listen and read. What do the adjectives in bold mean? Do they have a positive or negative meaning?



This is Cranberry Stadium. Everybody is watching an **interesting** game between the Rovers and the Vikings...



I'm at the new mall and the bookstore is **crowded**!



This party is so **boring**!



The weather's **awful** here at Fields Swimming Pool, but we have an **exciting** race...

Try to guess  
the meaning of  
unknown words.

TIP

## 2. READ

A. Listen, read and choose the correct summary sentence.

- a. Peter enjoyed the party but didn't like the club.
- b. Peter enjoyed the evening and really liked the club.
- c. Peter had a good time but didn't like the music.



Mark Hey Peter! What's up? You look tired.

Peter Well, I went to bed late last night. I went to Lesley's party.

Mark So, how bad was it? Lesley's parties are usually so boring!

Peter Actually, I had a great time!

Mark Are you joking?

Peter No.

Mark Were there lots of people there?

Peter Well, it wasn't crowded, but something exciting happened.

Mark What?

Peter At around 11p.m. there was a blackout. Suddenly, the music stopped and the lights went out.

Mark What did you do?

Peter We all drove downtown and found a club on Bleeker Street.

Mark Really? How was it?

Peter It was fantastic! Everybody liked it. And the music was great!

Mark Was it live?

Peter No, it wasn't. But I thought the DJ was really good.

Mark What about Lesley? Was she upset about her party?

Peter Not at all. She wants to have her party at the club every year.

**Functions**

Talking about past events  
Expressing opinion

**Structures**

Past Simple of the verb *be*

**Vocabulary****Places**

bookstore    club    mall    stadium  
swimming pool

**Other words and phrases**

Are you joking?    awful    boring    crowded    everybody  
exciting    game    go out (lights)    interesting    live (adj.)  
Not at all    party    race    upset

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Explain to them that we use this question to ask whether something (e.g. *a party, a movie, etc.*) was successful or enjoyable.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

**1. VOCABULARY ►|50**

**Aim:** to present adjectives

- Draw Ss' attention to the first picture and ask them what it shows.
- Elicit answers and give Ss the English word (*a stadium*).
- Follow the same procedure with the rest of the pictures to help Ss guess the meaning of the words *mall, bookstore, party, swimming pool, race*.
- Read out and explain the TIP.
- Ask Ss to look at the pictures again and read through the phrases underneath them.
- Draw Ss' attention to the adjectives in bold. Help Ss deduce their meaning by referring them to the context of the respective picture.
- Ask Ss to guess whether the adjectives have a positive or a negative meaning.
- Before playing the CD, tell Ss to pay attention to the speaker's intonation and word stress as these may help them decide whether the adjectives have a positive or a negative meaning.
- Play the CD and have Ss read and listen at the same time.
- Check Ss' predictions and provide any further explanations.

interesting (positive)  
crowded (negative)  
boring (negative)  
awful (negative)  
exciting (positive)

**2. READ ►|51**

**A. Aims:** • to present vocabulary, functions and structures in the context of a dialogue between two friends  
• to give Ss practice in identifying the main idea of the dialogue

- Ask Ss to look at the picture and describe what they can see (*two boys talking to each other*).
- Ask Ss to guess what the boys are talking about.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss to choose the correct summary sentence and provide justification for their answer.

The correct summary sentence is b. (*Actually, I had a great time! – It was fantastic! Everybody liked it. And the music was great!*)

- Ask Ss some questions:

*Did Peter enjoy Lesley's party? Yes, he did.  
How did they go to the club? They drove there.  
Where is the club? On Bleeker Street. / Downtown.  
What did Peter think of the DJ? That he was really good.  
Was Lesley unhappy about her party? No, she wasn't.*

**B. Aim:** to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

- Because he went to Lesley's party and went to bed late last night.
- They are usually boring.
- No, there weren't.
- Because there was a blackout/the music stopped and the lights went out.
- They went to a club downtown.
- No, there wasn't.

KEY

**C. Aim:** to give Ss practice in identifying the Past Simple of irregular verbs in a dialogue

- Draw Ss' attention to the verbs in the boxes.
- Ask Ss to find the Past Simple of the verbs in the dialogue.
- Check the answers with the class.

*But I thought the DJ was really good.  
... and found a club on Bleeker Street.  
We all drove downtown...*

KEY

- Choose Ss to act out the dialogue and explain unknown words.

**POST-READING****Aim:** to give Ss the opportunity to use the new functions and vocabulary to talk about parties

- Ask Ss some questions:

- Do you go to parties?  
Do you like going to parties?  
What makes a good party?  
When was the last time you went to a party?  
How was it?  
How was the music/the food?  
Were there a lot of people there?*

**3. GRAMMAR****Aim:** to present the Past Simple of the verb *be*

- Ask Ss to read through the examples.
- Point out to Ss that *was* and *were* are the Past Simple of the verb *be*.
- Ask Ss what they notice about the formation of the Past Simple of the verb *be* (it is *was* in the first and third person singular and *were* in all other persons).
- Ask Ss the question in the rubric and elicit answers.
- Ask Ss to look back at the dialogue and underline any examples of *was* and *were* (*So, how bad was it? – Were there lots of people there? Well, it wasn't crowded... – ...there was a blackout – How was it? It was fantastic! – And the music was great! – Was it live? No, it wasn't. – ...the DJ was really good. – Was she upset...).*
- Refer Ss to the Grammar Reference (p. 129).

**4. PRACTICE****Aim:** to give Ss practice in using the Past Simple of the verb *be* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- were, was, Was, wasn't, was
- were, was, Were, weren't, was, wasn't

KEY

**5. SPEAK****Aim:** to give Ss practice in commenting on past events

- Ask Ss to read through the adjectives in the box and the words below each picture and make sure that they don't have any unknown words.
- In pairs, Ss take turns to ask and answer questions about the places of their choice.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues in class.

**6. WRITE****Aim:** to give Ss practice in writing about past events

- Ask Ss to read through the questions. Explain any unknown words if necessary.
- Allow Ss some time to write a paragraph answering the questions about yesterday.
- Choose some Ss to read out their paragraphs.

**WORKBOOK LISTENING ►152****LISTENING TRANSCRIPT**

1.

It was awful. There was live music, but it was terrible. The place was crowded and noisy. I just wanted to go home. So, I stayed for an hour and left.

2.

Everybody was excited. Our team played very well and we won. It was a great game. Tom was a little upset because his team didn't win, but Bob and I were very happy.

3.

Yesterday, I was very unlucky. I needed a jacket, so I went to buy one with my friend Mary. We got there around 7 p.m. and I found a jacket I liked. But the lights went out and I couldn't buy it in the end.

## B. Read again and answer the questions.

1. Why is Peter tired?
2. What are Lesley's parties usually like?
3. Were there lots of people at the party?
4. Why did the party finish early?
5. Where did everybody go after they left Lesley's house?
6. Was there a live band at the club?

## C. Find the Past Simple of the verbs below in the dialogue.

think

find

drive

## 3. GRAMMAR

### PAST SIMPLE of the verb *be*

Read the examples. How do we form the negative and questions?

- A: Were you and James at the new Chinese restaurant yesterday afternoon?  
B: No, we weren't. We were at the Chinese market.
- A: Where was your sister yesterday morning? I called her but she wasn't at home.  
B: She was at the gym.
- There were lots of drinks at the party but there wasn't any food.

Grammar Reference p.129

## 4. PRACTICE

Complete the dialogues with *was*, *wasn't*, *were*, *weren't*.

1. A: Where \_\_\_\_\_ you yesterday afternoon?  
B: I \_\_\_\_\_ at the park with the kids.  
A: \_\_\_\_\_ Kate with you, too?  
B: No, she \_\_\_\_\_. She \_\_\_\_\_ at work.
2. A: Did you and Charlie go to the swimming pool yesterday?  
B: Yes, we did. We \_\_\_\_\_ there from 11a.m. to 1p.m. Why didn't you come?  
A: I \_\_\_\_\_ tired. \_\_\_\_\_ there many people there?  
B: No, there \_\_\_\_\_ and the water \_\_\_\_\_ nice. It \_\_\_\_\_ cold at all.

## 5. SPEAK

Imagine you were at one of the places shown below yesterday. Talk in pairs, as in the example. Use the prompts and the adjectives given.



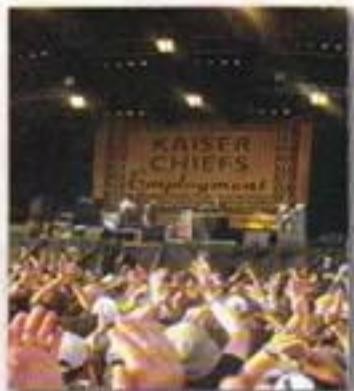
movie?



weather?



game?



music, people?

interesting	fantastic	exciting	nice
crowded	boring	terrible	awful
cold	hot	sunny	windy

Where were you yesterday morning/afternoon/evening?

I was at the movies.

Really? How was the movie?

It was boring.

## 6. WRITE

Write a few sentences about yesterday. Use the ideas from activity 5 and answer the questions below.

- Where were you?
- How was it?
- Who were you with?
- What was the weather like?
- Were there lots of people there?

# 7d A good sport

## 1. VOCABULARY

A. Listen and repeat. Which sports are indoor and which are outdoor?



swimming



volleyball



hockey



skiing



track and field



golf



baseball



pool



gymnastics

B. Look at the box and read the years a-e aloud. Then listen and check your answers.

**1998** We say: nineteen ninety-eight  
**2009** We say: two thousand nine

- a. 2004      b. 1765      c. 1999  
 d. 2022      e. 1341

**NOTE**

in + years, centuries  
*I joined a volleyball team in 2006.*

Find key words in the text. They help you to understand the main ideas.

**TIP**

## 2. READ

A. Listen and read. Which of the following topics are mentioned?

- history of tennis
- famous tennis players
- how you can win a match
- players' clothes
- types of rackets
- who won the first gold medal
- types of tennis balls



## FROM Tenez! to tennis

Tennis first appeared in England and France in the 16th century. It was called *real* (royal) tennis and only kings and queens played it. It was an indoor sport and players started the game by saying "Tenez!" (Hold! or Play!) and that's how it got its name.

Modern tennis appeared in the 1860s. It was first called "Lawn Tennis" and players only played on grass. The first tennis tournament was at Wimbledon, London in 1877. Nowadays, players play on other kinds of courts, too.

In the past, players didn't use plastic rackets. They used wooden rackets and they were quite heavy. Men wore pants and shirts and women wore long dresses. The first person



to wear shorts at Wimbledon was Bunny Austin in 1933. In the past, players also wore shoes but today, players wear sneakers.

Today, tennis is an Olympic sport. It is also part of the Paralympics and athletes play in wheelchairs.



**Functions**

Talking about sports.  
Comparing past and present facts  
Talking about past events

**Structures**

Past Simple vs. Present Simple

**Vocabulary****Sports**

baseball golf gymnastics hockey pool skiing  
swimming track and field volleyball

**Other words and phrases**

appear ball court famous gold medal grass heavy  
in the past indoor match person plastic player  
quite racket shorts wheelchair win wooden

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Ask Ss to look at the title of the lesson.
- Ask Ss to guess what the lesson will be about and elicit answers.
- Ask Ss who they think a good sport is and elicit answers (*someone who accepts rules or difficult situations well*).

**1. VOCABULARY ►153, 54**

**A. Aim:** to present sports

- Ask Ss to look at the pictures and read through the words.
- Help Ss deduce the meaning of any unknown words by relating them to the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and check the answers with the class.
- Point out to Ss that some sports can fall into both categories.
- Initiate a discussion by asking Ss some further questions:

*What is your favorite sport?*

*What sport are you good at?*

*Is there a sport you would like to take up?*

**B. Aim:** to present and give Ss practice in how we say years

- Read out the years in the box.
- Point out to Ss that years up to 1999 are read as two-digit numbers, years from 2000 to 2009 are pronounced as thousands while years from 2010 and onwards are pronounced both ways.
- Ask Ss to say the years a-e aloud.
- Play the CD and have Ss check their answers.
- If necessary, play the CD a second time and pause so that Ss can repeat the years they hear.
- Read out and explain the NOTE.
- Ask Ss to make their own sentences.

- a. two thousand four  
b. seventeen sixty-five  
c. nineteen ninety-nine  
d. two thousand twenty-two /  
    twenty twenty-two  
e. thirteen forty-one

KEY

**2. READ ►155**

**A. Aims** • to present vocabulary, functions and structures in the context of a text about tennis  
• to give Ss practice in identifying the main idea of the text

- Ask Ss to look at the title of the text and the pictures and tell you what they think it is about (*about tennis*).
- Ask Ss to look at the layout of the text and decide what the text is (*an article*) and where it may be found (*in a magazine*).
- Ask Ss if they play/like tennis, if they have ever attended a tennis match, etc.
- Elicit answers.
- Ask Ss to read through the topics and explain any unknown words.
- Read out and explain the TIP.
- Play the CD and have Ss read and listen at the same time.
- Ask Ss the question in the rubric and check the answers with the class.

The following topics are mentioned:  
history of tennis, players' clothes, types of rackets

KEY

- Ask Ss some questions.

*Where did tennis first appear? In England and France.*

*When did it appear? In the 16th century.*

*Was it an outdoor or an indoor sport? It was an indoor sport.*

*When did modern tennis appear? In the 1860s.*

*When was the first tennis tournament? In 1877.*

*Who was the first tennis player to wear shorts at Wimbledon? Bunny Austin.*

*When did that happen? In 1933.*

*Is tennis an Olympic sport today? Yes, it is.*

*How do tennis players play tennis in the Paralympics? They play tennis in wheelchairs.*

**LANGUAGE PLUS**

We use *1860s* to refer to the decade between 1860 and 1869.

**BACKGROUND NOTE**

- Olympic games for athletes with a disability, now called *Paralympics*, were first organised in Rome in 1960. Today, the Paralympics are elite sport events for athletes from six different disability groups. The Paralympic Games have always been held in the same year as the Olympic Games. The number of athletes participating in Summer Paralympic Games has increased dramatically.
- The Championships, Wimbledon*, commonly referred to as *Wimbledon*, is the oldest major tennis championship. It is held annually between late June and the beginning of July for two weeks at the *All England Lawn Tennis and Croquet Club* in London, England.

**B. Aim:** to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

1. Kings and queens.
2. Tennis.
3. It was first called "Lawn Tennis" and players only played on grass.
4. They were quite heavy.
5. Long dresses.

KEY

**C. Aim:** to give Ss practice in identifying the Past Simple of regular and irregular verbs in the text

- Draw Ss' attention to the verbs in the boxes.
- Ask Ss to find the Past Simple of the verbs on page 98 (activity A and text).
- Check the answers with the class.

who **won** the first gold medal  
...players **started** the game...  
Tennis **first appeared** in England... /Modern tennis **appeared** in the 1860s.  
Men **wore** pants and shirts and women **wore** long dresses. / In the past, players also **wore** shoes...  
They **used** wooden rackets...

KEY

- Choose Ss to read the text aloud and explain unknown words.

### 3. GRAMMAR

**Aim:** to present the difference between the Past Simple and the Present Simple

- Ask Ss to read through the examples.
- Draw Ss' attention to the first verb in bold preceded by an adverb of frequency (*I usually play*) and ask them to identify the tense (*Present Simple*).
- Draw Ss' attention to the second verb in bold preceded by a time expression (*last week I played*) and ask them to identify the tense (*Past Simple*).
- Ask Ss the question in the rubric.
- Elicit the answer that we use the Present Simple for habits or actions that happen regularly in the present while we use the Past Simple to talk about things that happened in the past.
- If necessary, demonstrate the difference with further examples or ask Ss to come up with their own example sentences.

### 4. PRACTICE

**Aim:** to give Ss practice in using the structures of the lesson in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. Did, didn't, go  
2. have, have, had  
3. bought, Do

KEY

### 5. SPEAK

**Aim:** to give Ss practice in talking about sports

- In pairs, Ss take turns to ask and answer the questions about sports using the Present Simple and the Past Simple.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

### 6. PRONUNCIATION ► 156.57

**A. Aim:** to have Ss differentiate between /θ/ and /ð/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation in the *th* sound between *athlete* and *weather*.
- Elicit the answer: *athlete* has a /θ/ sound while *weather* has a /ð/ sound.

**B. Aim:** to give Ss practice in differentiating between /ð/ and /θ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and check the sound they hear.
- Check the answers with the class.

/θ/: thousand, thanks, third, bathroom  
/ð/: brother, these, clothes

KEY

### 7. LISTEN ► 158

**A. Aim:** to give Ss practice in making predictions based on their background knowledge of sports

- Ask Ss to read through statements 1-4. Make sure they don't have any unknown words.
- Ask Ss to guess whether the statements are true or false.
- Elicit answers but do not correct Ss at this stage.

**B. Aim:** to give Ss practice in listening for specific information

- Play the CD twice.
- Ss listen and check their predictions at the same time.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss might have.

1. T 2. F 3. T 4. T

#### LISTENING TRANSCRIPT

Host	OK, welcome back to 50/50! Linda, it's your turn and your topic is sports.
Linda	OK.
Host	Here we go. How big is an indoor race track? Is it 218 yards or 437 yards?
Linda	Let me see, 218 is very small. Is it 437?
Host	I'm sorry, it's actually 218. Never mind, next question, gymnastics.
Linda	Oh no, that's not my favorite.
Host	When did gymnastics first appear in the Olympics? In 1896 or in 1954?
Linda	Oh, I don't know. 1896 is a long time ago so let's say 1954.
Host	I'm sorry, Linda, it appeared in the first Olympics in 1896, so you're wrong. On to volleyball now. True or false? All the players on a volleyball team wear the same colored shirts.
Linda	That's wrong. There is one player with a different shirt, I think.
Host	That's right, they're called <i>liberos</i> and they usually play defense.
Linda	That's interesting.
Host	OK, last question. Where did golf first start? The United States or Scotland?
Linda	Umm, I think it's Scotland.
Host	Yes! Way back in 1456. Well done Linda. Right, over to Jason now...

### 3. GRAMMAR

#### PAST SIMPLE VS. PRESENT SIMPLE

Read the examples and explain why each tense is used.

I usually play volleyball on Tuesday evenings, but last week I played on Wednesday.

### 4. PRACTICE

Circle the correct words.

1. A: Do / Did they go to the swimming pool yesterday?  
B: No, they don't / didn't. They never go / went there on the weekend.
2. A: What do you usually have / had for breakfast?  
B: I usually have / had cereal, but this morning I have / had pancakes.
3. A: Is that a new racket?  
B: Yes, I buy / bought it last week. Do / Did you like it?  
A: Yes, it's great.

#### B. Read again and answer the questions.

1. Who played *real* tennis?
2. What did players say to start a game of *real* tennis?
3. What was modern tennis first called and where did they play it?
4. What was the problem with wooden rackets?
5. What did women tennis players wear in the past?

#### C. Find the Past Simple of the verbs below on page 98.

win

start

appear

wear

use

### 5. SPEAK

Talk in pairs about the sports you play. Use the prompts.

What sports / you / play?  
When / you / usually / play?  
When / you / play / last week?  
Who / you / play with / last week?

