

interchange

THIRD EDITION



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Jack C. Richards

Interchange Third Edition
Teacher's Edition revision
prepared by Kate Cory-Wright

Intro

TEACHER'S EDITION

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Plan of Intro Book

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 7-7 It's nice to meet you. Alphabet; greetings and leave-takings; names and titles of address; numbers 0-10 and phone numbers	Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers	Possessive adjectives <i>my, your, his, her</i> ; the verb <i>be</i> : affirmative statements and contractions
UNIT 2 PAGES 10-13 What's this? Possessions, classroom objects, personal items, and locations in a room PROGRESS CHECK PAGES 14-15	Naming objects; asking for and giving the locations of objects	Articles <i>a, an, and the; this/these, it/they</i> ; plurals; <i>yes/no</i> and <i>where</i> questions with <i>be</i> ; prepositions of place: <i>in, in front of, behind, on, next to, and under</i>
UNIT 3 PAGES 16-24 Where are you from? Cities and countries; adjectives of personality and appearance; numbers 11-103 and ages	Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people	The verb <i>be</i> : affirmative and negative statements, <i>yes/no</i> questions, short answers, and Wh-questions
UNIT 4 PAGES 27-37 I'm not wearing boots! Clothing; colors; weather and seasons PROGRESS CHECK PAGES 28-29	Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects	Possessives: adjectives <i>our</i> and <i>their</i> , pronouns, names, and <i>whose</i> ; present continuous statements and <i>yes/no</i> questions; conjunctions <i>and</i> and <i>but</i> ; placement of adjectives before nouns
UNIT 5 PAGES 30-35 What are you doing? Clock time; times of the day; everyday activities	Asking for and telling time; asking about and describing current activities	Time expressions: <i>o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight</i> ; present continuous Wh-questions; conjunction <i>so</i>
UNIT 6 PAGES 36-41 My sister works downtown. Transportation; family relationships; daily routines; days of the week PROGRESS CHECK PAGES 42-43	Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines	Simple present statements with regular and irregular verbs; simple present <i>yes/no</i> and Wh-questions; time expressions: <i>early, late, every day, on Sundays/weekends/weekdays</i>
UNIT 7 PAGES 44-49 Does it have a view? Houses and apartments; rooms; furniture	Asking about and describing houses and apartments; talking about the furniture in a room	Simple present short answers; <i>there is, there are; there's no, there isn't a, there are no, there aren't any</i>
UNIT 8 PAGES 50-55 What do you do? Jobs and workplaces PROGRESS CHECK PAGES 56-57	Asking for and giving information about work; giving opinions about jobs; describing workday routines	Simple present Wh-questions with <i>do</i> and <i>does</i> ; placement of adjectives after <i>be</i> and before nouns

Pronunciation/Listening

Writing/Reading

Interchange Activity

Linked sounds
Listening for the spelling of names and phone numbers
Self-study: Listening for personal information

Writing a list of names and phone numbers

"Famous classmates": Introducing yourself to new people

Plural -s endings
Listening for the locations of objects
Self-study: Listening to a conversation about lost things

Writing the locations of objects

"Find the differences": Comparing two pictures of a room

Syllable stress
Listening for countries, cities, and languages; listening to descriptions of people
Self-study: Listening to descriptions of four people

Writing questions requesting personal information

"Board game": Finding out more about your classmates

The letters *s* and *sh*
Listening for descriptions of clothing and colors
Self-study: Listening to a fashion show

Writing questions about what people are wearing

"Celebrity fashions": Describing celebrities' clothing

Rising and falling intonation
Listening for times of the day; listening to identify people's actions
Self-study: Listening to a television show

Writing times of the day
"Friends Across a Continent": Reading an online chat between two friends

"What's wrong with this picture": Describing what's wrong with a picture

Third-person singular -s endings
Listening for activities and days of the week
Self-study: Listening to questions about your weekly routine

Writing about you and your family
"What's Your Schedule Like?": Reading about three people's daily schedules

"Class survey": Finding out more about classmates' habits and routines

Words with *th*
Listening to descriptions of homes; listening to people shop for furniture
Self-study: Listening to a conversation about a new apartment

Writing about your dream home
"Two Special Houses in the Southwest": Reading about unusual homes