*What sports do you play?...  
I play...*

### 6. PRONUNCIATION

A. Listen and repeat. What's the difference between *a* and *ə*?

a. athlete      b. weather

B. Listen and check the sound you hear.

	athlete /ə/	weather /ð/
brother		
thousand		
thanks		
these		
third		
bathroom		
clothes		

### 7. LISTEN

A. Before you listen, read the statements below. Do you think they are true or false?



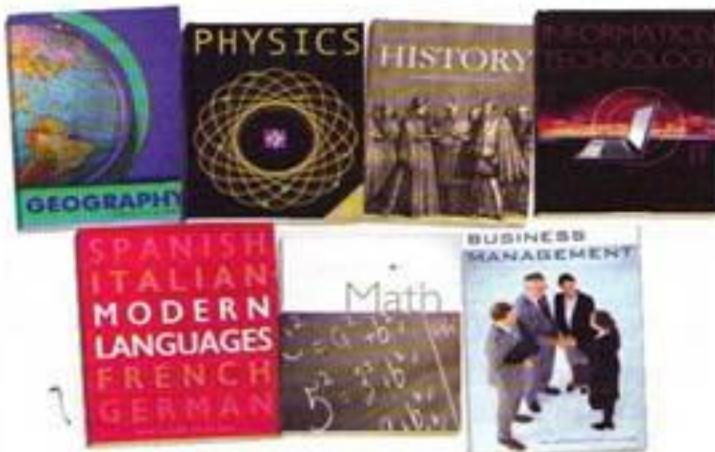
1. An indoor race track is over 437 yd.
2. Gymnastics first appeared in the Olympics in 1954.
3. One player on a volleyball team wears a different colored shirt.
4. Golf started in Scotland in 1456.

B. Now listen and check your answers.

# 7e My life story

## 1. VOCABULARY

A. Listen and repeat.



## 2. READ

A. Read the interview quickly and match the questions a-f with the paragraphs 1-6. Then listen and check your answers.

- Was it difficult to get a degree in Math?
- When did you become interested in Math?
- What did you decide to do?
- Was Math the only subject you liked at school?
- So, why did you decide to end your Math career?
- How old were you when you won the National Math Competition?

B. Read again. Find sentences to prove that the statements below are wrong.

- Jamie liked all subjects at school.
- Jamie became interested in Math when he started school.
- All the contestants at the competition were the same age.
- Jamie ended his Math career because he didn't get his Ph.D.
- Jamie isn't happy with his new career.

**NOTE**

Ago is a time expression we use with the Past Simple.  
*Alice got married five years ago.*

B. Listen and repeat.



be born



grow up



## The Math genius who gave it all up...

This week Y interviews math genius Jamie Bodwin. Jamie Bodwin gave it all up to become a musician...

- 1 Jamie Yes, and I was very good at it. I found other subjects, like History, boring.
- 2 Jamie From a very early age, before I went to school. You see, my grandfather was a Math teacher and he taught me lots of things. He was a great teacher and made me love Math.
- 3 Jamie I was nine. All the other contestants were university students, and I don't think they liked losing to a little kid.
- 4 Jamie For me, university was really easy.
- 5 Jamie Because I wasn't happy. At eighteen, I was in university studying for my Ph.D. I woke up one day and I thought: "This is not for me," so I decided I needed a change.
- 6 Jamie I always liked music so I became a musician. I got a Music degree in 2009 and, a month ago, I got a job at a music school. Music is quite difficult for me, but it's exciting and it makes me happy!

**FUNCTIONS**

Writing about one's life story  
Talking about the lives of others

**WORD BANK****Academic subjects**

Business Management   Geography  
History   Information Technology (IT)   Math  
Modern Languages   Physics

**Other words and phrases**

age   be born   before   career   competition  
difficult   easy   end (v.)   get a degree   get married  
give up   good at   grow up   have children  
interested in   little   teach   university

**WARM-UP****Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

**1. VOCABULARY ►►159, 60****A. Aim:** to introduce academic subjects

- Introduce the word *subject*.
- Ask Ss to look at the covers of the books and read through the titles.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding cover.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss to tell you what their favorite subjects are.
- Elicit answers and write the ones not mentioned here on the board.

**LANGUAGE PLUS**

- Math is another way of saying *Mathematics*.
- The initials IT stand for *Information Technology*.

**B. Aim:** to introduce vocabulary related to life events

- Ask Ss to look at the pictures and read through the phrases.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.

**2. READ ►►161****A. Aim:** to give Ss practice in identifying the main ideas of an interview through a matching activity

- Ask Ss to look at the layout of the text and decide what the text is (*an interview*) and where it may be found (*in a magazine*).
- Ask Ss if they read interviews, what kind of interviews they like reading, etc.
- Ask Ss to look at the title of the text and the picture and tell you what they think it is about. Explain the words *genius* and *give sth up*.
- Ask Ss if they have heard of or read something similar.
- Ask Ss to guess what kind of questions will be asked.
- Allow Ss some time to read through the interview.
- Point out to Ss that they should not worry about unknown words at this stage. If necessary, they should try to deduce the meaning of any unknown words from the context.

- Ask Ss to read through the questions a-f. Make sure that Ss don't have any unknown words.
- Allow Ss some time to do the matching.
- Play the CD. Ss listen and read at the same time and check their answers. Clarify any questions Ss might have.

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

KEY

**LANGUAGE PLUS**

- A **B.A.** is an abbreviation for *Bachelor of Arts*, which is a university degree in arts or social sciences.
- An **M.A.** is an abbreviation for *Master of Arts*, which is an advanced university degree in subjects such as literature, language, history, social sciences, etc.
- A **Ph.D.** is an abbreviation for *Doctor of Philosophy*, which is the highest university degree.

- Ask Ss some questions:

*What did Jamie's grandfather do? He was a Math teacher.  
Was he a good teacher? Yes, he was.*

*How old was Jamie when he won the National Math Competition? He was nine.*

*Did he find studying Math at university difficult? No, he didn't.*

*What did Jamie think when he woke up one day? That Math was not for him/he needed a change.*

*Why did he become a musician? Because he always liked music.*

*When did he get his Music degree? In 2009.*

*What did he do after he got his Music degree? He got a job at a music school.*

*What does he think of music? That it's difficult but exciting.*

**B. Aim:** to give Ss practice in identifying specific information in the interview

- Get Ss to do the activity and check the answers with the class.
- Read out and explain the NOTE.

1. I found other subjects, like History, boring.  
2. From a very early age, before I went to school,...  
3. All the other contestants were university students,...  
4. Because I wasn't happy.  
5. Music is quite difficult for me, but it's exciting and it makes me happy!

KEY

**C. Aim:** to give Ss practice in identifying the Past Simple of regular and irregular verbs

- Draw Ss' attention to the verbs in the boxes.
- Ask Ss to find the Past Simple of the verbs in the interview.
- Check the answers with the class.

*I woke up one day...*

*...who gave it all up... / Jamie Bodwin gave it all up...  
...so I became a musician.  
...and he taught me lots of things.*

KEY

- Choose Ss to read the interview aloud and explain any unknown words.

### 3. SPEAK

**Aim:** to give Ss practice in asking and answering questions about the lives of famous authors

- Divide Ss into pairs and ask them to turn to the appropriate pages.
- Ask Ss if they know who J. R. R. Tolkien and J. K. Rowling are (*authors/writers*).
- Ask Ss if they have read or know of any of their books (e.g. *The Lord of the Rings trilogy by J. R. R. Tolkien, the Harry Potter series by J. K. Rowling*).
- Ask Ss to read through the prompts and form questions.
- Ss take turns to ask and answer the questions and complete the charts.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

**Student A**

- When was Tolkien born?  
Where was he born?  
  
When did he start school?  
  
When did he go to university?  
  
What did he study?  
When did he get his degree?  
  
When did he write his first book?

**Student B**

- He was born in 1892.  
He was born in South Africa.  
  
He started school in 1900.  
  
He went to university in 1911.  
He studied English.  
He got his degree in 1915.  
  
He wrote his first book in 1936.

**Student B**

- When was Rowling born?  
Where was she born?  
  
When did she start school?  
  
When did she go to university?  
  
What did she study?  
When did she get her degree?  
  
When did she write her first book?

**Student A**

- She was born in 1965.  
She was born in England.  
She started school in 1971.  
She went to university in 1983.  
She studied French.  
She got her degree in 1987.  
  
She wrote her first book in 1995.

### 4. WRITE

**Aim:** to present *because* and *so*

- Draw Ss' attention to the box containing the linking words *because* and *so* and demonstrate their usage by relating them to the corresponding examples.

**A. Aim:** to give Ss practice in using *because* and *so*

- Get Ss to do the activity and check the answers with the class.

KEY

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

**B. Aim:** to give Ss practice in writing a paragraph about their life

- Read out and explain the TIP.
- Allow Ss some time to write their paragraphs.
- Alternatively, give Ss a chart to complete before they start writing. This chart should ask for information depending on their age group.  
e.g.

Date of birth:	
Place of birth:	
Grew up in:	
Started school:	
Finished school:	
Favorite subjects:	
College/university attended:	
First job:	
Marital status:	

- Choose Ss to read out their paragraphs.



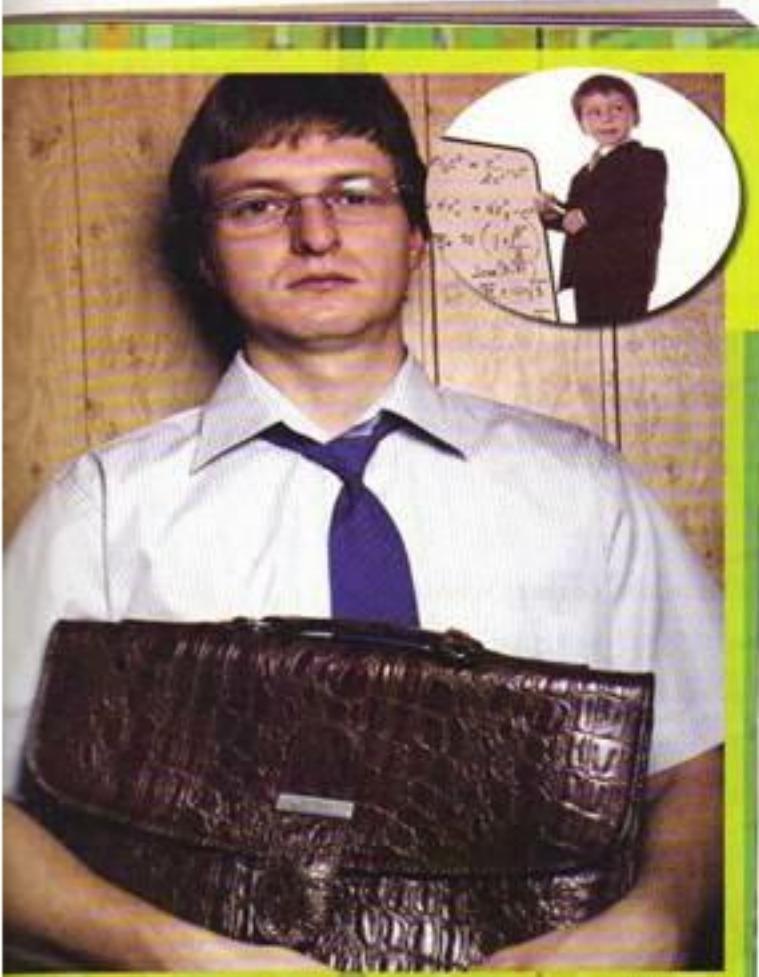
get a degree



have children



get married



C. Find the Past Simple of the verbs below in the text.

wake

give

become

teach

### 3. SPEAK

#### INFORMATION GAP ACTIVITY

Talk in pairs.  
Student A go to page 121.  
Student B go to page 123.

### 4. WRITE

#### Linking words

- We use **because** to show reason.  
*Ethan studied Physics at university because he was good at it.*
- We use **so** to express result or consequence.  
*Ethan was good at Physics so he studied it at university.*

A. Complete with **because** or **so**.

1. Nora was tired \_\_\_\_\_ she decided not to go to the movies.
2. Anne didn't have lunch today \_\_\_\_\_ she had a lot of work to do.
3. It was very cold \_\_\_\_\_ we didn't go swimming.
4. Jim never goes shopping \_\_\_\_\_ he hates it.
5. Ryan is bad at art \_\_\_\_\_ he didn't win the art competition.
6. Mary can speak French very well \_\_\_\_\_ she grew up in Paris.
7. Josh woke up late \_\_\_\_\_ he took a taxi to work.
8. My mother gave up her teaching career \_\_\_\_\_ she wanted to get married and have children.

B. Write a paragraph about your life story.



I was born in ..... in .....

I grew up in .....

I started / finished school in .....

Now, I .....

Write the events in chronological order.  
Use the Past Simple for the events that happened in the past. Use the Present Simple for things that are true now.

TIP

# 7 Round-up

## VOCABULARY

### A. Cross out the odd word.

1. mall - bookstore - skiing - stadium
2. mouth - nose - ear - foot
3. volleyball - ball - hockey - gymnastics
4. wooden - shorts - plastic - gold

### B. Choose a, b or c.

1. Monica broke her \_\_\_\_\_ last night and now she can't walk.  
a. hand      b. leg      c. arm
2. My sister went shopping yesterday and she \_\_\_\_\_ a new jacket.  
a. borrowed      b. wore      c. bought
3. Yesterday, I went to the movies and had a good time. The movie was very \_\_\_\_\_.  
a. boring      b. interesting      c. awful
4. The mall is always \_\_\_\_\_ on Saturdays.  
a. crowded      b. heavy      c. live
5. Sophie and Luke got \_\_\_\_\_ two years ago, but they don't have children.  
a. married      b. a degree      c. born

### C. Complete with the words in the box.

difficult   race   leave   come   easy   game

1. What time did you \_\_\_\_\_ Erin's house yesterday?
2. I find Physics very \_\_\_\_\_. Can you help me?
3. Lewis doesn't want to \_\_\_\_\_ to the swimming pool with us. He hates swimming.
4. Thomas didn't win the \_\_\_\_\_ because he crashed into another car.
5. We watched the soccer \_\_\_\_\_ on TV last night.
6. Amber is very good at Modern Languages and she thinks that it's \_\_\_\_\_ to learn French.

## GRAMMAR

### D. Complete with the Past Simple of the words in the box.

find   decide   make   join   take   get

1. When Tony \_\_\_\_\_ his degree in Modern Languages, he \_\_\_\_\_ to travel around the world.
2. Jason loves hockey. He \_\_\_\_\_ a hockey team last week.
3. I \_\_\_\_\_ a cake yesterday. It was delicious!
4. My cousin \_\_\_\_\_ a dog in the street and she \_\_\_\_\_ it home.

### E. Complete with the Past Simple of the verbs in parentheses.

- A: Where (1) \_\_\_\_\_ (you, be) last night? I (2) \_\_\_\_\_ (call) you at about nine and you (3) \_\_\_\_\_ (not answer).
- B: Yeah. I (4) \_\_\_\_\_ (be) out with my brother.
- A: Where (5) \_\_\_\_\_ (you, go)?
- B: We (6) \_\_\_\_\_ (go) to Amy's house.
- A: (7) \_\_\_\_\_ (she, have) a party?
- B: No, she didn't. She (8) \_\_\_\_\_ (make) us dinner.
- A: Really? Is she a good cook?
- B: Not really. She (9) \_\_\_\_\_ (cook) burgers and they (10) \_\_\_\_\_ (be) awful.
- A: Oh, no.

### F. Circle the correct words.

1. Alex has / had a car accident three years ago, and now he is afraid to drive.
2. I usually get up / got up early in the morning, but today I wake up/woke up at 11.
3. In the 1860s, people play / played tennis only on grass.
4. Charlie always wins / won when we play golf.
5. Tyler always wants / wanted to become a doctor, but when he grows up / grew up he becomes/ became a Math teacher.

# 7 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 7 through various activities

## VOCABULARY

A.

1. skiing  
2. foot  
3. ball  
4. shorts

KEY

B.

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

KEY

C.

1. leave  
2. difficult  
3. come  
4. race  
5. game  
6. easy

KEY

## GRAMMAR

D.

1. got, decided  
2. joined  
3. made  
4. found, took

KEY

E.

1. were you  
2. called  
3. didn't answer  
4. was  
5. did you go  
6. went  
7. Did she have  
8. made  
9. cooked  
10. were

KEY

F.

1. had  
2. get up, woke up  
3. played  
4. wins  
5. wanted, grew up, became

KEY

# 7 Round-up

## COMMUNICATION

G.

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

KEY

H.

1. Did you go  
2. Why did you stay  
3. How was  
4. When did you break  
5. Were there lots of

KEY

I.

Open activity

## LISTEN ►162, 63

A.

- Ask Ss to read through the names and the places.
- Play the CD.
- Check the answers with the class.

Max	restaurant
Louise	club
Dennis	party
Sally	movie theater

KEY

B.

- Ask Ss to read through the four names and sentences.
- Play the CD.
- Check the answers with the class.

Max	I thought the music was bad.
Louise	My friends liked it but I didn't.
Dennis	I danced a lot.
Sally	I didn't like the food.

KEY

## LISTENING TRANSCRIPT

Max

I don't usually go out on Sundays but I'm glad I did. I had a really good time. The food was great and cheap too! I had chocolate ice cream for dessert and I loved it! The only thing I didn't like was the music. It was awful.

Louise

I didn't enjoy it. The others thought it was a great place but it wasn't. The music was OK but the place was crowded and we didn't dance at all. Also, the drinks were very expensive and they weren't good.

Dennis

We all had a great time! The DJ played good music and we danced a lot. There wasn't any food but the cake was really good.

Sally

The movie started at 8p.m. but we were there earlier because we wanted to have some ice cream first. I was hungry so I got a hot dog too. It wasn't very good but the movie was very interesting so I didn't mind.

## SPEAK

- Tell Ss to read through the questions.
- Draw Ss' attention to the speech bubble.
- In pairs, Ss take turns to ask and answer the questions.
- Go around the class helping Ss when necessary.
- Choose Ss to act out the dialogue.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

## COMMUNICATION

G. Complete the dialogue with the sentences.

- a. Did you have a good time?
- b. Where were you yesterday afternoon?
- c. But you're not interested in football.
- d. I think so, why?
- e. Are you joking?

Kyle Hi Steve. (1) \_\_\_\_\_

Steve I went to a football game.

Kyle (2) \_\_\_\_\_

Steve I know, but a friend had some free tickets.

Kyle (3) \_\_\_\_\_

Steve Yes, it was great. I talked to the players after the game.

Kyle (4) \_\_\_\_\_

Steve No, I'm not. We saw them coming out of the stadium and said hello.

Kyle Did you see Freddie Turner?

Steve (5) \_\_\_\_\_

Kyle He's my favorite player!

H. Complete the questions for the answers below.

1. A: \_\_\_\_\_ to the movies yesterday?

B: Yes, I did. The movie was great.

2. A: \_\_\_\_\_ at home last Saturday?

B: Because I was tired and I didn't want to go out.

3. A: \_\_\_\_\_ the party?

B: It was fantastic.

4. A: \_\_\_\_\_ your arm?

B: I broke it yesterday.

5. A: \_\_\_\_\_ people at the new mall?

B: Yes, there were. It was crowded.

## I. Answer the questions.

1. When were you born? \_\_\_\_\_
2. Where did you grow up? \_\_\_\_\_
3. What did you do last night? \_\_\_\_\_
4. When did you last go to a party? \_\_\_\_\_
5. Did you have a good time? \_\_\_\_\_

## LISTEN

A. Listen to four people talking about what they did last night. Match their names with the places.

Max	club
Louise	restaurant
Dennis	movie theater
Sally	party

B. Listen again and match the people with the sentences.

Max	My friends liked it but I didn't.
Louise	I danced a lot.
Dennis	I thought the music was bad.
Sally	I didn't like the food.

## SPEAK

Talk in pairs about what you did last Saturday. Ask and answer the following questions.

- Where were you?
- Who were you with?
- What did you do?
- How was it?
- What was the weather like?

*Where were you last Saturday?*

*I was at the park.*

## SELF-ASSESSMENT

Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

### Now I can...

- use the Past Simple
- talk and write about events in the past
- talk about sports
- identify parts of the body
- write a paragraph about my life
- give reasons
- express my opinion
- talk about famous people
- compare past and present facts

# Cross-curricular page

## History

A. Who was the first man to get to the South Pole? Listen, read and check your answers.



# The race to the South Pole

At the beginning of the 20th century, two men went on a difficult journey. They both wanted to be the first to get to the South Pole in the Antarctic. It wasn't an easy race!

ROALD AMUNDSEN was born in 1872 in Norway. His father was a shipowner and he taught him to love the sea and exploring. He gave up university at 21 for a life at sea.



ROBERT FALCON SCOTT was a British Naval officer and an explorer. He was born in 1868 and he went on two trips to Antarctica.

**Jan 4, 1911**  
Scott and his team arrived on the ship *Terra Nova* and set up camp.

ROSS SEA

H.M.S.  
EREBUS

H.M.T. *MASTERS*

**Nov 1, 1911**  
Scott's team began their journey to the South Pole.

**Mar 29, 1912?**  
Scott and all his team died on the journey home. They were only about 11 miles from one of their camps.

**Oct 19, 1911**  
Amundsen and his team arrived on the ship *Fram* and began their journey. They traveled quickly on sleds pulled by dogs.

**Jan 17, 1912**  
Scott arrived at the South Pole. He found a Norwegian flag and understood he was second to get there.

**Dec 14, 1911**  
Amundsen became the first man to get to the South Pole.

**SONG**  
"What a day"

Go to page 124.

### B. Read again and answer the questions.

1. What was the name of Amundsen's ship?
2. How did Amundsen travel across the ice?
3. What did Scott find at the South Pole?
4. Who arrived at the South Pole first?
5. What happened to Scott and his team on the way home?

You can find more information on this topic at <http://www.mmpi.net/traveleramerican/traveleramericanindex.htm>

# CROSS-CURRICULAR PAGE

►►164

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

## WARM-UP

- Draw Ss' attention to the word *History* and ask them if they like/liked the subject and if they are/were good at it.

A.

- Tell Ss to look at the pictures and the title of the text.
- Make sure that Ss understand what and where the South Pole is.
- Draw Ss' attention to the pictures of the two men. Ask Ss if they have heard of them, who they think they are, etc.
- Ask Ss the question in the rubric. Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

Roald Amundsen was the first man to get to the South Pole. KEY

- Ask Ss some comprehension questions.

Where was Amundsen from? He was from Norway.

When was he born? In 1872.

What did his father teach him? He taught him to love the sea and exploring.

Where was Scott from? He was from Britain.

When was he born? In 1868.

What was he? He was a British Naval Officer and an explorer.

When did they go on a journey to the South Pole? At the beginning of the 20th century. / In 1911.

What was the name of Scott's ship? Terra Nova.

When did Amundsen arrive at the South Pole? On December 14, 1911.

When did Scott arrive at the South Pole? On January 17, 1912.

- Ask Ss if they like exploring, if they would like to go on a similar expedition, what explorers offer to humanity, etc.
- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

1. Fram.  
2. On sleds pulled by dogs.  
3. A Norwegian flag.  
4. Amundsen.  
5. They died.

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

SONG ►►165

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a song

- Ask Ss to read through the song on p. 124 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the song carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss sing along.

KEY

toast  
butter  
rode  
girl  
fell  
arm  
bed  
nurse

# 8 On vacation

Aims: • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture.
- Ask Ss to guess what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss where they went on vacation last year and what they did there.
- Draw Ss' attention to the *Flip through the module and find* section and explain unknown words.
- Then ask Ss to flip through the pages of the module and find where these points are discussed.

KEY

- ▶ a man making a vacation checklist: p. 108
  - ▶ a brochure about a tropical island: pp. 114-115
  - ▶ four e-mails about vacation plans: pp. 106-107
  - ▶ two friends on a cruise around the Mediterranean: p. 110
  - ▶ first-aid tips for travelers: p. 112
- Read out the objectives listed in the *In this module you will learn* section. Explain any unknown words.



# 8

# On vacation

## Discuss:

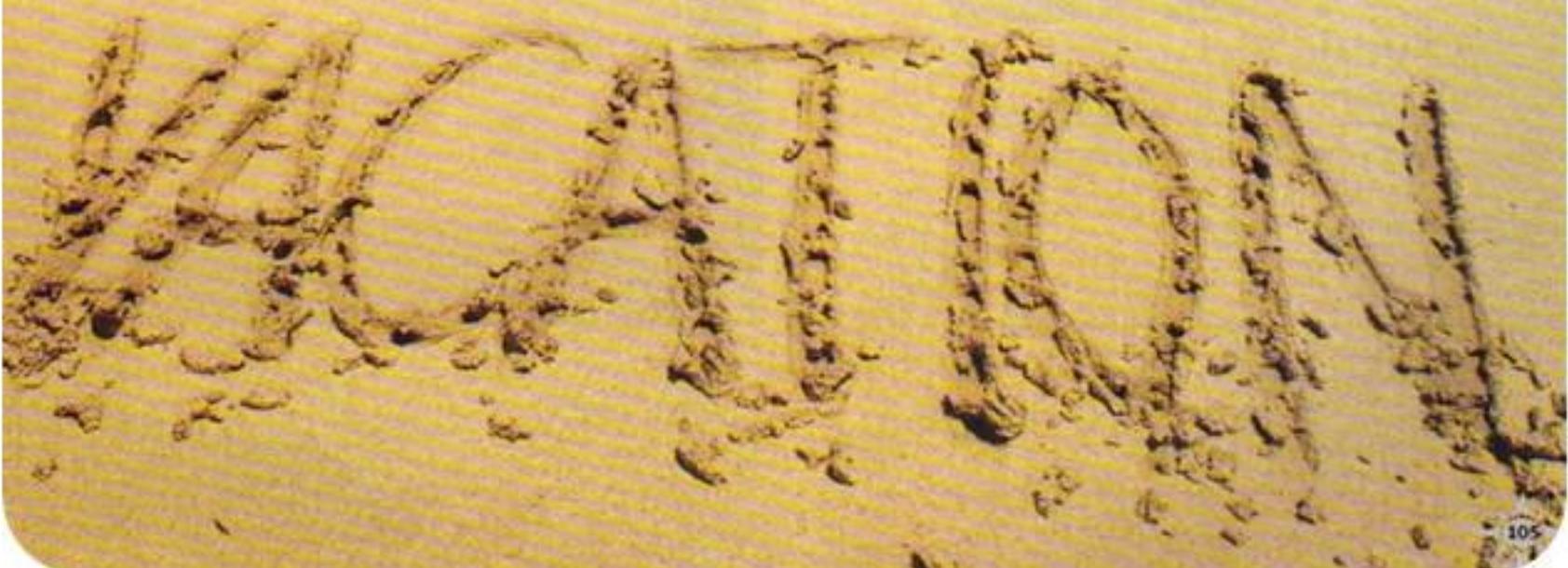
- ▶ Where do you usually go on vacation?
- ▶ What do you usually do?

## Flip through the module and find...

- ▶ a man making a vacation checklist
- ▶ a brochure about a tropical island
- ▶ four e-mails about vacation plans
- ▶ two friends on a cruise around the Mediterranean
- ▶ first-aid tips for travelers

## In this module you will learn...

- ▶ to talk about dates and seasons
- ▶ to talk and write about your future plans
- ▶ to invite
- ▶ to accept or refuse invitations
- ▶ to ask for and give advice
- ▶ to write a postcard
- ▶ to talk about vacations
- ▶ to talk about health problems



## **8a All year round**

## 1. VOCABULARY



#### A. Listen and repeat.

#### seasons



**B.** Complete the missing months. Then listen and check your answers.

April      August      November      June      February

### months



## 2. SPEAK

### Talk in pairs.

*What's the date today/tomorrow?*

*It's May 23rd*

*When's your birthday?*

*It's in November*

*It's on November 14<sup>th</sup>.*

NOTE

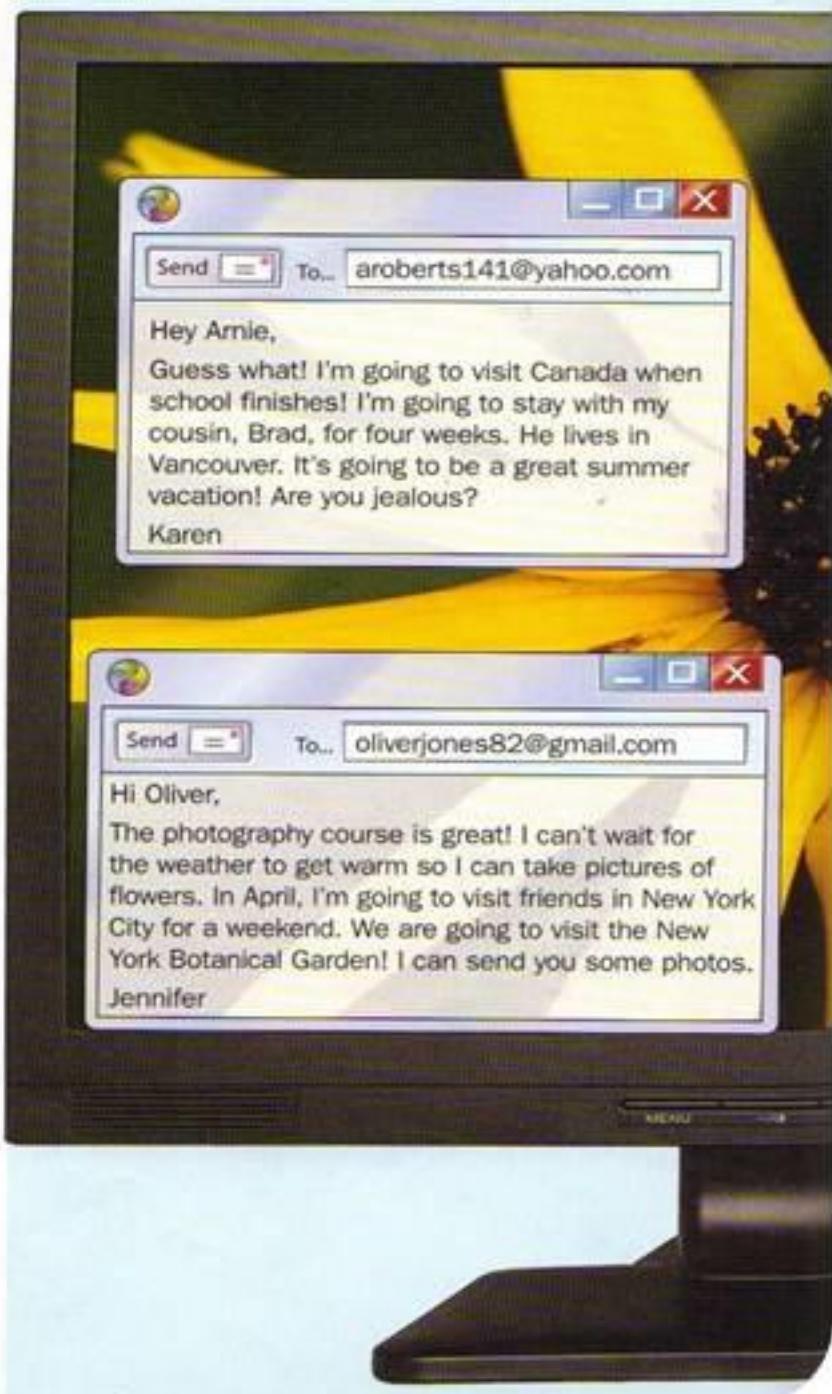
**Dates:** We write: May 23<sup>rd</sup> =  
We say: May 23<sup>rd</sup> or the 23<sup>rd</sup> of May  
**in + seasons/months**  
**on + dates**

### 3. READ



**A. Listen, read and complete the table.**

	PLACE	SEASON
Karen		
Jennifer		
Henry		
Kim		



**Functions**

Discussing future plans and arrangements  
Talking about dates and seasons

**Structures**

Future going to (affirmative - negative)

**Vocabulary****Months**

January February March April May June July  
August September October November December

**Seasons**

spring summer fall winter

**Other words and phrases**

anyway Come along flower Guess what!  
I can't wait for... Japan-Japanese learn photo  
probably take pictures travel vacation warm  
What's the date? year You know...

**WARM-UP****Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures in activity 1 and ask them to tell you what they think the lesson will be about.
- Elicit answers.

**1. VOCABULARY ► 66, 67****A. Aim:** to present the seasons of the year

- Ask Ss to look at the pictures and read through the seasons.
- Help Ss guess the meaning of the seasons by looking at the respective pictures.
- Play the CD and pause so that Ss can repeat what they hear.

**B. Aim:** to present the months of the year

- Ask Ss to read through the circle showing the months of the year starting from January.
- Ask Ss to read through the box containing the months that are missing from the circle.
- Have Ss do the activity individually or in pairs.
- Play the CD and have Ss listen and check their answers.
- Play the CD again and pause so that Ss can repeat what they hear.

**OPTIONAL ACTIVITY**

- Say the name of a month and ask a student to tell you which month comes before and after it.
- Go around the class asking Ss.

**2. SPEAK****Aim:** to present and give Ss practice in using dates

- Read out and explain the NOTE.
- Draw Ss' attention to the speech bubble. Ask a student: *What's the date today?* Elicit the answer: *It's the (+ date).* Ask another student: *When's your birthday?* Elicit the answer: *It's in (+ the month). It's on (+ the date).*
- In pairs, Ss ask and answer questions.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

**3. READ ► 68**

- A. Aims:** • to present vocabulary, functions and structures in the context of four e-mails  
• to give Ss practice in identifying the main ideas of the e-mails

- Explain to Ss that they are going to read and listen to four e-mails written by people who are going to go on vacation.
- Draw Ss' attention to the table and explain to them that they should read and listen to the e-mails and find out where these people are going to go on vacation (*place*) and when (*season*).
- Play the CD and have Ss read and listen at the same time.
- Allow Ss some time to complete the table and check the answers with the class.

	PLACE	SEASON
Karen	Canada	summer
Jennifer	New York City	spring
Henry	France	winter
Kim	Japan	fall

- Ask Ss some questions.

*When is Karen going to visit Canada? When school finishes.*

*Who is Karen going to stay with? Her cousin Brad.*

*What kind of pictures does Jennifer want to take? She wants to take pictures of flowers.*

*How long is Jennifer going to stay in New York City? For a weekend.*

*Is Henry going to go to the concert? No, he isn't.*

*Why? Because he's going to go to Colorado.*

*Why is he going to go to Colorado? Because he wants to go on a skiing vacation.*

*How long is he going to stay in Colorado? From the 25<sup>th</sup> to the 27<sup>th</sup>.*

*What month does Henry think is the best time for skiing? February.*

*What does Stephen do? He's a student.*

*When is Kim going to come home? Before winter.*

**LANGUAGE PLUS**

*Taking a year off* means to stop working or studying for one year and do other activities, like traveling, instead.

# 8a

B. Aim: to give Ss practice in identifying specific information in the e-mails through a gap-filling activity

- Get Ss to do the activity and check the answers with the class.

1. Jennifer
2. Karen
3. Kim
4. Henry
5. Jennifer
6. Henry
7. Karen ... Kim

KEY

- Choose Ss to read the e-mails aloud and explain unknown words.

## 4. GRAMMAR

Aim: to present the Future *going to* (affirmative – negative)

- Ask Ss to read through the examples.
- Ask Ss the question in the rubric (verb *be* (+ *not*) + *going to* + base form of the verb).
- Ask Ss to guess when we use the Future *going to*.
- Elicit the answer that we use the Future *going to* to express future plans.
- Read out and explain the NOTE.
- Refer Ss to the Grammar Reference (p. 129).

## 5. PRACTICE

Aim: to give Ss practice in using the Future *going to* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. are going to see, is/'s going to cook
2. am/m going to get, are going to buy
3. isn't going to rain, is/'s going to be

KEY

## 6. SPEAK

Aim: to give Ss practice in talking about their plans for the summer

- In pairs, Ss take turns to say two things they are going to do and two things they are not going to do this summer.
- Go around the class helping Ss when necessary.
- Choose Ss to say their sentences in class.

## 7. WRITE

Aim: to give Ss practice in writing about their plans for a trip

- Allow Ss some time to write their e-mails.
- Choose Ss to read out their e-mails.

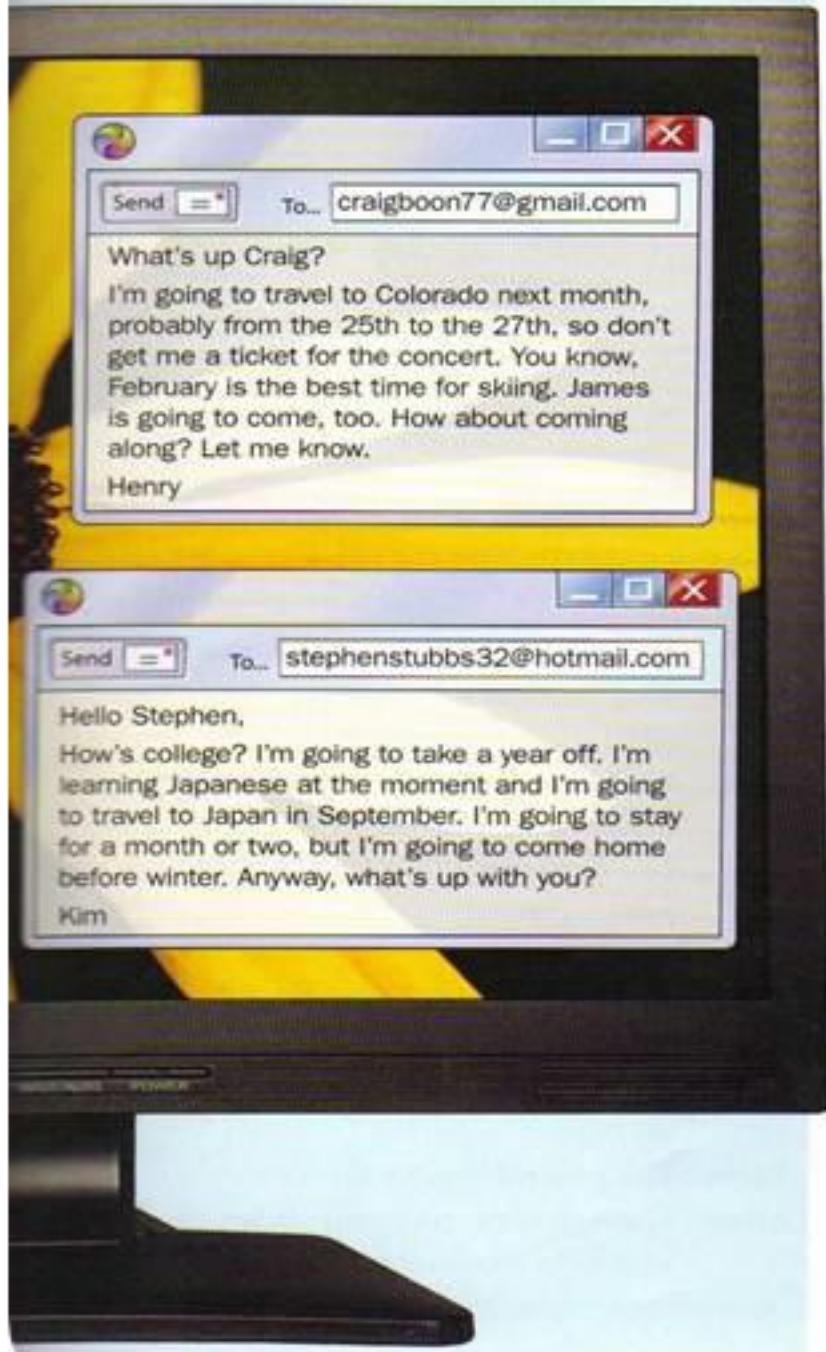
## WORKBOOK LISTENING ►► 169

### LISTENING TRANSCRIPT

Luke Hey, Maggie.  
Maggie Hi, Luke.  
Luke Guess what!  
Maggie What?  
Luke I'm going to go on vacation in June.  
Maggie Really? So, you're going to visit Italy with Mark, right?  
Luke No, I'm not. Mark is going to Italy. I'm going to visit Spain with my brother.  
Maggie But you went to Spain last year.  
Luke I know. But I had a great time. So, I'm going to go there again this year.  
Maggie Wow. I want to visit Spain, too.  
Luke How about coming along?  
Maggie That sounds great, but I'm not going to go on vacation this summer. We're very busy at work.