"Find the differences": Comparing two apartments

Reduction of *do* and *does*
Listening to people describe their jobs
Self-study: Listening to a conversation about a new job

Writing about jobs
"Job Profiles": Reading about four unusual jobs

"The perfect job": Figuring out what job is right for you

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 50-66 Broccoli is good for you. Food pyramid; basic foods; desserts; meals	Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits	<i>Some</i> and <i>any</i> ; count and noncount nouns; specific and general nouns; adverbs of frequency: <i>always, usually, often, sometimes, hardly ever, never</i>
UNIT 2 PAGES 67-83 I can't ice-skate very well. Sports; abilities and talents PROGRESS CHECK PAGES 70-71	Talking about sports you watch and play; asking for and giving information about abilities and talents	Simple present Wh-questions; <i>can</i> for ability; yes/no and Wh-questions with <i>can</i>
UNIT 3 PAGES 84-93 What are you going to do? Months and dates; birthdays, holidays, festivals, and special occasions	Asking about birthdays; talking about plans for the evening, weekend, and other occasions	The future with <i>be going to</i> ; yes/no and Wh-questions with <i>be going to</i> ; future time expressions
UNIT 4 PAGES 94-103 What's the matter? Parts of the body; health problems and advice; medications PROGRESS CHECK PAGES 94-95	Describing health problems; talking about common medications; giving advice for health problems	<i>Have</i> + noun; <i>feel</i> + adjective; negative and positive adjectives; imperatives
UNIT 5 PAGES 104-113 You can't miss it. Stores and things you can buy there; tourist attractions	Talking about stores and other places; asking for and giving directions	Prepositions of place: <i>on, on the corner of, across from, next to, between</i> ; giving directions with imperatives
UNIT 6 PAGES 114-123 Did you have fun? Weekends; chores and fun activities; vacations; summer activities PROGRESS CHECK PAGES 98-99	Asking for and giving information about weekend and vacation activities	Simple past statements with regular and irregular verbs; simple past yes/no questions and short answers
UNIT 7 PAGES 100-105 Where were you born? Biographical information; years; school days	Asking for and giving information about date and place of birth; describing school experiences and memories	Statements and questions with the past of <i>be</i> ; Wh-questions with <i>did, was, and were</i>
UNIT 8 PAGES 106-111 Can she call you later? Locations; telephone calls; invitations; going out with friends PROGRESS CHECK PAGES 112-113	Describing people's locations; making phone calls; leaving phone messages; making, accepting, and declining invitations; making excuses	Prepositional phrases; subject and object pronouns; invitations with <i>Do you want to . . . ?</i> and <i>Would you like to . . . ?</i> ; verb + <i>to</i>
UNIT 9 PAGES 112-113		

Pronunciation/Listening**Writing/Reading****Interchange Activity**

Sentence stress
Listening for people's food preferences
Self-study: Listening to people discuss foods for a party

Writing questions about mealtime habits
"Eating for Good Luck": Reading about foods people eat for good luck in the new year

"Food survey": Taking a survey about foods you eat and comparing answers

Pronunciation of *can* and *can't*
Listening for people's favorite sports to watch or play; listening to people talk about their abilities
Self-study: Listening to people discuss sports and activities

Writing questions about sports
"Race the U.S.!: Reading about four unusual races in the U.S.

"Hidden talents": Finding out more about your classmates' hidden talents

Reduction of *going to*
Listening to people talk about their evening plans
Self-study: Listening to a conversation about summer events

Writing about weekend plans
"What are you going to do on your birthday?": Reading about birthday customs in different places

"Guessing game": Making guesses about a classmate's plans

Sentence intonation
Listening to people talk about health problems; listening for medications
Self-study: Listening to sentences and questions about health

Writing advice for health problems
"10 Simple Ways to Improve Your Health": Reading about ways to improve your health

"Helpful advice": Giving advice for some common problems

Compound nouns
Listening to people talk about shopping; listening to directions
Self-study: Listening to people ask for directions

Writing directions
"A Walk Up Fifth Avenue": Reading about popular tourist attractions in New York City

"Giving directions": Asking for directions in a neighborhood

Simple past *-ed* endings
Listening to people talk about their past summer activities
Self-study: Listening to conversations about last weekend

Writing about last weekend
"Weekend Stories": Reading about three people's weekend experiences

"Past and present": Comparing your classmates' present lives with their childhoods