**B. Read again complete with Karen, Jennifer, Henry or Kim.**

1. \_\_\_\_\_ has a new hobby.
2. \_\_\_\_\_ is going to visit family.
3. \_\_\_\_\_ is going to this place to practice the language.
4. \_\_\_\_\_ is going to go with a friend.
5. \_\_\_\_\_ is going to visit friends.
6. \_\_\_\_\_ likes winter sports.
7. \_\_\_\_\_ and \_\_\_\_\_ are going to stay there for over three weeks.



## 4. GRAMMAR

### FUTURE going to (affirmative - negative)

Read the example. How do we form the Future *going to* affirmative and negative?

Paul is going to visit Spain next month, but he isn't going to stay in Madrid.

The girls are going to cook pasta. They aren't going to cook chicken.

**NOTE**

It isn't necessary to say or write *to go* with the Future *going to*.

*I'm going (to go) to New York City next weekend.*

### Grammar Reference p.129

## 5. PRACTICE

Complete the dialogues with the Future *going to* and the verbs in parentheses.

1. A: Are these tickets for the football game?  
B: Yes, my brother and I \_\_\_\_\_ (see) the game together tonight. What about you?  
A: No, I can't. It's my sister's birthday today.  
She \_\_\_\_\_ (cook) Chinese for us.
2. A: Hey, when's your birthday?  
B: It's on April 30<sup>th</sup>, and guess what! I \_\_\_\_\_ (get) a car! My parents \_\_\_\_\_ (buy) me one next week.
3. A: What did they say about the weather?  
B: It \_\_\_\_\_ (not rain) but it \_\_\_\_\_ (be) cold and cloudy all weekend.

## 6. SPEAK

Say two things that you're going to do this summer and two things that you aren't going to do.

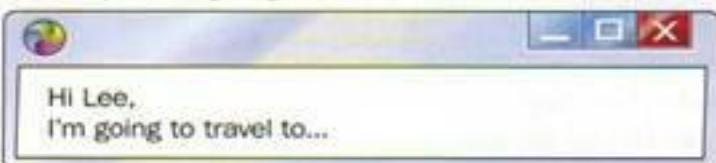
*I'm going to go on vacation.*

*I'm going to travel around Europe.*

## 7. WRITE

Write a short e-mail to a friend telling him/her about your plans for a trip. Think about:

- where you are going to travel to
- who you are going with
- when you are going



# 8b Pack your bags

## 1. VOCABULARY

Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers. Can you guess what the highlighted phrases mean?

money taxi tickets plane bags



1. A: Can you help me pack my bags?

B: OK. Where are your clothes?



2. Jason went to a travel agent yesterday and booked tickets for July.



3. I have dollars, but I need euros. Where can I exchange some money?



4. I'm not going to take my car to the airport, so please call for a taxi for 7a.m. tomorrow morning.



5. A: Do you often travel by plane?  
B: No, it's my first time.



## 2. READ

A. Look at the picture. What do you think the man is doing? Listen, read and check your answers.

Kevin Hey, Alison! Help me make a list for my trip.

Alison Sure. So you're going to fly to Mexico City, right?

Kevin Yes, I booked the flight last week. I'm going to pick up my plane ticket tomorrow.

Alison OK. Write down TICKET. What else? Are you going to exchange money before you go?

Kevin No, I don't think so. I'm going to do that at the airport. And I'm going to take my credit card with me, of course. So, CREDIT CARD.

Alison OK. Are you going to call for a taxi to get to the airport?

Kevin That's a good idea. TAXI.

Alison Also, before you pack your clothes, check the weather in Mexico City on the Net.

**Functions**

Discussing future plans  
Making arrangements

**Structures**

Future going to (questions)

**Vocabulary****Words and phrases**

airport arrive book a ticket call for a taxi  
credit card exchange money flight fly list  
pack bags pick up a ticket travel agent  
travel by plane, etc. word write down

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain it (*put clothes and other possessions into bags before going on a trip*).
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

**1. VOCABULARY ►170**

Aim: to present and give Ss practice in using vocabulary related to traveling

- Ask Ss to look at the pictures, read through the words in the box and then complete the sentences.
- Allow Ss some time to complete the sentences.
- Play the CD and have Ss listen and check their answers at the same time.

1. bags  
2. tickets  
3. money  
4. taxi  
5. plane

KEY

- Have Ss guess the meaning of the highlighted phrases by using clues from the pictures and the short dialogues.

**2. READ ►171**

- A. Aims:
- to give Ss practice in making predictions by using visual information
  - to give Ss practice in identifying the main idea of the dialogue
  - to present vocabulary, functions and structures in the context of a dialogue between two friends

- Ask Ss to look at the picture and tell you what they can see (*a man and a woman, the man is writing something*).
- Ask Ss what they think the man is writing (*TICKET/He is making a list for his trip*).
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss read and listen at the same time in order to check their predictions.
- Ask Ss some questions.

*What is Kevin asking Alison to do? To help him make a list for his trip.*

*Where is Kevin going to fly to? To Mexico City.*

*What is he going to take with him? His credit card, his ticket, his passport and his clothes.*

*What are the five things in Kevin's list? Ticket, credit card, taxi, weather, passport.*

**B. Aim:** to give Ss practice in identifying specific information in the dialogue

- Get Ss to do the activity and check the answers with the class.

- Last week.
- He's going to pick up his plane ticket.
- He's going to exchange money.
- By taxi.
- The weather in Mexico City.
- She forgot her passport.

- Choose Ss to act out the dialogue and explain unknown words.

### POST-READING

**Aim:** to give Ss the opportunity to use the new vocabulary to talk about what they do before they go on a trip

- Ask Ss some questions:

*Do you usually make a list before you go on a trip?  
What are the things you write down?  
Have you ever forgotten your passport or your ticket?*

### 3. GRAMMAR

**Aim:** to present the Future *going to* (questions)

- Ask Ss to read through the example questions.
- Point out to Ss that the first question begins with the question word *What* while the second question is a *Yes/No question*.
- Ask Ss what they notice about the formation of the questions (we put the present tense of the verb *be* before the subject followed by *going to* and *the base form of the verb*).
- Ask Ss what they notice about the answers to the two questions (*Questions beginning with a question word ask for information while Yes/No questions require a short answer*).
- Ask Ss the question in the rubric and elicit the answer that short answers are formed by Yes or No followed by the subject and the affirmative or the negative present tense of the verb *be*.
- Refer Ss to the Grammar Reference (p. 129).

### 4. PRACTICE

**Aim:** to give Ss practice in using the Future *going to* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

- Is ... going (to go)
- isn't
- am/m going to travel
- Are ... going to take
- are ... going to get
- am/m going to call
- Are ... going to call
- am not

### 5. LISTEN

**Aim:** to give Ss practice in listening for specific information

- Ask Ss to look at the pictures and name the items.
- Read out and explain the TIP.
- Play the CD twice.
- Check the answers with the class.

- a. ✓  
b. ✓  
c. ✓  
d. ✓  
e. ✓  
f.  
g.  
h.

KEY

### LISTENING TRANSCRIPT

- Patrick** Hello?  
**Sue** Hi, Patrick, it's Sue. Listen, I'm trying to pack for my trip to Paris, and I need your help.  
**Patrick** OK.  
**Sue** My main problem is, which bag do I take? I have a small blue bag and a big red one.  
**Patrick** Are you going to stay there long?  
**Sue** Just for a few days.  
**Patrick** Well, take the small bag, then. By the way, when are you going to leave?  
**Sue** Next Friday.  
**Patrick** Let me check the weather on the Internet... Here we are, it's going to be cold there next week, so take a warm jacket.  
**Sue** Yes, good idea. What about shoes? I don't need boots, right?  
**Patrick** No, just sneakers. It isn't going to rain.  
**Sue** That's good, so no umbrella, then. What else do I need?  
**Patrick** What about money? Are you going to exchange any dollars for euros?  
**Sue** No, I'm not. I'm just going to take some dollars and my credit card. What do you think?  
**Patrick** Yes, that's fine.  
**Sue** Thanks Patrick, you're really helping.  
**Patrick** No problem. Now, what about the hotel...

### 6. SPEAK

**Aim:** to give Ss practice in talking about preparations for a trip

- In pairs, Ss take turns to ask and answer questions.
- Go around the class, helping Ss when necessary.
- Choose Ss to act out the dialogues.

### 3. GRAMMAR

#### FUTURE going to (questions)

Read the examples. How do we form short answers?

A: What are you going to take with you on your trip?

B: I'm not sure.

Are you going to make a list? Yes, I am.  
No, I'm not.

**Grammar Reference p.129**

### 4. PRACTICE

Complete the dialogues with the Future *going to* of the verbs in parentheses. Give short answers where possible.

1. A: (1) \_\_\_\_\_ Dennis (go)  
on vacation this summer?

B: No, he (2) \_\_\_\_\_. What about you?

A: I (3) \_\_\_\_\_ (travel) to New York.

B: Really? (4) \_\_\_\_\_ you \_\_\_\_\_  
(take) your family?

A: Of course.

2. A: How (5) \_\_\_\_\_ we (get)  
to the party tonight?

B: I (6) \_\_\_\_\_ (call) for a taxi.

A: OK. (7) \_\_\_\_\_ you \_\_\_\_\_  
(call) Sunshine Taxis?

B: No, I (8) \_\_\_\_\_. They're always late.

Kevin Of course. WEATHER.

Alison Now, write down the word PASSPORT.

Kevin Come on, I'm not going to forget that.

Alison Just write it down. I forgot it once, and it  
was a nightmare.

Kevin Maybe you're right.

#### B. Read again and answer the questions.

- When did Kevin book tickets for Mexico City?
- What is Kevin going to do tomorrow?
- What is Kevin going to do at the airport?
- How is Kevin going to get to the airport?
- What is Kevin going to check on the Internet?
- What happened to Alison once?

### 5. LISTEN

Look at the pictures below and check what Sue is going to take with her on her trip.

a



c



d



e



f



g



h

Don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.



### 6. SPEAK

Talk in pairs. Look at the activities on page 108 and make a list of things to do before you go on a trip. Decide what you would do first, second, etc.

*So, what are we going to do first?*

*Let's book the flight first.*

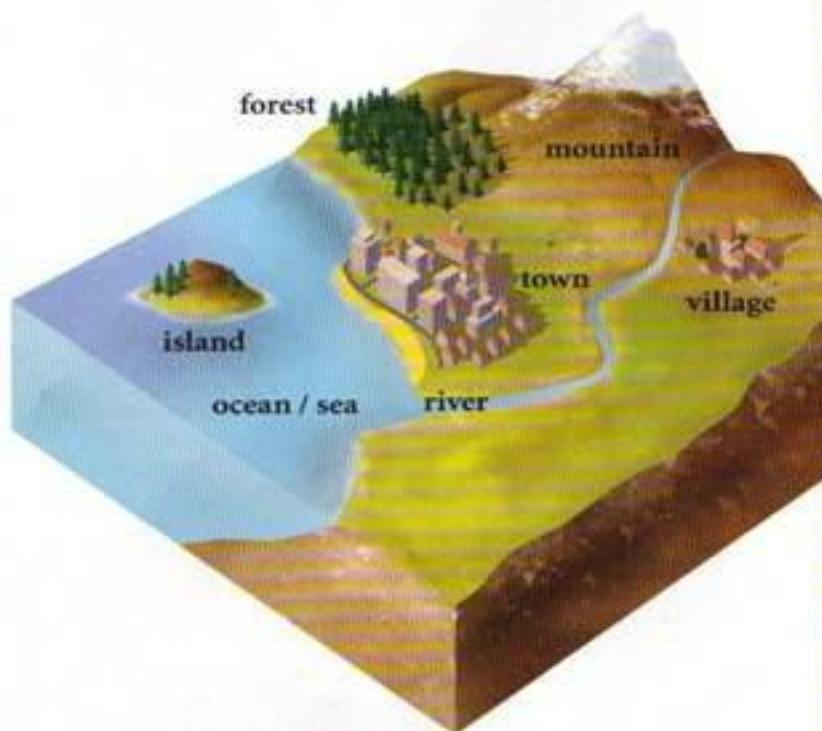
*And what are we going to do next?*

...

# 8C Would you like to come?

## 1. VOCABULARY

A. Listen and repeat.



B. Listen and repeat. Then decide where you can do these activities. Use the vocabulary from A.



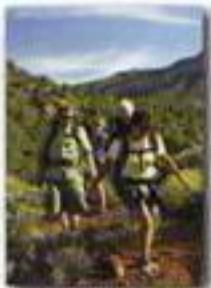
do water sports



go on a cruise



go sightseeing



go hiking



buy souvenirs



sunbathe



go camping

## 2. READ

A. Read the dialogues and put them in the correct order. Then listen and check your answers.

a.

Zoe Are you ready to have some fun, then?

Eva Yeah. What time does the ship leave?

Zoe In about thirty minutes. This is going to be your first cruise, right?

Eva Yes, I'm very excited.

Zoe I'm going upstairs with the girls. Do you want to join us?

Eva No, thanks. Maybe later.

Zoe OK. Would you like to have dinner all together later?

Eva I'd love to.

Zoe See you later, then.

b.

Zoe Where are you going to go on vacation this summer?

Eva I'm not sure.

Zoe Take a look at these brochures. I'm going to go on a cruise around the Mediterranean with some friends. Would you like to come?

Eva That sounds awesome. Are you sure it's OK?

Zoe Of course.

Eva Great. Thanks for inviting me.

c.

Eva This is the perfect vacation!

Zoe Yeah, I can't wait to see Cairo tomorrow. Do you want to go shopping with us? We want to buy some souvenirs.

Eva Sorry, I can't. I'm going to visit the Pyramids with Toby.

Zoe Who's Toby?

Eva This guy I met yesterday.

Zoe OK, then. Have a nice day.

B. Read again and write T for True or F for False.

1. Eva decides to go on vacation with Zoe and her friends.
2. Eva is excited about the trip.
3. Zoe invites Eva to have dinner with her friends.
4. Eva is going to go sightseeing tomorrow.
5. Toby is a friend of Zoe's.

**Functions**

Inviting  
Accepting and refusing invitations

**Structures**

would like to – want to

**Vocabulary****Vacation activities**

buy souvenirs do water sports go camping  
go hiking go on a cruise go sightseeing  
sunbathe

**Geographical features**

forest island mountain ocean river sea  
town village

**Other words and phrases**

awesome brochure invite I have other plans  
meet perfect ship Talk to you later  
take a look Thanks for...

**WARM-UP****Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Explain to Ss that we use this question when we want to invite someone to come with us.
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

**1. VOCABULARY ►173.74****A. Aim:** to introduce geographical features

- Draw Ss' attention to the words describing different geographical features.
- Help Ss deduce the meaning of unknown words by relating them to the picture.
- Play the CD and pause so that Ss can repeat what they hear.

**LANGUAGE PLUS**

**Sea** and **ocean** both refer to the body of salt water that covers the greatest part of the Earth. However **seas** are typically smaller than **oceans** and partially enclosed by land. Reference to the ocean rather than the sea is common in the U.S., since the country is bounded by the Atlantic Ocean on the east and the Pacific Ocean on the west.

**B. Aim:** to introduce vacation activities

- Ask Ss to look at the pictures and read through the phrases.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss where they can do these activities.
- Refer Ss to the vocabulary of the previous activity and check the answers with the class.

**2. READ ►175**

**A. Aims:** • to present vocabulary, functions and structures in the context of three dialogues between friends  
• to give Ss practice in understanding text cohesion

- Ask Ss to look at the picture and tell you what they can see (*people boarding a ship*).
- Ask Ss if they have ever been on a cruise, if they had a good time, etc.
- Elicit answers.
- Ask Ss to read the dialogues and put them in the correct order.
- Allow Ss some time to do the activity.
- Play the CD and have Ss listen and check their answers at the same time.
- Elicit answers and ask Ss to provide justification.

a. 2 b. 1 c. 3

- Ask Ss some questions.

*Where do the girls decide to go on their summer vacation?  
On a cruise around the Mediterranean.*

*Are they going to go alone? No, they aren't. Some of Zoe's*

*friends are going to go with them.*

*What place are they going to visit? Cairo.*

*What does Zoe want to do in Cairo? To go shopping. / To buy some souvenirs.*

*What is Eva going to do in Cairo? She's going to visit the Pyramids with Toby.*

**BACKGROUND NOTE**

Mediterranean cruises stop off for day trips to various places, e.g. Cairo.

**B. Aim:** to give Ss practice in identifying specific information in the dialogues

- Get Ss to do the activity and check the answers with the class.

1. T 2. T 3. T 4. T 5. F

- Choose Ss to act out the dialogues and explain unknown words.

**3. GRAMMAR****Aim:** to present the verbs *want to* and *would like to*

- Ask Ss to read through the examples drawing their attention to the words in bold type.
- Ask Ss to guess when we use *would like to* and *want to*.
- Elicit the answer that we use *would like to* and *want to* to express what we want to do (*I want to buy a present – I'd like to buy him a present too*) and to invite (*Would you like to go camping with me? – Do you want to come with me?*).
- Point out to Ss that *would like to* is more polite than *want to*.
- Ask Ss the question in the rubric and elicit answers (*would like* and *want* are followed by the full infinitive).
- Refer Ss to the Grammar Reference (p. 129).
- Ask Ss to look at the example sentences again and find ways to accept or refuse invitations (accepting an invitation: *I'd love to.* / *Sure.* – refusing an invitation: *I'm sorry, I can't.*).

**4. PRONUNCIATION ►176, 77****A. Aim:** to have Ss differentiate between the strong and the weak form of *to*

- Play the CD and tell Ss to listen for the difference in the pronunciation of *to* in the two utterances.
- Elicit that in utterance A *to* is pronounced as /tə/ (weak form) whereas in utterance B it is pronounced as /tu:/ (strong form).

**B. Aim:** to give Ss practice in differentiating between the strong and the weak form of *to*

- Play the CD and have Ss repeat the utterances.

**5. SPEAK****Aim:** to give Ss practice in inviting and accepting/refusing an invitation

- Ask Ss to read through the boxes containing set phrases used for accepting or refusing an invitation.
- In groups of three, Ss take turns to invite and accept or refuse invitations.
- Go around the class helping Ss when necessary.
- Choose Ss to act out the dialogues.

**6. LISTEN ►178, 79****A. Aim:** to give Ss practice in listening for gist

- Ask Ss to read through sentences a-c.
- Play the CD.
- Check the answer with the class.

The correct answer is b.

**B. Aim:** to give Ss practice in listening for specific information

- Ask Ss to look at the pictures.
- Play the CD.
- Check the answers with the class.

1. b 2. b 3. a

**LISTENING TRANSCRIPT****John** Please leave your message after the tone...**Paul** John! It's Paul. I just wanted to tell you about some changes to our trip next month. First of all, I'm going to go to a party on Saturday, so we're going to leave on Sunday morning. Is that OK? We're still going to stay for two weeks, don't worry. Also, I can't find a place to stay by the sea, so I booked a hotel in a village near the forest. It looks really nice, and it was very cheap. The village has everything we need and there's a beautiful river nearby. Now, about our hiking trip. The mountains aren't very near so we can go hiking by the river. Don't forget your camera! Anyway, call me if you have any problems. See ya!