Negative contractions
Listening for places and dates of birth
Self-study: Listening to an interview with an actress

Writing questions about a famous person's life
"Ricky Martin": Reading about a famous singer's life

"Life events": Making a time line of important events in your life

Reduction of *want to* and *have to*
Listening to phone conversations; listening to answering machine messages
Self-study: Listening for mistakes in answering machine messages

Writing messages
"Miami, Florida: What's on This Saturday?": Reading about shows and events on a Web page

"Let's make a date!": Making plans with your classmates

The new edition

Interchange Third Edition is a fully revised edition of *New Interchange*, the world's most successful series for adult and young adult learners of English. Written in American English, the course reflects the fact that English is the major language of international communication and is not limited to any one country, region, or culture.

The course has been thoroughly revised to reflect the most recent approaches to language teaching and learning. It remains the innovative series teachers and students have grown to love, while incorporating suggestions from teachers and students all over the world.

This edition offers updated content in every unit, additional grammar practice, and more opportunities to develop speaking and listening skills.

SYLLABUS AND APPROACH

Interchange Third Edition uses high-interest themes to integrate speaking, grammar, vocabulary, pronunciation, listening, reading, and writing. There is a strong focus on both accuracy and fluency. The underlying philosophy of the course remains that language is best learned when it is used for meaningful communication.

Topics

The course covers contemporary, real-world topics that are relevant to students' lives (e.g., free time, entertainment). Students have background knowledge and experience with these topics, so they can share opinions and information productively. In addition, cultural information stimulates cross-cultural comparison and discussion.

Functions

A functional syllabus parallels the grammar syllabus in the course. For example, at the same time students learn *Do you . . . ?* questions in Level 1 (e.g., *Do you like jazz?*), they learn how to express likes and dislikes (e.g., *I love it. I can't stand it.*). Throughout the course, students learn useful functions, such as how to introduce themselves, or agree and disagree. Each level presents 50 to 65 functions.

Grammar

Interchange Third Edition has a graded grammar syllabus. Intro Level presents the basic structures for complete beginners, and Level 1 reviews and expands on them. Levels 2 and 3 present more advanced structures, such as passives and conditionals. The course views meaning, form, and use as the three interacting dimensions of language. First, students notice the new grammar in context in the *Conversations* or *Perspectives*. Then they learn and practice using the grammar forms in the *Grammar Focuses*. While they initially practice grammar in a controlled way, students soon move on to freer tasks that lead toward fluency. In other words, students acquire new grammar by using it, and grammar is a means to an end – communicative competence.

Vocabulary

Vocabulary development plays a key role in *Interchange Third Edition*. Productive vocabulary (vocabulary students are encouraged to use) is presented mainly in *Word Powers* and *Snapshots*. Receptive vocabulary is introduced primarily in *Readings* and *Listenings*. In *Word Powers*, students typically categorize new vocabulary, to reflect how the mind organizes new words. Then they internalize the new vocabulary by using it in a personalized way. Photocopiable *Language summaries* in the Teacher's Edition provide lists of productive vocabulary and expressions for each unit. Each level teaches a productive vocabulary of about 1,000 to 1,300 words.

Speaking

Speaking skills are a central focus of *Interchange Third Edition*, with an emphasis on natural, conversational language. The *Discussion*, *Role Play*, and *Speaking* exercises, as well as the *Interchange activities*, provide speaking opportunities that systematically build oral fluency. In addition, the *Conversations* illustrate different speaking strategies, such as how to open and close conversations, ask follow-up questions, take turns, and use filler words (e.g., *well*, *you know*, *so*). Moreover, almost all other exercises offer fun, personalized speaking practice and opportunities to share opinions.

Listening

The listening syllabus emphasizes task-based listening activities and incorporates both top-down processing skills (e.g., making predictions) and bottom-up processing skills (e.g., decoding individual words). The *Listening* exercises for all levels provide focus questions or tasks that give students a purpose for listening, while graphic organizers such as charts provide note-taking support. Moreover, most *Conversations* in Levels 1 to 3 provide follow-up listening tasks (e.g., *Listen to the rest of the conversation. What happened?*). Additional listening practice is provided in the Self-study section at the back of the Student's Book.