### 3. GRAMMAR

would like to – want to

Read the examples. What do you notice about the verb that comes after **would like** and **want**?

- A: Would you like to go camping with me?  
B: Yes, I'd love to.  
C: I'm sorry, I can't.
- A: I'm going to go shopping. I want to buy a present for Tony. Do you want to come with me?  
B: Sure. I'd like to buy him a present too.

Grammar Reference p.129



### 4. PRONUNCIATION

A. Listen and repeat. What do you notice about the pronunciation of **to**?

A: Would you like to do some water sports?  
B: Yes, I'd love to.

B. Now listen to the examples in the grammar section and repeat.

### 5. SPEAK

Talk in groups of three.

**Student A:** Invite your partners to do something together. Use ideas from activity 1B or your own.

**Students B and C:** Accept or refuse Student A's invitation and discuss. Use phrases from the boxes.

Accept	Refuse
Yes, I'd love to.	I'm sorry, I can't.
Sure, why not?	I'm afraid I'm busy/tired.
Of course!	Sorry, I have other plans.
Sounds awesome/great!	No, thanks!
Great idea!	Maybe some other time.
Thanks for inviting me.	Isn't it a little late?

*Would you like to go hiking in the forest with me tomorrow?*

*I'm sorry, I can't. I'm going to go swimming.*

### 6. LISTEN

A. Listen to a message on an answering machine. Why is Paul calling?

- a. To invite John to go sightseeing with him.
- b. To give John information about the trip.
- c. To tell John that he can't go hiking.

B. Listen again and check the correct picture a or b.



# 8d Be prepared

## 1. VOCABULARY

Listen and repeat.



I have a headache.



I have a sore throat.



I have a backache.



I have a toothache.

What's wrong?

## 2. READ

A. Read the text and match the questions a-c with the advice in paragraphs 1-3. Then listen and check your answers.

**a. I use a high factor sunscreen and I don't stay in the sun for too long. But, I still get sunburned. Any advice?**  
Wendy, Boston

**b. I usually get terrible stomachaches when I'm on vacation. Any ideas?**  
Sally, Seattle

**c. I always take pain relievers when I travel by plane because I get bad headaches. What should I do?**  
Darren, Cleveland

**First-aid for Travelers**

**1. —**  
This is a problem for many people. You should try to get some sleep on the plane. Also, you should drink lots of water and move around.

**2. —**  
You should be careful with what you eat and drink. Never drink tap water, only bottled water. Brush your teeth with it, too. Also, don't buy drinks with ice in them.

**3. —**  
Don't forget to put sunscreen on every hour and after swimming. You can also wear a T-shirt when on the beach. Remember that you can get sunburned on cloudy days, too.

**B. Read again and answer the questions.**

- When should you drink lots of water?
- How should you brush your teeth when on vacation?
- What shouldn't you have in your drink?
- What should you wear on the beach?
- What can happen on cloudy days?

**TIP**  
Decide in which part of the text you can find the information you need.

**Functions**

Asking for and giving advice  
Talking about health problems

**Structures**

The verb **should**

**Vocabulary****Ailments**

backache fever headache sore throat  
stomachache the flu toothache

**Other words and phrases**

advice Any ideas? be careful bottled water  
brush my teeth get some sleep get sunburned ice  
move pain reliever put still sun sunscreen  
tap water What's wrong?

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and explain it to them (*be ready to deal with a situation*).
- Ask Ss to tell you what they think the lesson will be about.
- Elicit answers.

**1. VOCABULARY ►180**

**Aim:** to present ailments

- Ask Ss to look at the pictures and read through the phrases.
- Help Ss deduce the meaning of unknown words by relating them to the context of the corresponding picture.
- Draw Ss' attention to the question *What's wrong?* and ask them to guess when we use it by looking at the pictures (we use it to find out what is worrying or upsetting someone).
- Play the CD and pause so that Ss can repeat what they hear.

**2. READ ►181**

**A. Aims:** • to present vocabulary, functions and structures in the context of a website giving advice on how to treat ailments  
• to give Ss practice in understanding text cohesion

- Ask Ss to look at the layout of the text and decide what it is (*a website giving advice on how to treat ailments while you are on vacation*) and where it may be found (*on the Internet*).
- Ask Ss if they have ever visited a similar website, what they think of it, etc.
- Ask Ss to read through the questions a-c and the advice in paragraphs 1-3.
- Allow Ss some time to do the matching activity.
- Check the answers with the class.

1. c 2. b 3. a

**LANGUAGE PLUS**

The sentence *I have a headache* refers to a current condition while the sentence *I get bad headaches* means that the speaker generally suffers from bad headaches, e.g. when s/he travels by plane.

- Ask Ss some questions:

*What is Darren's problem? He gets bad headaches when he travels by plane.*

*What should Darren try to do when he travels by plane? He should try to get some sleep on the plane, move around and drink lots of water.*

*What is Sally's problem? She gets terrible stomachaches when she's on vacation.*

*What should Sally be careful of when she's on vacation? She should be careful with what she eats and drinks.*

*Should Sally drink tap water when she's on vacation? No, she shouldn't.*

*What is Wendy's problem? She gets sunburned easily. How often should Wendy put sunscreen on? Every hour and after swimming.*

**B. Aim: to give Ss practice in identifying specific information in the text**

- Read out and explain the TIP.
- Get Ss to do the activity and check the answers with the class.

- KEY**
1. When you are on the plane./ When you get bad headaches on the plane.
  2. With bottled water.
  3. Ice.
  4. A T-shirt.
  5. You can get sunburned.

- Get Ss to read the text aloud and explain any unknown words.
- Ask Ss to tell you how they protect themselves against ailments when they go on vacation.
- Elicit answers.

**3. GRAMMAR****Aim:** to present the verb *should*

- Ask Ss to read through the examples and tell you when we use the verb *should* (to ask for and give advice).
- Ask Ss the question in the rubric (*should* is followed by the base form of the verb).
- Point out to Ss that *should* remains the same in all persons.
- Refer Ss to the Grammar Reference (p. 129).

**4. PRACTICE****Aim:** to give Ss practice in using *should* in the context of short dialogues

- Get Ss to do the activity and check the answers with the class.

1. should go                    3. shouldn't eat  
2. should book                4. shouldn't spend

**5. LISTEN ►182****Aim:** to give Ss practice in listening for specific information

- Ask Ss to read through the questions and the answers.
- Play the CD twice.
- Check the answers with the class.
- Alternatively, you can ask Ss to read through the first question.
- Play the CD and have Ss listen to the first dialogue twice.
- Follow the same procedure with the other two dialogues.

1. b 2. a 3. a

**LISTENING TRANSCRIPT**

- 1.**  
**Emma** Hi, Ricky, are you OK?  
**Ricky** Not really. My head hurts.  
**Emma** Do you want a pain reliever?  
**Ricky** No, thanks. I took one.  
**Emma** Maybe you should see a doctor.  
**Ricky** Doctor? I need a dentist.  
**Emma** What do you mean?  
**Ricky** It's my tooth, it really hurts and it's giving me a headache.
- 2.**  
**Alice** Hello?  
**Fred** Hi, Alice. How's it going?  
**Alice** Not very well.  
**Fred** You sound awful.  
**Alice** Yeah, I woke up this morning with a fever, a headache and a terrible stomachache.  
**Fred** Oh! You have the flu. I had it last week, you know. It was awful.  
**Alice** Tell me about it.  
**Fred** It sounds like you have a sore throat, too.  
**Alice** No, my throat's OK. I just went to a concert with Lisa yesterday and we sang all night.
- 3.**  
**Simone** Hi, Rupert!  
**Rupert** Hello, how are you? Ahh!  
**Simone** I'm fine, what's up with you?  
**Rupert** I have a backache.  
**Simone** Ow, that's bad. Did you go to work today?  
**Rupert** Yeah. Why not? I sit down all day. I don't get tired.  
**Simone** Where are you going now?  
**Rupert** To the gym.  
**Simone** What? You can't go there like that!  
**Rupert** I thought maybe it's good for my back.  
**Simone** Don't be silly. Go home and go to bed.

**6. PRONUNCIATION ►183, 84****A. Aim:** to give Ss practice in identifying silent letters in words

- Play the CD and ask Ss to identify the silent letters in the two words.
- Elicit the answer that /l/ is silent in *should* and /k/ is silent in *know*.

**B. Aim:** to give Ss practice in identifying silent letters in words

- Ask Ss to read the words and underline the silent letters in them.
- Play the CD and have Ss check their answers.

would  
flight  
answer  
bought  
island

**7. SPEAK****Aim:** to give Ss practice in talking about health problems and giving advice

- In pairs, Ss take turns to ask and answer about health problems and give advice.
- Go around the class helping Ss when necessary.
- Choose Ss to act out the dialogues.



I have a stomachache.



I have a fever.



I have the flu.

### 3. GRAMMAR

#### THE VERB **should**

Read the examples. What do you notice about the verb that comes after **should**?

A: I have a headache. What should I do?

B: You **should** take a pain reliever and you **shouldn't** play computer games all day.

**Grammar Reference p.129**

### 4. PRACTICE

Complete with **should** or **shouldn't** and the verbs in parentheses.

1. A: I have a fever. What should I do?

B: You \_\_\_\_\_ (go) to bed.

2. A: I want to go to New York for New Year's.

B: You \_\_\_\_\_ (book) your tickets early.

3. A: I have a terrible toothache.

B: You \_\_\_\_\_ (eat) chocolate all the time.

4. A: I don't have any money.

B: You \_\_\_\_\_ (spend) all your money on expensive clothes.

### 5. LISTEN



Listen to three dialogues and choose the correct answer **a** or **b**.

1. What should Ricky do?

- a. go to the doctor's
- b. go to the dentist's

2. What's wrong with Alice?

- a. She has the flu.
- b. She has a sore throat.

3. What shouldn't Rupert do?

- a. go to the gym
- b. go to work

### 6. PRONUNCIATION



A. Listen and repeat. Which letters are silent?

- |           |         |
|-----------|---------|
| a. should | b. know |
|-----------|---------|

B. Read the words below and underline the silent letters. Then listen and check your answers.

would

flight

answer

bought

island

### 7. SPEAK

Talk in pairs.

**Student A:** Imagine you have one of the problems in activity 1. Ask Student B for advice.

**Student B:** Student A isn't feeling well. Ask what's wrong with him/her. Then tell him/her what he/she should/shouldn't do. Use some of the ideas in the box.

go/gym	take/pain reliever	visit/dentist
stay/bed	eat/chocolate	drink/tea
watch TV	visit/doctor	get/sleep

**What's wrong with you?**

**I have... What should I do?**

**You should/shouldn't...**

# 8e What a vacation!

## 1. VOCABULARY

Match the map symbols with the words. Write 1-6 in the boxes. Then listen and check your answers.

castle

port

campsite

national park

water sports

waterpark



Read the text quickly to understand the main idea.

## 2. READ

A. Read the text quickly and match the headings a-c with the paragraphs 1-3. Then listen and check your answers.

a. Tour the island!

c. Enjoy the beaches!

b. Enjoy nature!

# Margarita Island

Margarita Island is a beautiful tropical Caribbean island near Venezuela and has many things you can do.

1.

There are lots of beaches: quiet, crowded, cold, warm, large, small, windy or not windy. Go to a different beach every day! For windsurfers and windsurfing competitions, Playa El Yaque is the perfect place. Of course, there are many other water sports you can do on the island.



2.

There are many places to visit. Go on an organized tour or rent a car and drive around. Don't miss the fantastic castles, like the Castle of Pampatar. Also, visit the town El Cercado and buy impressive souvenirs!

3.

Have fun at Margarita Tropical Gardens and Labyrinth. Walk around a maze, see beautiful flowers and trees and try to find your way out. See snakes and monkeys, and taste local fruit and drinks.



Don't forget to visit La Restinga National Park and take a boat ride on the river through the mangrove forest.



**Functions**

Talking about one's vacation  
Differentiating between past and future tenses

**Vocabulary****Words and phrases**

boat campsite castle Don't miss... impressive  
local monkey national park port postcard  
rent snake taste (v.) through tour (v.) tropical  
waterpark windsurfing

**WARM-UP**

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to tell you when we say *What a vacation!*
- Elicit the answer that we can say it to refer to a vacation which is either very good, exciting, etc. or very bad, adventurous, etc.
- Ask Ss to tell you what they think the lesson will be about and elicit answers.

**1. VOCABULARY ►185**

**Aims:** • to present vocabulary related to vacations  
• to give Ss practice in identifying symbols on a map

- Ask Ss to look at the map and the symbols on it.
- Ask Ss if they have seen/used a similar map.
- Elicit answers.
- Ask Ss if they can identify the symbols on the map.
- Ask Ss to read through the words which refer to the map symbols.
- Allow Ss some time to do the matching activity.
- Play the CD and have Ss listen and check their answers.

castle	3
port	4
campsite	1
national park	6
water sports	2
waterpark	5

**2. READ ►186**

**A. Aims:** • to present vocabulary and functions in the context of a brochure  
• to give Ss practice in identifying the main ideas of the paragraphs of a text through a matching activity

- Ask Ss to look at the layout of the text and tell you what it is (*an article about a tropical island*) and where it may be found (*in a magazine, a travel brochure*).
- Tell Ss to look at the title of the text and the pictures of the island and ask them if they have heard of the island, if they have ever been to a similar island, if they would like to, etc.
- Ask Ss what they usually do when they are on vacation and what their criteria are when choosing a vacation destination.
- Read out and explain the TIP.
- Allow Ss some time to read through the text and match the paragraphs with the headings.
- Play the CD and have Ss listen and check their answers at the same time.

1. c 2. a 3. b

KEY

- Ask Ss some questions:

*Is Margarita Island in South America? Yes, it is. It's near Venezuela.*

*Are there many beaches on the island? Yes, there are.*

*Can you do water sports on the island? Yes, you can.*

*What can you buy in El Cercado? Impressive souvenirs.*

*What can you see at Margarita Tropical Gardens and Labyrinth? Beautiful flowers and trees, a maze and animals.*

*What should people who visit La Restinga National Park do? Take a boat ride on the river.*

**B. Aim:** to give Ss practice in identifying specific information in the text

- Read out and explain the TIP.
- Get Ss to do the activity.
- Check the answers with the class.

KEY

1. Caribbean
2. beach
3. windsurfing
4. car
5. Castle
6. snakes / monkeys
7. monkeys / snakes

- Choose Ss to read the text aloud and explain unknown words.

**3. WRITE**

**Aim:** to have Ss differentiate between the Past Simple and the Future going to

- Draw Ss' attention to the box explaining the difference between the two tenses.

**A. Aim:** to give Ss practice in differentiating between past and future time expressions

- Ask Ss to read through the time expressions in the box.
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY

Past: in 2006, two days ago, yesterday, last Saturday

Future: in two days, next week, soon, tomorrow

**B. Aim:** to give Ss practice in expanding notes into sentences

- Get Ss to do the activity and check the answers with the class.

KEY

1. Last summer we stayed at a campsite by the beach.
2. My cousins and I are going to tour the island tomorrow.
3. I visited the waterpark two weeks ago.
4. Stephanie bought (some) impressive souvenirs yesterday.
5. Greg and John are going to try windsurfing next week.

**C. Aim:** to give Ss practice in writing a postcard

- Read out and explain the TIP.
- Allow Ss some time to write their postcards.
- Have some Ss read out their postcards and check the language used.



**B. Read again and complete the postcard with words from the text.**

Hi Robert!

Greetings from Margarita Island, a beautiful place in the (1) \_\_\_\_\_. I'm having a fantastic time! I'm staying at a hotel near a (2) \_\_\_\_\_ called Playa El Yaque. Yesterday, I watched a (3) \_\_\_\_\_ competition. I took lots of pictures. Today, I'm going to rent a (4) \_\_\_\_\_, so I can tour the island. I want to visit the (5) \_\_\_\_\_ of Pampatar. Tomorrow, I'm going to visit Margarita Tropical Gardens and Labyrinth. It has a beautiful maze and there are animals like (6) \_\_\_\_\_ and (7) \_\_\_\_\_ there. I'm so excited.

I love this place!

See you soon,  
Jerry

Read the text carefully to understand specific details.

**TIP**

### 3.WRITE

#### Using tenses

When you write a postcard, be careful which tenses you use.

- Use the Past Simple to describe what you did.
- Use the Future *going to* for your future plans.

**A. Look at the words/phrases in the box. Which of them refer to the past and which refer to the future?**

in 2006    in two days    two days ago    next week  
yesterday    soon    tomorrow    last Saturday

**B. Expand the notes into sentences.**

1. last summer / we / stay / campsite / by / beach

---

2. cousins and I / tour / island / tomorrow

---

3. I / visit / waterpark / two weeks ago

---

4. Stephanie / buy / impressive souvenirs / yesterday

---

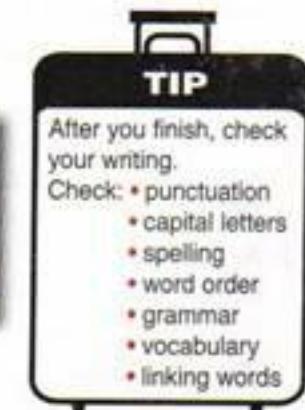
5. Greg and John / try / windsurfing / next week

---

**C. Imagine you're on vacation. Write a postcard to a friend telling him/her about it. Use the following ideas and the postcard in activity 2B as a guide.**

- Say where you are
- Say what you did/saw yesterday
- Say what you are going to do/see today/tomorrow
- Say what you want to do/see today/tomorrow

Hi ...!  
Greetings from...  
Yesterday....  
Tomorrow....



# 8 Round-up

## VOCABULARY

### A. Circle the correct words.

1. I always **be** / get sunburned in the summer.
2. Did you **take** / call for a taxi for Mrs. Franklin?
3. We want to **go** / get on a cruise around the world.
4. Let's **take** / have pictures of those beautiful birds.
5. Tell William to **be** / **come** along. We're going to go windsurfing.
6. I'm going to travel to New York **in** / by train.
7. Don't forget to **buy** / **take** souvenirs for Rose and Keith.
8. **Be** / Get careful. There's a snake near your foot.

### B. Complete with the words in the box.

taste      learn      brush      wait  
arrive      book      invite

1. You should always \_\_\_\_\_ your teeth in the morning.
2. I'm not going to \_\_\_\_\_ Ben to the party.
3. Max wants to \_\_\_\_\_ German.
4. I can't \_\_\_\_\_ for the summer.
5. What time does Samuel's plane \_\_\_\_\_?
6. Lucy's going to \_\_\_\_\_ her ticket tomorrow morning.
7. I want to \_\_\_\_\_ some of that cake. It looks delicious.

## GRAMMAR

### C. Write questions and answers as in the example. Use the Future *going to* and the prompts.

1. A: Samantha / go camping / Tuesday?  
B: No / go hiking  
A: Is Samantha going to go camping on Tuesday?  
B: No, she isn't. She's going to go hiking.
2. A: Linda and Fay / do water sports / Sunday?  
B: No / go sightseeing

3. A: Peter / visit / national park / tomorrow?  
B: Yes

4. A: the boys / have / fish?  
B: No / have / pasta

5. A: Greg / tour / the island?  
B: Yes

## COMMUNICATION

### D. Choose *a* or *b*.

1. A: Would you like to come to the movies with us?

- B: \_\_\_\_\_ I love going to the movies.
- a. Yes, I'd love to.  
b. No thanks!

2. A: Do you want to go dancing on Saturday?

- B: \_\_\_\_\_ I'm going to go to the theater with Tom.
- a. Sounds great.  
b. Sorry, I have other plans.

3. A: Do you want to watch a DVD?

- B: \_\_\_\_\_ I have a terrible headache.
- a. Great idea.  
b. Maybe some other time.

4. A: Would you like to go for a walk in the forest?

- B: \_\_\_\_\_ It's a beautiful day.
- a. Sure, why not?  
b. Isn't it a little late?

### E. Match.

1. What's wrong?
  2. What's the date?
  3. What are you going to do first?
  4. Are you going to come?
  5. When are you going to tour the island?
  6. I have a sore throat. Any ideas?
- a. It's March 17<sup>th</sup>.  
b. On August 28<sup>th</sup>.  
c. You should drink some hot tea.  
d. I have a headache.  
e. No, I have other plans.  
f. Pack my bags, then call for a taxi.



# 8 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 8 through various activities

## VOCABULARY

A.

1. get  
2. call  
3. go  
4. take  
5. come  
6. by  
7. buy  
8. Be

KEY

B.

1. brush  
2. invite  
3. learn  
4. wait  
5. arrive  
6. book  
7. taste

KEY

## GRAMMAR

C.

2. A: Are Linda and Fay going to do water sports on Sunday?  
B: No, they aren't. They're going to go sightseeing.  
3. A: Is Peter going to visit the national park tomorrow?  
B: Yes, he is.  
4. A: Are the boys going to have fish?  
B: No, they aren't. They're going to have pasta.  
5. A: Is Greg going to tour the island?  
B: Yes, he is.

KEY

## COMMUNICATION

D.

1. a 2. b 3. b 4. a

KEY

E.

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

KEY

# 8 Round-up

F.

KEY

## Suggested answers

1. You should take a pain reliever.
2. You should visit the/a dentist.
3. You shouldn't go to the gym.
4. You should drink some tea.
5. You should visit the/a doctor.
6. You shouldn't eat chocolate.

## SPEAK

A.

- Tell Ss to look at the brochure. Make sure that they don't have any unknown words.
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go around the class helping Ss when necessary.

B.

- Draw Ss' attention to the speech bubble.
- Choose Ss to report their answers to the class.

## WRITE

- Tell Ss to write an e-mail about a day trip they are going to go on, including the ideas given.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

**F. Complete the situations. Use *should/shouldn't* and the prompts in the box.**

visit/dentist    take/pain reliever    eat/chocolate    visit/doctor    drink/tea    go/gym

1. A: I have a headache.

B: \_\_\_\_\_

2. A: I have a toothache.

B: \_\_\_\_\_

3. A: I have a backache.

B: \_\_\_\_\_

4. A: I have a sore throat.

B: \_\_\_\_\_

5. A: I have the flu.

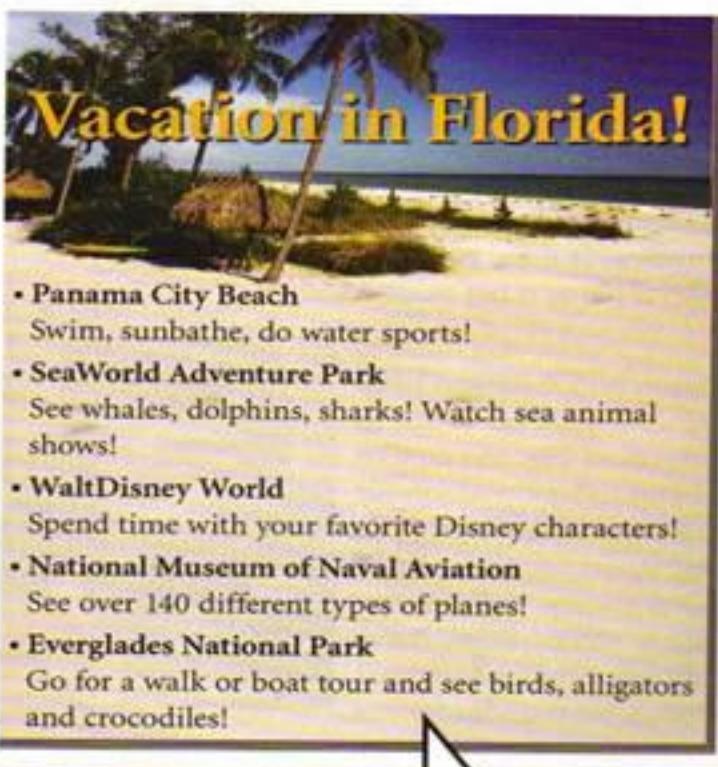
B: \_\_\_\_\_

6. A: I have a stomachache.

B: \_\_\_\_\_

**SPEAK**

**A. Talk in pairs. Imagine that you and your partner have decided to go to Florida for your summer vacation. Look at the brochure below and decide what you are going to do and why. Choose three things.**



**Vacation in Florida!**

- Panama City Beach  
Swim, sunbathe, do water sports!
- SeaWorld Adventure Park  
See whales, dolphins, sharks! Watch sea animal shows!
- Walt Disney World  
Spend time with your favorite Disney characters!
- National Museum of Naval Aviation  
See over 140 different types of planes!
- Everglades National Park  
Go for a walk or boat tour and see birds, alligators and crocodiles!

**So, what are we going to do?**

**Let's go to Panama City Beach and do water sports.  
I love water sports.**

**Sure. I want to try windsurfing. How about going to...?  
No, I don't want to go there. It sounds boring.**

**B. Report your answers to the class.**

**We are going to go to Panama City Beach and do water sports. We are also going to...**

**WRITE**

**Write an e-mail to a friend about a day trip you are going to go on. Include the following:**

- where you are going to go
- when you are going to go
- who is going to be with you
- what you are going to do
- invite your friend to come along

**SELF-ASSESSMENT**

**Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.**

**Now I can...**

- say the date
- say my date of birth
- talk about future plans and arrangements
- discuss preparations for a trip
- invite someone to do something
- accept and refuse invitations
- ask for and give advice
- talk about my vacation
- write a postcard
- talk about health problems
- write an e-mail about my vacation plans



# Culture page

A. Look at the pictures. What kinds of vacation do you think you can go on in New Zealand? Listen, read and find out.



traveling to

## NEW ZEALAND

New Zealand has everything; from a traditional vacation by the beach to a really exciting adventure vacation!



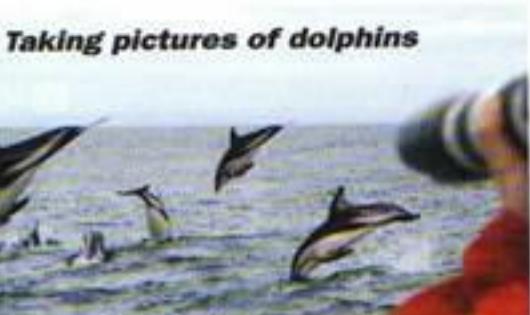
Zorbing



Hiking on a glacier



A Tall Ship



### Wildlife

Many people come to New Zealand just to see the wildlife. You can go on a boat trip and swim with seals or take pictures of dolphins and whales. You can even see penguins in some parts of the country. Eco-tours are also becoming very popular. You can see New Zealand's beautiful wildlife and help the environment, too.

### Adventure

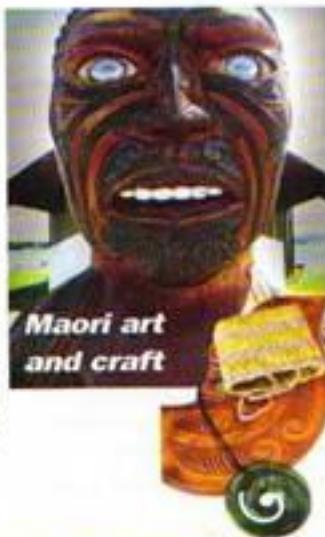
Travel on a Tall Ship. It's the perfect way to experience life at sea and visit some of New Zealand's best tourist sights, too. New Zealand is an excellent place for hiking, and trips to glaciers. Horseback riding, rafting and skiing are also very popular and there are great waves for surfing. But for real excitement, you need to try bungee-jumping or even zorbing, rolling down a hill in a big plastic ball.



Whitewater rafting

### Culture

Wellington and Auckland have interesting museums. But to see real New Zealand culture you need to visit a Maori art and craft workshop. Here, you can see Maori people painting and making jewelry. You can buy some art or you can also make your own. Maori people are also famous for their traditional dances, like the *Haka*.



Maori art  
and craft

B. Read again and write T for True, F for False or NM for Not Mentioned.

1. A trip on a Tall Ship is very expensive.
2. Zorbing is a kind of adventure sport.
3. You can make your own art at the museums in Wellington and Auckland.
4. The *Haka* is a traditional Maori dance.
5. You need to take a boat trip to see penguins.

# Culture page

▶ 87

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

A.

- Ask Ss to look at the text and the pictures.
- Ask Ss which country it is about (*New Zealand*).
- Ask Ss what the pictures show (*things you can do and see in New Zealand*).
- Draw Ss' attention to the pictures of the birds in the title. Explain to Ss that these birds are called *kiwis*.

## BACKGROUND NOTE

A *kiwi* is a bird which can't fly. It's the national symbol of New Zealand and a nickname for a New Zealander. A *kiwi* is also a fruit.

- Ask Ss what they know about New Zealand.

## BACKGROUND NOTE

New Zealand is a country made up of two main islands in the Pacific Ocean. Its capital is Wellington, though Auckland is larger. The Maori are the native people of New Zealand and make up approximately 10 per cent of the total population of the country. According to a myth, New Zealand was created when the Maori god Maui caught a huge fish with a magic hook. The fish became the North Island and Maui's canoe was the South Island.

- Ask Ss the question in the rubric. Elicit answers but don't correct them at this stage.
- Play the CD and have Ss follow in their books and check their answers.

## Suggested answer

You can go on different kinds of vacations in New Zealand; from a traditional vacation by the beach to a really exciting adventure vacation.

- Ask Ss some comprehension questions.

What sports can you try in New Zealand? Hiking, horseback riding, rafting, skiing, surfing, bungee-jumping and zorbing. If you want to see real New Zealand culture, what do you need to visit? A Maori art and craft workshop.

What will you see there? Maori people painting and making jewelry.

Can you buy the jewelry? Yes, you can.

What marine animals can you see in New Zealand? Seals, dolphins, whales, penguins.

What can you do during an eco-tour in New Zealand?

You can see New Zealand's beautiful wildlife and help the environment.

- Ask Ss what they think of New Zealand, if they would like to visit it, etc.
- Explain any unknown words.

B.

- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

KEY

- NM
- T
- F (*You can make your own art at a Maori art and craft workshop.*)
- T
- F (*You can even see penguins in some parts of the country.*)

- Draw Ss' attention to the web link and explain to them that they can use it to find more information on the topic of the text.

# Pair work activities

2d

Talk in pairs. Look at the magazine page below and talk about the items.

Fashion...

time



This sweater's nice.

Yes, it's stylish and cheap.

I think these jeans aren't stylish.

Yes, and they're expensive, too.

2e

Talk in pairs.

STUDENT A: Choose one of the actors/actresses below, but don't tell Student B. Answer his/her questions.

STUDENT B: Ask Student A questions to guess the actor/actress.

Is it a man or a woman?

A man.

Does he have blue eyes?

Yes, he does. / No, he doesn't.



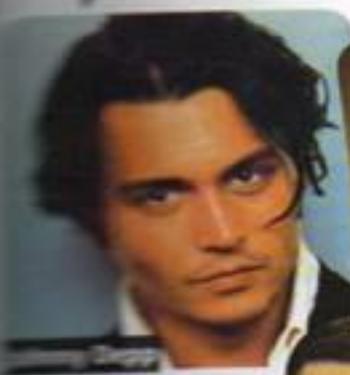
Scarlett Johansson



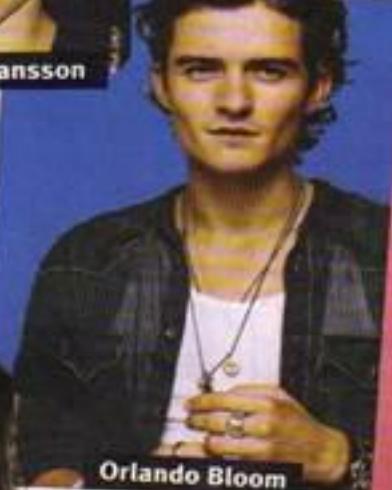
Russell Crowe



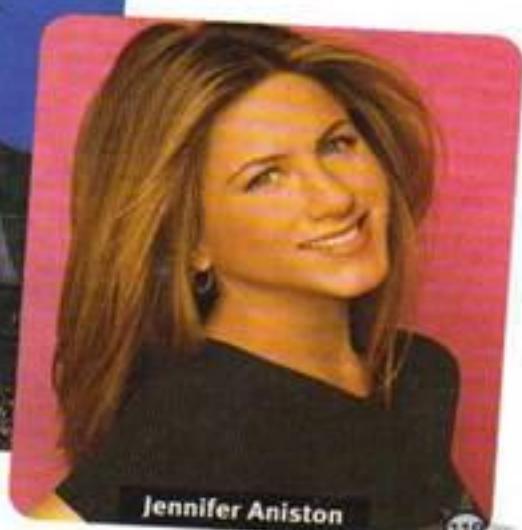
Liv Tyler



Leonardo DiCaprio



Orlando Bloom



Jennifer Aniston

Brad Pitt

Angelina Jolie

## Pair work activities

**3e**

Complete the chart below according to what you do on Saturdays. In the red column, write down what you do. In the blue column, write down how often (always, usually, often, sometimes) you do these things. Then talk in pairs. Look at the example given.

		MY SATURDAY		
		Morning	Afternoon	Evening
Housework				
Spare-time activities at home				
Sports				
Going out				

		MY SATURDAY		
		Morning	Afternoon	Evening
Housework	clean house	sometimes		
	iron		usually	
Spare-time activities at home	read magazines	often		
	watch DVDs			always

**What do you do on Saturdays?**

*In the morning, I sometimes clean the house and I often read magazines. What about you?*

*In the morning, I... What do you do in the afternoon?*

**4b**

**STUDENT A**

Look at the picture and discuss the things in the box as in the example.



armchair      mirror      rug  
lamp      TV      telephone

**Where's the armchair in your room?**

*In my room, the armchair is next to the bed.*

*In my room, it's in front of the table.*

## Pair work activities

6c

STUDENT A

Look at the picture below and try to guess what the people are doing. Ask Student B questions and discuss as in the example. Then answer Student B's questions.



What's Bill doing? Is he planting trees?

No, he isn't. He's throwing trash in the trash can.

7e

STUDENT A

A. Look at the chart about J. K. Rowling and answer Student B's questions.

B. Ask Student B questions about J. R. R. Tolkien and complete the chart below.



J. K. Rowling	J. R. R. Tolkien
When / born?	1965
Where / born?	England
When / start / school?	1971
When / go / university?	1983
What / study?	French
When / get / degree?	1987
When / write / first book?	1995

When was ... born?

He/She was born in ...

## Pair work activities

5c

A. Talk in groups of five. Use *How much / How many* to ask the members of your group questions about their eating habits and complete the table.

### CLASS SURVEY: WHAT WE EAT EVERY DAY!

Name	milk	water	tomatoes	apples	oranges	eggs

*How much milk do you drink a day?*

*I drink three glasses of milk a day.*



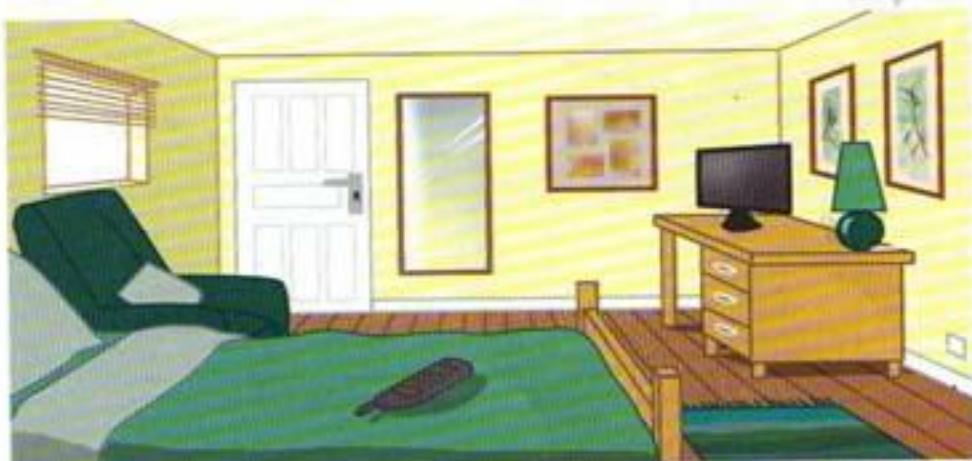
B. Report your answers to the class.

*Three students in my group drink 3 bottles of water a day.*

4b

STUDENT B

Look at the picture and discuss the things in the box as in the example.



armchair      mirror      rug  
lamp      TV      telephone

*Where's the armchair in your room?*

*In my room, the armchair is in front of the table.*

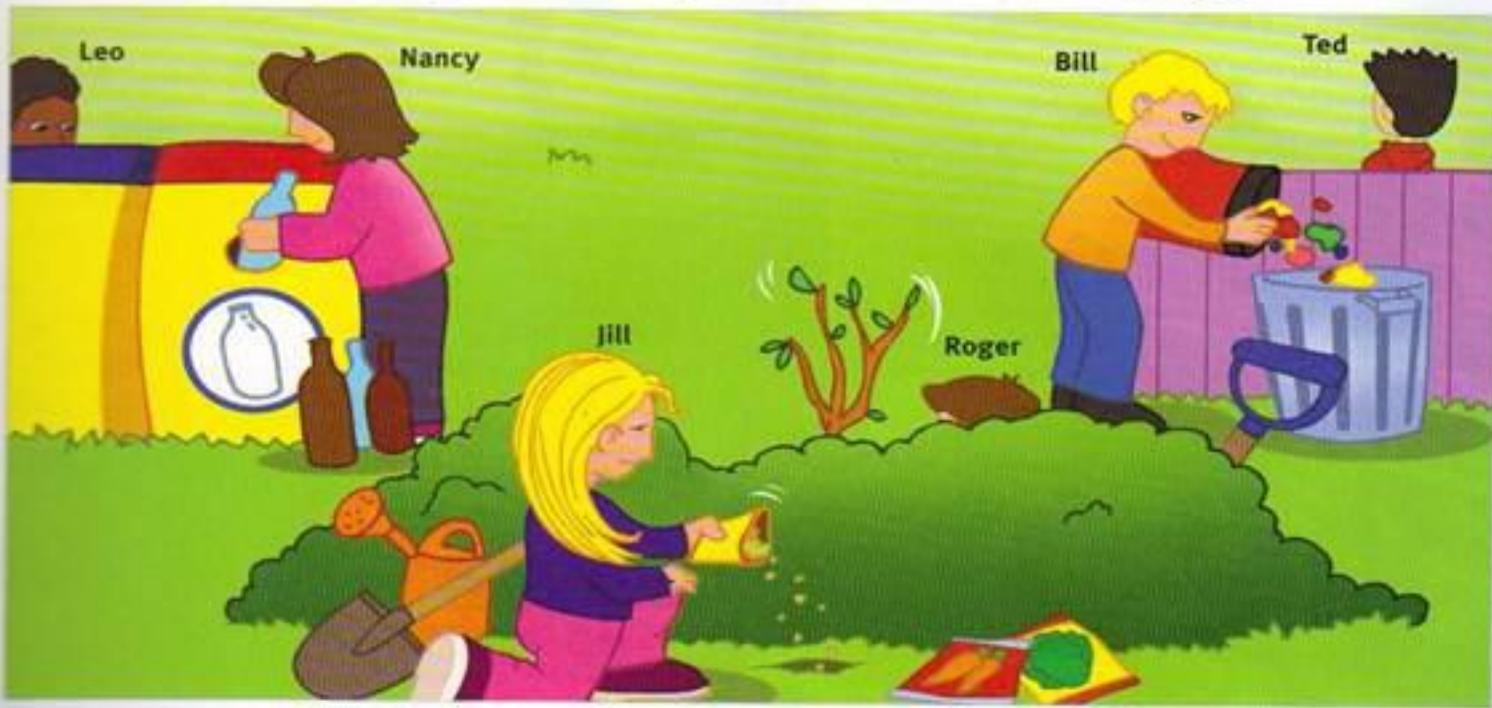
*In my room, it's next to the bed.*

## Pair work activities

**6c**

**STUDENT B**

Look at the picture below and answer Student A's questions. Then try to guess what the rest of the people are doing. Ask Student A questions and discuss as in the example.