Reading

In the *Reading* exercises, students read a variety of text types (e.g., newspaper and magazine articles, surveys, letters) for different purposes. For example, they skim the texts for main ideas, scan them for specific information, or read them carefully for details. Then they complete exercises that help develop reading strategies and skills, such as inferencing and guessing meaning from context. They also discuss their opinions about the readings.

Writing

Levels 1 to 3 include a writing syllabus. In the *Writing* exercises, students write a variety of real-world text types (e.g., e-mail messages, postcards, memos). These exercises recycle and review the themes, vocabulary, and grammar in the unit. Students typically look at writing models before they begin writing. They use their experiences and ideas in their writing, and then share their writing with their classmates.

Pronunciation

The pronunciation syllabus focuses on important features of spoken English, such as word stress, intonation, and linked sounds. Every unit includes a *Pronunciation* exercise, the approach being that students benefit most from practicing a little pronunciation on a regular basis. In each unit, students typically notice and then practice a pronunciation feature linked to the new grammar or vocabulary.

CUSTOMIZATION

It's important for teachers to adapt the course materials to the needs, interests, ages, and learning styles of their students. The Teacher's Edition provides numerous additional resources that help teachers tailor their classes for maximum learning and enjoyment. For example, *Games* provide stimulating and fun ways to review or practice skills. In addition, *Fresh ideas* provide stimulating and fun techniques for presenting and reviewing the exercises. Moreover, there are *Photocopiables* for one exercise in every unit, or handouts for innovative supplementary activities.

ASSESSMENT

Interchange Third Edition has a complete and flexible assessment program. The *Progress checks* in the Student's Book encourage students to self-assess their progress in key skill areas after every two units. *Oral quizzes* and *Written quizzes* in the Teacher's Edition provide more formal assessment. In addition, the *Placement and Evaluation Package* is an indispensable tool for placing students at the correct level and regularly evaluating progress.

Student's Book overview

Every unit in *Interchange Third Edition* contains two cycles, each of which has a specific topic, grammar point, and function. The units in Intro Level contain a variety of exercises, including a Snapshot, Conversation, Grammar Focus, Pronunciation, Word Power, Listening, Reading, Speaking activity, and Interchange activity. The sequence of these exercises differs from unit to unit. Here is a sample unit from Intro Level.

CYCLE 1 (Exercises 1–6)

Topic: *transportation and the family*

Grammar: *simple present statements*

Function: *talk about transportation and the family*

6 My sister works downtown.

1 SNAPSHOT

Listen and practice.

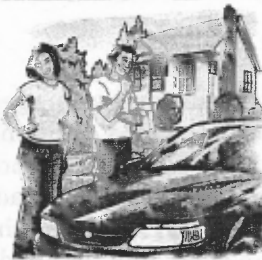


Check (✓) the kinds of transportation you use.
What are some other kinds of transportation?

2 CONVERSATION Nice car!

Listen and practice.

Ashley: Nice car, Jason! Is it yours?
Jason: No, it's my sister's. She has a new job, and she drives to work.
Ashley: Is her job here in the suburbs?
Jason: No, it's downtown.
Ashley: My parents work downtown, but they don't drive to work. They use public transportation.
Jason: The bus or the train?
Ashley: The train doesn't stop near our house, so they take the bus. It's really slow.
Jason: That's too bad.



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SNAPSHOT

- Introduces the unit or cycle topic
- Presents vocabulary for discussing the topic
- Uses real-world information
- Provides personalized, guided discussion questions

CONVERSATION

- Provides structured listening and speaking practice
- Introduces the meaning and use of the Cycle 1 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary

WORD POWER

- Presents vocabulary related to the unit or cycle topic
- Provides practice organizing or categorizing vocabulary
- Promotes freer, more personalized speaking practice

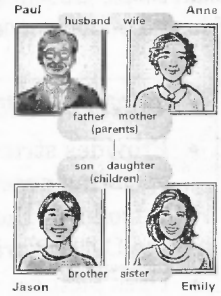
GRAMMAR FOCUS

- Summarizes the Cycle 1 grammar
- Includes audio recordings of the grammar
- Provides controlled grammar practice in realistic contexts, such as short descriptions and conversations
- Promotes freer, more personalized speaking practice

3 WORD POWER Family

A Pair work Complete the sentences about the Carter family. Then listen and check your answers.

1. Anne is Paul's *wife*.
2. Jason and Emily are their *children*.
3. Paul is Anne's *husband*.
4. Jason is Anne's *son*.
5. Emily is Paul's *daughter*.
6. Jason is Emily's *brother*.
7. Emily is Jason's *sister*.
8. Paul and Anne are Jason's *parents*.



kids = children
mom = mother
dad = father

B Pair work Tell your partner about your family.

"My mother's name is Angela. David and Daniel are my brothers."

GRAMMAR FOCUS

Simple present tense with regular verbs

I walk to school.	I don't live far from here.	Contractions don't = do not doesn't = does not
You ride your bike to school.	You don't live near here.	
He works near here.	He doesn't work downtown.	
She takes the bus to work.	She doesn't drive to work.	
We live with our parents.	We don't live alone.	
They use public transportation.	They don't need a car.	

A Paul Carter is talking about his family. Complete the sentences with the correct verb forms. Then compare with a partner.

1. My family and I *live* (live/lives) in the suburbs. My wife and I *work* (work/works) near here, so we *walk* (walk/walks) to work. Our daughter Emily *works* (work/works) downtown, so she *drives* (drive/drives) to work. Our son *doesn't* (don't/doesn't) drive. He *rides* (ride/rides) his bike to school.
2. My parents *live* (live/lives) in the city. My mother *takes* (take/takes) a train to work. My father is retired, so he *doesn't* (don't/doesn't) work now. He also *uses* (use/uses) public transportation, so they *don't* (don't/doesn't) need a car.

My sister works downtown. • 31

Simple present tense with regular verbs

I/you/we/they	he/she/it
I have a bike.	My father has a car.
We do our homework every day.	My mother does a lot of work at home.
My parents go to work by bus.	The bus goes downtown.

B Ashley is talking about her family and her friend Jason. Complete the sentences. Then compare with a partner.

1. My parents *have* (have/has) a house in the suburbs. My mom and dad *go* (go/goes) downtown to work. My parents are very busy, so I *do* (do/does) a lot of work at home.
2. My brother doesn't live with us. He *lives* (have/has) an apartment in the city. He *goes* (go/goes) to school all day, and he *does* (do/does) office work at night.
3. I *have* (have/has) a new friend. His name is Jason. We *go* (go/goes) to the same school, and sometimes we *do* (do/does) our homework together.

C Pair work Tell your partner about your family.

"I have one brother and two sisters. They ..."

PRONUNCIATION Third-person singular -s endings

Listen and practice. Notice the pronunciation of the -s endings.

<i>s = /s/</i>	<i>s = /z/</i>	<i>(e)s = /ɪz/</i>	irregular
take takes	go goes	dance dances	do does
walk walks	study studies	watch watches	have has

WHO IS IT?

A Write five sentences about you and your family. Write "Male" or "Female" on your paper, but not your name.

(Female) I live with my parents. I have two sisters. My father works downtown.



B Class activity Put all the papers in a bag. Choose a paper and describe the writer. Your classmates guess the writer.

- A: She lives with her parents. She has two sisters. Her father works downtown. ... Who is it?
- B: Michelle, is it you?
- C: No, it's not me. ...

PRONUNCIATION

- Provides controlled practice in recognizing and producing sounds linked to the cycle grammar

SPEAKING ACTIVITY

- Provides communicative tasks that help develop oral fluency
- Recycles grammar and vocabulary in the cycle
- Includes pair work, group work, and class activities

CYCLE 2 (Exercises 7-11)

Topic: daily and weekly routines
Grammar: simple present questions
Function: talk about routines

CONVERSATION

- Provides structured listening and speaking practice
- Introduces the meaning and use of the Cycle 2 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- Introduces useful expressions and discourse features

GRAMMAR FOCUS

- Summarizes the Cycle 2 grammar
- Presents examples from the previous conversation
- Provides controlled grammar practice in realistic contexts
- Promotes freer, more personalized speaking practice

7 CONVERSATION I get up at noon.

▶ Listen and practice.

Jack: Let's go to the park on Sunday.
 Amy: OK, but let's go in the afternoon. I sleep late on weekends.
 Jack: What time do you get up on Sundays?
 Amy: At ten o'clock.
 Jack: Oh, that's early. On Sundays I get up at noon.
 Amy: Do you eat breakfast then?
 Jack: Sure. I have breakfast every day.
 Amy: Then let's meet at this restaurant at one o'clock. They serve breakfast all day!