*What's Ted doing? Is he planting trees?  
No, he isn't. He's turning off the faucet.*

**7e**

**STUDENT B**

- Ask Student A questions about J. K. Rowling and complete the chart below.
- Look at the chart about J. R. R. Tolkien and answer Student A's questions.



	J. K. Rowling	J. R. R. Tolkien
When / born?		1892
Where / born?		South Africa
When / start / school?		1900
When / go / university?		1911
What / study?		English
When / get / degree?		1915
When / write / first book?		1936

*When was ... born?*

*He/She was born in ...*

# Song Page

Circle the correct words. Then listen and check your answers.



## MODULE 1

### Nice to meet you

Hi, nice to meet you.  
Hello, what's your name / last name?

I'm Thomas Hughes.  
Hi, Thomas. My name's Jane.

So, how's it going / doing?  
I'm fine. What do you do?

I am an actor.  
My friend's a(n) doctor / actor, too!

Where are you from?  
The U.K., but I live in Spain.

Right. Good night / Goodbye, Jude.  
Actually, my name's Jane.

I'm sorry. Take care, Jane.  
See you later / tomorrow, OK?

Have a fine / nice weekend.  
And you have a nice day!

## MODULE 5

### Friday night dinner

I come home, but there's no food / dinner for me.  
I go to the kitchen / refrigerator and what do I see?  
There's some pasta / pizza, but it's a bit cold.  
And look at that, it's also a week old!

All I want is a good meal.  
I don't think it's a big deal.  
What's there to eat?  
What's there to eat?

I want to make some chicken salad / soup.  
But the chicken and vegetables don't look good.  
I'd like to have a nice hot dog / hamburger.  
Where's that phone? I think it's time to order.

All I want is a good meal.  
I don't think it's a big deal.  
What's there to eat?  
What's there to eat?



▶

## MODULE 3

### Busy, busy, busy



I get up at eight / six and take the bus / train to work.  
I work and work all day.  
When I get home, don't think that I relax / sleep.  
There's housework to do and no play.

Busy, busy, busy always busy!  
Is the weekend near?  
Busy, busy, busy always busy!  
Weekends are the best, oh yeah!

I talk on the phone, watch chat shows,  
Go / Hang out with friends all day.  
I play tennis / football or I go to the gym / movies.  
Oof! Another tiring day!

Busy, busy, busy always busy!  
Is the weekend near?  
Busy, busy, busy always busy!  
Weekends are the best, oh yeah!



## MODULE 7

### WHAT A DAY!

It started bad, I woke up late  
I dropped my toast / cereal  
and I broke the plate.

What a day! Oh, what a day! Oh, oh what a day!

I left the house with  
butter / bacon on my shirt  
I missed the bus and I drove / rode to work.

What a day! Oh, what a day! Oh, oh what a day!

I saw a friend / girl I really like  
I smiled at her and I fell / crashed off my bike.

What a day! Oh, what a day! Oh, oh what a day!

I hurt my arm / face, I hit my head  
I woke up in a hospital bed / room.

What a day! Oh, what a day! Oh, oh what a day!

The nurse / doctor came in with some tea  
She fell and threw it all over me!

What a day! Oh, what a day! Oh, oh what a day!

# Hello

# Grammar Reference

## ★ Plural nouns

- We form the plural of most nouns by adding -s to the end of the word.
- We don't use the article a before plural nouns.  
*a book → books      a student → students*

## ★ Imperative

- We form the affirmative imperative with the base form of the verb.  
*Listen to the CD!*
- We use the imperative to ask someone to do something. We can use "please" to be more polite.  
*Open your books, please!*

## Module 1

### ★ The verb be

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

Questions	Short answers
Am I?	Yes, I am.
Are you?	Yes, you are.
Is he?	Yes, he is.
Is she?	Yes, she is.
Is it?	Yes, it is.
Are we?	Yes, we are.
Are you?	Yes, you are.
Are they?	Yes, they are.
	No, I'm not.
	No, you aren't.
	No, he isn't.
	No, she isn't.
	No, it isn't.
	No, we aren't.
	No, you aren't.
	No, they aren't.

I'm not a teacher. I'm a police officer.

- We use short forms when we speak and full forms when we write.

### ★ Possessive Adjectives

Personal Pronouns	Possessive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Possessive Adjectives go before nouns, without articles.  
*She is my friend.*  
*Her name is Emma.*

### ★ Question Words (Who...?, What...?, Where...?, How...?)

- Who...?: We ask questions about people.  
*Who's that? My friend Kim.*

- What...?: We ask questions about things, animals and actions.  
*What's your phone number? 555 - 5888*

- Where...?: We ask questions about places.  
*Where are you from? I'm from Madrid.*

- How are you?: We ask about someone's health or to find out someone's news.  
*How are you? Fine, thanks.*

- How old...?: We ask about someone's age.  
*How old are you? I'm thirteen years old.*

## ★ a/an

- We use a when the next word begins with a consonant sound (s, t, x...).  
*a book      a student*
- We use an when the next word begins with a vowel sound (a, e, i, o, u, etc.).  
*an actor      an electrician*

## Module 2

### ★ this/that - these/those

Singular	Plural
this	these
that	those

- We use this/these to point out people, animals or things that are close to us.  
*This is my pen.*      *These are my pens.*
- We use that/those to point out people, animals or things that are far from us.  
*That is a book.*      *Those are books.*

## ★ Plural nouns

### Regular nouns

- Most nouns take -s.  
*bag → bags,*  
*pen → pens*
- Nouns ending in -s, -ch, -sh, -x, -o take -es.  
*box → boxes,*  
*sandwich → sandwiches*
- Nouns ending in a consonant + y, drop the -y and take -ies.  
*country → countries*  
**BUT**  
*boy → boys*

### Irregular nouns

- man → men  
woman → women  
child → children

### ★ Whose...? - Possessive Case

- We use whose to ask about possession.  
**A:** *Whose book is this?*  
**B:** *It's my book.*
- We use the possessive case to express possession.  
We form the possessive case by adding 's to a singular noun.  
*This is Tom's book.*  
*This is my sister's pencil.*

## The verb have

Affirmative	
I have	
You have	
He has	
She has	
It has	
We have	
You have	
They have	
Negative	
FULL FORMS	SHORT FORMS
I do not have	I don't have
You do not have	You don't have
He does not have	He doesn't have
She does not have	She doesn't have
It does not have	It doesn't have
We do not have	We don't have
You do not have	You don't have
They do not have	They don't have

Questions	Short answers
Do I have?	Yes, I do.
Do you have?	Yes, you do.
Does he have?	Yes, he does.
Does she have?	Yes, she does.
Does it have?	Yes, it does.
Do we have?	Yes, we do.
Do you have?	Yes, you do.
Do they have?	Yes, they do.
No, I don't.	
No, you don't.	
No, he doesn't.	
No, she doesn't.	
No, it doesn't.	
No, we don't.	
No, you don't.	
No, they don't.	

We use the verb **have**:

- to express possession. *I have a blue bag. I have two brothers.*
- to describe people, animals and things. *Mary has blond hair.*

## Adjectives

- We use adjectives before nouns and after the verb **be**.  
*That's a beautiful jacket. That jacket is beautiful.*
- Adjectives are the same in singular and in plural.  
*I have a stylish shirt. I have stylish shirts.*

## Module 3

### Present Simple

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I work	I do not work	I don't work
You work	You do not work	You don't work
He works	He does not work	He doesn't work
She works	She does not work	She doesn't work
It works	It does not work	It doesn't work
We work	We do not work	We don't work
You work	You do not work	You don't work
They work	They do not work	They don't work

Questions	Short answers	
Do I work?	Yes, I do.	No, I don't.
Do you work?	Yes, you do.	No, you don't.
Does he work?	Yes, he does.	No, he doesn't.
Does she work?	Yes, she does.	No, she doesn't.
Does it work?	Yes, it does.	No, it doesn't.
Do we work?	Yes, we do.	No, we don't.
Do you work?	Yes, you do.	No, you don't.
Do they work?	Yes, they do.	No, they don't.

**NOTE** No -s in the 3rd person singular after **does/doesn't**.

### Formation of the 3rd person singular (he/she/it)

• Most verbs take -s. I eat → He eats	I like → He likes
• Verbs ending in -ss, -sh, -ch, -x, -o take -es. I watch → He watches	I go → He goes
• Verbs ending in a consonant + y, drop the -y and take -ies. I study → He studies	<b>BUT</b> I play → He plays

We use the **Present Simple**:

- for habits or actions that happen regularly.  
*I watch TV every day.*  
*She goes out on the weekend.*
- for situations that are always the same.  
*We live in Boston.*  
*I like ice cream.*

### Present Simple (Yes/No questions, Wh-questions)

- Questions which start with **Do/Does** have a Yes/No answer.  
**A:** *Do you like ice cream?*  
**B:** *Yes, I do. / No, I don't.*
- We use **Who, What, Where, When** to ask questions and request information.  
**A:** *When do you go to the movies?*  
**B:** *On Sundays.*

### Adverbs of frequency

never	sometimes	often	usually	always
-------	-----------	-------	---------	--------

We use **adverbs of frequency** to talk about how often we do something. We place them:

- before the main verb.  
*John often plays football on Saturdays.*  
*Peter doesn't always eat breakfast.*
- after the verb **be**.  
*Sheryl is never late for school.*

### Prepositions of time (at, in, on)

- **at:** *at six o'clock/at two-thirty*  
*at noon/at night/at midnight*
- **in:** *in the morning/afternoon/evening*  
*in my spare time*
- **on:** *on Friday, etc.*  
*on Friday morning, etc.*  
*on the weekend/on the weekends*

## Module 4

### There is / There are

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
<b>Singular</b>	There is	There's	There is not
<b>Plural</b>	There are	➤	There are not
Questions		Short answers	
<b>Singular</b>	Is there...?	Yes, there is.	No, there isn't.
<b>Plural</b>	Are there...?	Yes, there are.	No, there aren't.

- We use **there is** before singular nouns.  
*There's a bedroom downstairs.*
- We use **there are** before plural nouns.  
*Are there two armchairs in the room?*

### ★ Prepositions of place

in	The book is <b>in</b> the bag.
on	The book is <b>on</b> the bed.
under	The cat is <b>under</b> the table.
next to	The restaurant is <b>next to</b> the bank.
between	The park is <b>between</b> the cathedral and the museum.
in front of	The table is <b>in front of</b> the couch.
behind	The cat is <b>behind</b> the couch.
across from	The movie theater is <b>across from</b> the school.

### NOTE

The prepositions **on**, **in** and **at** are also used in various expressions.

**on:** with the expressions: **on the left**, **on the right**,

with names of streets/roads: **on Walkley Street**.

**in:** with names of countries, cities: **in Canada**, **in New Jersey**.

**at:** with addresses: **He lives at 62 Bellview Road**.

### ★ Personal pronouns

SUBJECT	I	you	he	she	it	we	you	they
OBJECT	me	you	him	her	it	us	you	them

- Personal pronouns replace nouns.

*Betty is in the yard. Look at her.*

- We use object pronouns as objects of verbs. They always go after verbs.

*The room is a mess. Clean it.*

### ★ Articles: *a(n)* vs *the*

#### a/an + singular nouns

- when we mention something for the first time  
*There's a microwave in the kitchen.*

#### no a/an before plural nouns

*Dogs are great pets.*

#### the + singular or plural nouns

- when we talk about something specific  
*There are two dogs outside. The black dog is called Butch.*
- when we talk about something unique  
*The sun is hot.*

#### no articles

- before proper nouns  
*Fiona is thirteen years old.*  
*Madrid is in Spain.*
- when we talk about something in general  
*Dogs are friendly animals.*

### ★ Imperative

Affirmative	Listen to the CD.	Be careful!
Negative	Don't close your books.	Don't be late.

- We can use **please** to be more polite.  
*Speak in English, please!*

## Module 5

### ★ Countable and Uncountable nouns

- **Countable nouns** have both a singular and a plural form and we can count them. We use **a/an** and numbers before countable nouns.  
*a table - two tables*
- **Uncountable nouns** only have a singular form and we cannot count them.  
*cheese - meat - milk*

- We don't use **a/an** or numbers before uncountable nouns but we often use **some** and **any**.  
**A: Is there any milk?**  
**B: No, but there's some yogurt.**

	Singular	Plural
Countable nouns	a carrot	carrots
Uncountable nouns	milk	×

### ★ Some / Any

- We use **some** with uncountable and plural countable nouns in affirmative sentences and offers.  
*There are some carrots in the refrigerator.*  
*Would you like some tea?*
- We use **any** with uncountable and plural countable nouns in questions and negative sentences.  
*Is there any milk in the refrigerator?*  
*There aren't any apples in the refrigerator.*

### ★ Would like

- We use **Would you like...?** when we offer something.  
*Would you like some coffee?*
- We use **I would like** or **I'd like** when we ask for something politely.  
*I'd like some coffee, please.*

### ★ How much / How many

- We use **How much...?** with uncountable nouns to ask about the quantity of something.  
*How much water is in the bottle?*
- We use **How many...?** with plural countable nouns to ask about the number of something.  
*How many students are there in the classroom?*

## Module 6

### ★ The verb *can*

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I can dance	I cannot dance	I can't dance
You can dance	You cannot dance	You can't dance
He can dance	He cannot dance	He can't dance
She can dance	She cannot dance	She can't dance
It can dance	It cannot dance	It can't dance
We can dance	We cannot dance	We can't dance
You can dance	You cannot dance	You can't dance
They can dance	They cannot dance	They can't dance

Questions	Short answers
Can I dance?	Yes, I can.
Can you dance?	Yes, you can.
Can he dance?	Yes, he can.
Can she dance?	Yes, she can.
Can it dance?	Yes, it can.
Can we dance?	Yes, we can.
Can you dance?	Yes, you can.
Can they dance?	Yes, they can.

We use **can**:

- to express ability.  
*He can swim.*
- to offer help.  
*Can I help you?*
- to make a request.  
*Can I speak to Dan, please?*

The verb **can** is a modal verb. It doesn't take an *-s* in the third person singular, it doesn't form the negative and question form with *do/does*, and it is always followed by the base form of the verb.

### ★ Present Progressive

Affirmative	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

Negative	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

Questions	Short answers
Am I playing?	Yes, I am.
Are you playing?	Yes, you are.
Is he playing?	Yes, he is.
Is she playing?	Yes, she is.
Is it playing?	Yes, it is.
Are we playing?	Yes, we are.
Are you playing?	Yes, you are.
Are they playing?	Yes, they are.
No, I'm not.	No, you aren't.
No, he isn't.	No, she isn't.
No, it isn't.	No, we aren't.
No, you aren't.	No, they aren't.

- We use the **Present Progressive** for actions that are happening at the moment of speaking.  
*What is Kelly doing now? She's talking on the phone.*

### ★ Formation of *-ing*

Most verbs take <i>-ing</i> . talk → talking
Verbs ending in <i>-e</i> , drop the <i>-e</i> before the <i>-ing</i> . come → coming
Verbs with one syllable ending in one vowel + one consonant, double the consonant before the <i>-ing</i> . stop → stopping
Verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the <i>-ing</i> . begin → beginning BUT answer → answering
Verbs ending in <i>-ie</i> take <i>-ying</i> . die → dying

#### TIME EXPRESSIONS

now, right now

### ★ Let's / How about?

- To make suggestions we use:
- Let's + the base form of the verb.  
*Let's play tennis.*

- How about + -ing form of the verb?  
*How about playing tennis?*
- How about + noun?  
*How about a game of tennis?*

## Module 7

- We use the **Past Simple** to talk about things that happened in the past.  
*I visited Carla yesterday.*

### ★ Past Simple of regular verbs (Affirmative)

Affirmative
I / You / He / She / It / We / You / They played

Spelling
• Most verbs take <i>-ed</i> . talk → talked
• Verbs ending in <i>-e</i> , take only <i>-d</i> . dance → danced
• Verbs ending in a consonant + <i>-y</i> , take <i>-ied</i> . try → tried BUT play → played
• Verbs with one syllable ending in one vowel + one consonant, double the consonant before the <i>-ed</i> . stop → stopped
• Verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the <i>-ed</i> . prefer → preferred BUT answer → answered
propel → propelled BUT travel → traveled

### ★ Past Simple of irregular verbs (Affirmative)

Affirmative
I / You / He / She / It / We / You / They (go →) went

Irregular verbs don't take *-ed* in the Past Simple.

**NOTE** Look at the list of irregular verbs on page 130.

TIME EXPRESSIONS
yesterday / yesterday morning, etc.
in + years / centuries
last night / week / month / year
last Wednesday / Friday, etc.
last summer / winter, etc.
two days / a week / three months ago

### ★ Past Simple

Affirmative	Negative
FULL FORMS	SHORT FORMS
I liked/ate	I did not like/eat
You liked/ate	You did not like/eat
He liked/ate	He did not like/eat
She liked/ate	She did not like/eat
It liked/ate	It did not like/eat
We liked/ate	We did not like/eat
You liked/ate	You did not like/eat
They liked/ate	They did not like/eat

Questions	Short Answers	
Did I like it?	Yes, I did.	No, I didn't.
Did you like it?	Yes, you did.	No, you didn't.
Did he like it?	Yes, he did.	No, he didn't.
Did she like it?	Yes, she did.	No, she didn't.
Did it like it?	Yes, it did.	No, it didn't.
Did we like it?	Yes, we did.	No, we didn't.
Did you like it?	Yes, you did.	No, you didn't.
Did they like it?	Yes, they did.	No, they didn't.

### ★ Past Simple (Yes/No questions, Wh-questions)

- Questions which start with Did have a Yes/No answer.  
A: Did you go to Charlie's house last night?  
B: Yes, I did. / No, I didn't.
- We use Who, What, Where, When to ask questions and request information.  
A: What did you do last night?  
B: I stayed at home.

### ★ Past Simple of be

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I was	I was not	I wasn't
You were	You were not	You weren't
He was	He was not	He wasn't
She was	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't

Questions	Short answers	
Was I?	Yes, I was.	No, I wasn't.
Were you?	Yes, you were.	No, you weren't.
Was he?	Yes, he was.	No, he wasn't.
Was she?	Yes, she was.	No, she wasn't.
Was it?	Yes, it was.	No, it wasn't.
Were we?	Yes, we were.	No, we weren't.
Were you?	Yes, you were.	No, you weren't.
Were they?	Yes, they were.	No, they weren't.

### ★ There was / There were

Affirmative	Negative	
	Questions	Short Answers
There was	Was there?	Yes, there was. No, there wasn't.
There were	Were there?	Yes, there were. No, there weren't.

### ★ Why? / Because...

- We use why to ask about the reason why something happens.  
A: Why did you open the window?  
B: Because it's hot in here.
- We use because to give the reason why something happens.  
A: Why did you open the window?  
B: Because it's hot in here.

## Module 8

### ★ Future going to

#### Affirmative

FULL FORMS	SHORT FORMS
I am going to work	I'm going to work
You are going to work	You're going to work
He is going to work	He's going to work
She is going to work	She's going to work
It is going to work	It's going to work
We are going to work	We're going to work
You are going to work	You're going to work
They are going to work	They're going to work

#### Negative

FULL FORMS	SHORT FORMS
I am not going to work	I'm not going to work
You are not going to work	You aren't going to work
He is not going to work	He isn't going to work
She is not going to work	She isn't going to work
It is not going to work	It isn't going to work
We are not going to work	We aren't going to work
You are not going to work	You aren't going to work
They are not going to work	They aren't going to work

Questions	Short answers
Am I going to work?	Yes, I am.
Are you going to work?	Yes, you are.
Is he going to work?	Yes, he is.
Is she going to work?	Yes, she is.
Is it going to work?	Yes, it is.
Are we going to work?	Yes, we are.
Are you going to work?	Yes, you are.
Are they going to work?	Yes, they are.

We use the Future going to to express future plans.  
*Ben is going to buy a car next week.*

#### TIME EXPRESSIONS

tomorrow, tonight  
next week/month/Monday, etc.  
soon  
in an hour/a year, etc.

**NOTE**  
It isn't necessary to say or write to go with the Future going to.  
*Ted's going (to go) swimming next weekend.*

### ★ Would like to

We use would like to to say what we want and to make offers, invitations and requests.

*I'd like to go to Spain.*  
*Would you like to have a hot dog?*

### ★ The verb should

#### Affirmative

I / You / He / She / It / We / You / They should go

#### Negative

I / You / He / She / It / We / You / They shouldn't go

#### Questions

Should I / you / he / she / it / we / you / they go?

We use should to ask for and give advice.

*A: What should I do?*  
*B: I think you should see a doctor.*

# Learning Tips - Irregular Verbs

## In class

### How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

## Outside the class

### How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from magazines and newspapers in English.
- Read websites in English.
- Listen to songs in English.
- Watch TV shows and DVDs in English.

## Vocabulary

### How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
  - write the translation in your language,
  - write an example sentence,
  - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (eg. verb+noun) not just isolated words.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- Refer to the Word List.
- Practice the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learned.
- Try to use words you have recently learned when you speak or write.

## Grammar

### How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.  
In it write:
  - tips and/or rules in your language,
  - example sentences,
  - important grammatical points e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

## Speak

### How to do better when doing speaking tasks

- Look at the example given.
- Use the prompts given.
- Use the language you have learned.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

## Read

### How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.

## Listen

### How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

## Write

### How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Join your ideas with *and*, *but*, or.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.

## Irregular verbs

Base Form	Past Simple
be	→ was/were
become	→ became
break	→ broke
buy	→ bought
come	→ came
cost	→ cost
do	→ did
draw	→ drew
drink	→ drank
drive	→ drove
eat	→ ate
fall	→ fell
feed	→ fed
find	→ found
forget	→ forgot
get	→ got
give	→ gave
go	→ went
grow	→ grew
hang	→ hung
have	→ had
hit	→ hit
hurt	→ hurt
know	→ knew
leave	→ left
make	→ made
meet	→ met
put	→ put
read	→ read
ride	→ rode
run	→ ran
say	→ said
see	→ saw
send	→ sent
sing	→ sang
sleep	→ slept
speak	→ spoke
spend	→ spent
swim	→ swam
take	→ took
teach	→ taught
tell	→ told
think	→ thought
throw	→ threw
wake up	→ woke up
wear	→ wore
win	→ won
write	→ wrote

# American and British English

## spelling

American English	British English
center	centre
color	colour
donut	doughnut
favorite	favourite
gray	grey
jewelry	jewellery
neighbor	neighbour
omelet	omelette
organize	organise
practice (v.)	practise (v.)
sled	sledge
theater	theatre
traveler	traveller
yogurt	yoghurt, yogurt

## words and phrases

American English	British English
across from	opposite
aluminum (foil)	aluminium (foil)
apartment	flat
bathtub	bath
blonde (hair)	fair (hair)
cast	plaster (cast)
cell phone	mobile phone
check (✓)	tick (✓)
clean my room	tidy my room
closet	wardrobe
coffee shop	café
come over	come round
cookie	biscuit
couch	sofa
do the dishes	do the washing-up
do the laundry	do the washing
downtown, downtown area	city centre
drugstore	chemist's
elementary school, grade school	primary school
elevator	lift
fall	autumn
faucet	tap
first floor	ground floor
flashlight	torch
flip	flick
French fries, fries	chips
game	match
go to the movies	go to the cinema
I have a fever	I've got a temperature
last name	surname
mall, shopping mall	shopping centre
Math	Maths
mom / mommy	mum / mummy
motorcycle	motorbike
movie (also film)	film
movie theater	cinema (the building)
night table	bedside table
oatmeal	porridge
pain reliever	painkiller
pants	trousers
parentheses	brackets
period	full stop
potato chips	crisps
refrigerator	fridge
take the subway	use the underground
roommate	flatmate
salesperson	shop assistant
sneakers	trainers
soccer, football (different sport)	football
soda, pop	soft drink
spare time	free/spare time
store	shop
stove, oven	cooker
subway	underground
sweater	jumper
take a shower	have a shower
talk show	chat show
track and field	athletics
trash can	bin
trash, garbage	rubbish
TV show	TV programme
vacation (v.)	holiday
vacuum (v.)	hoover (v.)
yard	garden

## grammar and usage

American English	British English
I have	I've got
Do you have?	Have you got?
I don't have	I haven't got
I have a backache	I've got backache
I have a toothache	I've got toothache
on the weekend	at the weekend
in the hospital	in hospital
on the team	in the team
January 4	4 January
January 4th	4th January

# word list

## Hello

basketball  
book  
coffee  
computer  
first name  
hamburger  
hotel  
jeans  
last name  
stop  
student  
supermarket  
taxi  
teacher  
telephone

## Countries-Nationalities

Australia - Australian  
Canada - Canadian  
Ireland - Irish  
New Zealand - New Zealander  
South Africa - South African  
U.K. - British  
U.S.A. - American

## Phrases

Be quiet, please  
Can I go out?  
Can you repeat that?  
Close your books  
Hello  
Hi  
How do you say... in English?  
How do you spell...?  
I don't know  
I don't understand  
Listen to the CD  
Look at the board  
Nice to meet you (too).  
Open your books  
Read the text  
Speak in English  
That's right  
What does this word mean?  
What's your name? I'm.../My name's...  
Write a sentence

## 1a

### Titles

Miss  
Mr.  
Mrs.  
Ms.

## Phrases

And you?  
Bye  
Good afternoon  
Good evening  
Good morning  
Good night  
Goodbye  
Great!  
Have a nice weekend

How are you?  
How's it going?  
I'm fine  
I'm OK  
I'm very well  
Not bad  
Not much  
See you  
See you later  
See you tomorrow  
Take care  
Thank you  
Thanks  
What's up?

## 1b

but  
friend  
here  
nice  
no  
so  
yes

## Countries-Nationalities

Brazil - Brazilian  
China - Chinese  
Colombia - Colombian  
France - French  
Hungary - Hungarian  
Italy - Italian  
Mexico - Mexican  
Peru - Peruvian  
Poland - Polish  
Spain - Spanish  
Turkey - Turkish  
Venezuela - Venezuelan

## Phrases

I live in...  
I'm from...  
This is...  
Where are you from?

**1c**  
best friend  
boss  
classmate  
coffee shop  
colleague  
favorite  
married  
neighbor  
place  
roommate  
single  
Who?

## 1d

new  
present

## Numbers 0-100

**Phrases**  
Happy Birthday  
Here's...  
How old are you?  
I'm... (years old).  
What's your e-mail?  
What's your phone number?

**1e**  
age  
unemployed

**Jobs**  
actor  
actress  
architect  
chef  
dentist  
doctor  
electrician  
firefighter  
hairdresser  
mechanic  
nurse  
police officer  
reporter  
salesperson

## Phrases

What do you do?

**2a**  
folder  
notebook  
pen  
pencil  
pencil case  
purse  
sports bag  
umbrella

## Colors

black  
blue  
brown  
green  
orange  
pink  
purple  
red  
white  
yellow

**Phrases**  
I'm so sorry  
Now...  
Over there  
What color...?

**2b**  
actually  
backpack  
camera  
cell phone  
dictionary  
everything  
flashlight  
map  
passport  
ready  
sunglasses  
take  
ticket  
tissues  
toothbrush  
train (n.)  
trip

**Phrases**  
Good idea  
I think..

I'm so excited  
Of course  
Whose...?

**2c**  
again  
boy  
child - children  
girl  
kid  
man - men  
or  
woman - women

**Family**  
baby  
brother  
daughter  
father  
grandfather  
grandmother  
grandparents  
husband  
mother  
parents  
sister  
son  
wife

**Phrases**  
I'm an only child  
Really?  
What about you?  
You look familiar

**2d**  
a lot of  
big  
cheap  
closet  
expensive  
leather  
old  
small  
stylish  
terrible

## Clothes

boots  
dress  
jacket  
pants  
shirt  
shoes  
skirt  
sneakers  
suit  
sweater  
T-shirt  
tie  
top

**2e**  
also  
beautiful  
blond  
chubby  
dark  
different  
eyes  
good-looking  
gray

hair  
handsome  
long  
medium-height  
medium-length  
middle-aged  
movie  
overweight  
short  
slim  
tall  
young

**Phrases**

In his 20s/30s, etc.

**3a**

channel  
football  
later  
like (v.)  
remote control  
TV  
TV guide  
watch (v.)

**Time**

a.m.  
midnight  
noon  
o'clock  
p.m.

**TV shows**

documentary  
game show  
reality show  
sitcom  
soap opera  
sports  
talk show  
the news  
the weather

**Phrases**

Let's...  
Me too  
Wait a minute  
What time is it?  
What time is it on?  
What's on?

**3b**

active  
after  
DVD  
magazine  
only  
theater  
weekend

**Spare-time activities**

go dancing  
go jogging  
go shopping  
go to the gym  
go to the movies  
hang out with friends  
play tennis  
play soccer  
read the newspaper

**Days of the week**

Monday

Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

**Phrases**

Give me a minute  
In my spare time  
When...?  
You see....

**3c**

a little  
about  
college  
DJ  
every day/night  
finish  
from...to...  
in the morning/afternoon/evening  
radio  
relax  
start  
then  
work (v.)

**Daily routines**

get home  
get up  
go to bed  
go to work/school  
have breakfast/lunch/dinner  
have a class  
take a shower

**3d**

downtown  
drive a car  
give me a ride  
late  
motorcycle  
ride a bike  
take a taxi  
take the bus  
take the subway  
walk

**Adverbs of frequency**

always  
usually  
often  
sometimes  
never

**Phrases**

Excuse me...  
How do you get to work?

**3e**

all day  
at all  
can't stand  
come over  
early  
eat  
for hours  
go out  
hate  
help  
house

make a mess  
sleep  
stay

**Chores**

clean  
cook  
do housework  
do the dishes  
do the laundry  
iron  
take out the trash  
vacuum  
wash the car

**4a**

fish  
large  
picture  
street

**Parts of a house/apartment**

balcony  
bathroom  
bedroom  
door  
downstairs  
elevator  
floor  
garage  
kitchen  
living room  
stairs  
upstairs  
wall  
window  
yard

**Phrases**

Check this out  
Sure  
What's your address?  
What's your house like?

**4b**

anything else  
bathtub  
mini-bar  
need  
room  
rug  
shower  
sink  
toilet

**Furniture**

bed  
chair  
cupboard  
desk  
lamp  
mirror  
night table  
table

**Prepositions of place**

behind  
in  
in front of  
next to  
on

under

**Phrases**

Enjoy your stay  
I guess it doesn't matter  
Right this way

**4c**

both  
bowl  
cake  
chocolate  
class  
dog  
enjoy  
feed  
food  
hang  
outside  
surprise

**Furniture**

armchair  
bookcase  
couch

**Appliances**

dishwasher  
microwave  
refrigerator  
stove  
washing machine

**Phrases**

There's something wrong with...

**4d**

a 20-minute walk  
far  
guy  
near  
road  
traffic lights  
visit

**Places in a city**

bank  
cathedral  
hospital  
museum  
park  
police station  
restaurant  
subway station

**Prepositions of place**

across from  
between

**Phrases**

Go down...  
Go straight ahead  
How do I get there?  
It's on your left/right  
Need any help?  
No problem  
Turn left/right at...

**4e**

backyard  
cat

elementary school  
fantastic  
front  
gas central heating  
ground floor  
modern  
neighborhood  
noisy  
view  
want

### Ordinals

first  
second  
third, etc.

**5a**  
delicious  
good for you  
love  
try  
very much

### Food

apple  
banana  
carrot  
cheese  
dairy products  
fruit  
ham  
lettuce  
meat  
milk  
mushroom  
onion  
orange  
peach  
potato  
salad  
sausages  
steak  
strawberry  
tomato  
vegetables  
yogurt

**5b**  
hungry  
thirsty  
waiter  
waitress

### Food and drink

cheesecake  
chicken  
coke  
dessert  
egg  
ice cream  
ketchup  
orange juice  
pasta  
potato chips  
rice  
sandwich  
sauce  
soup  
sugar  
tea  
tuna

### Phrases

Can I take your order?  
Get me...  
I'm afraid...  
Is that all then?  
Would you like...? I'd like...

**5c**

a slice of...  
drink (v.)  
just  
remember

### Containers

a bag of...  
a bottle of...  
a box of...  
a can of...  
a cup of...  
a glass of...

### Food and drink

bread  
cookie  
hot chocolate  
soda

### Phrases

Calm down  
I'm on a diet  
Not for me

**5d**

fried  
medium  
mustard  
say

### Fast food

burger  
French fries  
hot dog  
kebab  
noodles  
pizza  
tacos

### Money

cent  
change  
dollar  
euro  
pence  
pound

### Phrases

How much is that?  
There you go

**5e**

during  
include  
meal  
people  
popular  
prefer  
serve  
traditional  
without

### Food

bacon  
beans  
butter

cereal  
croissant  
donut  
jam  
oatmeal  
omelet  
pancakes  
syrup  
toast  
waffles

**6a**

alone  
athlete  
become  
dance  
draw  
language  
nature  
sing  
swim  
well

### Jobs

artist  
computer engineer  
dancer  
farmer  
gardener  
graphic designer  
musician  
singer  
writer

### Musical instruments

flute  
guitar  
piano

**6b**

answer (v.)  
call (v.)  
have a day off  
right now  
secretary  
tell  
together  
wake up

### Everyday activities

check e-mail  
do homework  
listen to music  
study for an exam  
surf the Net  
take a nap  
talk on the phone

### Phrases

Can I speak to...?  
Can I take a message?  
Hold on

**6c**

busy  
care about  
carry  
energy  
environment  
faucet  
important  
join

lake  
lights  
pick up  
plant (v.)  
protect  
public transportation  
recycle  
recycling bin  
sad  
save  
team  
throw

trash can  
tree  
turn off  
volunteer  
wear

### Phrases

That sounds like a good idea

**6d**

ask  
beach  
by (next to)  
concert  
cousin  
decide  
forget  
go for a cup of coffee  
jealous  
maybe  
next

### Weather

It's cloudy  
It's cold  
It's hot  
It's raining  
It's snowing  
It's sunny  
It's windy

### Phrases

Let me know  
Too bad  
What's the weather like?

**6e**

almost  
around the world  
billion  
communicate  
each other  
find  
fun  
half  
information  
million  
office  
others  
over  
population  
send  
thousand  
user

**Words related to computers**  
click (v.)  
computer/video games  
Internet

keyboard

mouse

printer

screen

USB flash drive

#### Phrases for letters/e-mails

Dear ...

I hope you're fine

Best wishes

Write back soon

Yours

#### 7a

buy

come

cook (n.)

have a good time

have fun

last night, etc.

leave

really

tired

yesterday

#### Phrases

What a day!

#### 7b

because

borrow

break

crash into

fall (off)

happen

happy

have an accident

hit

hurt

lucky / unlucky

shout

when

#### Parts of the body

arm

back

ear

face

foot - feet

hand

head

leg

mouth

nose

tooth - teeth

#### Phrases

Come on

I think so

I'm in big trouble

Why... ?

#### 7c

awful

boring

crowded

everybody

exciting

game

go out (lights)

interesting

live (adj.)

party

race

upset

#### Places

bookstore

club

mall

stadium

swimming pool

#### Phrases

Are you joking?

Not at all

#### 7d

appear

ball

court

famous

gold medal

grass

heavy

in the past

indoor

match

person

plastic

player

quite

racket

shorts

wheelchair

win

wooden

#### Sports

baseball

golf

gymnastics

hockey

pool

skiing

swimming

track and field

volleyball

#### 7e

ago

be born

before

career

competition

difficult

easy

end (v.)

get a degree

get married

give up

good at

grow up

have children

interested in

little

teach

university

#### Academic subjects

Business management

Geography

History

Information technology (IT)

Math

Modern languages

Physics

#### 8a

anyway

flower

Japan - Japanese

learn

photo

probably

take pictures

travel

vacation

warm

year

#### Months

January

February

March

April

May

June

July

August

September

October

November

December

#### Seasons

fall

spring

summer

winter

#### Phrases

Come along

Guess what!

I can't wait for...

What's the date?

You know,...

#### 8b

airport

arrive

book a ticket

call for a taxi

credit card

exchange money

flight

fly

list

pack bags

pick up a ticket

travel agent

travel by plane, etc.

word

write down

#### 8c

awesome

brochure

invite

meet

perfect

ship

take a look

#### Vacation activities

buy souvenirs

do water sports

go camping

go hiking

go on a cruise

go sightseeing

sunbathe

#### Geographical features

forest

island

mountain

ocean

river

sea

town

village

#### Phrases

I have other plans

Talk to you later

Thanks for...

#### 8d

advice

be careful

bottled water

brush my teeth

get some sleep

get sunburned

ice

move

pain reliever

put

still

sun

sunscreen

tap water

#### Ailments

backache

fever

headache

sore throat

stomachache

the flu

toothache

#### Phrases

Any ideas?

What's wrong?

#### 8e

boat

campsite

castle

impressive

local

monkey

national park

port

postcard

rent

snake

taste (v.)

through

tour (v.)

tropical

waterpark

windsurfing

#### Phrases

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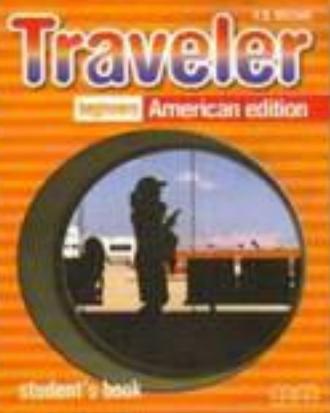
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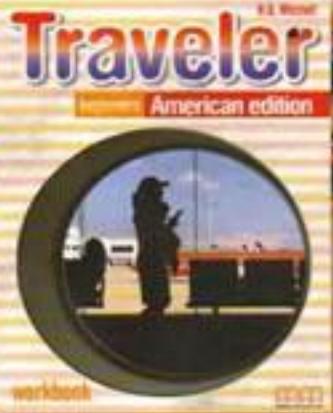
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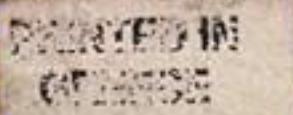
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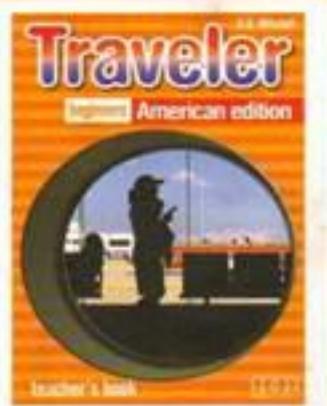
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