GRAMMAR FOCUS

Do you get up early?
 No, I get up late.
Does he have lunch at noon?
 No, he eats lunch at one o'clock.
Do they drive to work?
 Yes, they drive to work every day.

What time do you get up?
 At ten o'clock.
What time does he have lunch?
 At one o'clock.
When do they drive to work?
 Every day.

A Complete the questions with *do* or *does*. Then write four more questions.

1. *Do* you get up early on weekdays?
2. What time you go home?
3. your mother work?
4. How your father get to work?
5. your parents read in the evening?
6. When your parents shop? ..?
7. Does ?
8. What time ?
9. Do ?
10. When ?

time expressions	
early	in the morning
late	in the afternoon
every day	in the evening
at 9:00	on Sundays
at noon/midnight	on weekends
at night	on weekdays

B Pair work Ask and answer the questions from part A. Use time expressions from the box.

A: Do you get up early on weekdays?
 B: Yes, I do. I get up at seven o'clock.

My sister works downtown. • 39

C Unscramble the questions to complete the conversations. Then ask a partner the questions. Answer with your own information.

1. A: *Do you exercise every day* ?
 (you every day exercise do)
 B: Yes, I exercise every day.
2. A: ?
 (you what time lunch do eat)
 B: At 1:00 P.M.
3. A: ?
 (at start does eight o'clock this class)
 B: No, this class starts at nine o'clock.
4. A: ?
 (study you English do when)
 B: I study English in the evening.



9 LISTENING Marsha's weekly routine

A ▶ Listen to Marsha talk about her weekly routine. Check (✓) the days she does each thing.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Group work Tell your classmates about your weekly routine.

- A: I get up early on weekdays and Saturdays. But I sleep late on Sundays....
 B: I get up early on weekdays, too. I get up at 6:00.
 C: Really? I get up late every day....



10 INTERCHANGE 6 Class survey

Find out more about your classmates. Go to Interchange 6.

LISTENING

- Provides pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details
- Includes post-listening speaking tasks

READING

- Presents a variety of text types
- Introduces the text with a pre-reading task
- Develops a variety of reading skills, such as reading for main ideas, reading for details, and sequencing information
- Promotes discussion that involves personalization and analysis

READING

What's your schedule like?

Look at the pictures and the labels. Who gets up early? Who gets up late?

Student reporter Mike Starr talks to people on the street about their schedules.



Brittany Davis
College Student

Joshua Burns
Web-site Designer

Maya Black
Rock Musician

Mike: What's your schedule like?
Brittany: My classes start at 8:00 A.M., so I get up at 7:00 and take the bus to school.
MS: When do your classes end?
BD: They end at noon. Then I have a job at the library.
MS: So when do you study?
BD: My only time to study is in the evening, from eight until midnight.

Mike: What's your schedule like?
Joshua: Well, I get up at 6:30 A.M. and go for a run before breakfast.
MS: How do you go to work?
JB: I work at home. I start work at 8:00. Around 1:00, I take a lunch break.
MS: How late do you work?
JB: Sometimes I work all night to finish a project!

Mike: What's your schedule like?
Maya: I work at night. I go to work at 10:00 P.M., and I play until 3:00 A.M.
MS: What do you do after work?
MB: I have dinner. Then I take a taxi home.
MS: What time do you go to bed?
MB: I go to bed at 5:00 in the morning.

A Read the article. Then number the activities in each person's schedule from 1 to 5.

- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| Brittany Davis | Joshua Burns | Maya Black |
| a. She goes to class. | a. He has breakfast. | a. She has dinner. |
| b. She takes the bus. | b. He starts work. | b. She finishes work. |
| c. She works. | c. He eats lunch. | c. She goes to bed. |
| d. She studies. | d. He gets up. | d. She goes to work. |
| e. She gets up. | e. He goes for a run. | e. She goes home. |

B Write five sentences about your schedule. Are you an "early bird" or a "night owl"? Compare with a partner.



My sister works downtown. • 41

Interchange 6 CLASS SURVEY

A Class activity Go around the class and find this information. Try to write a different name on each line.

Find someone who...			
Name		Name	
gets up at 5:00 A.M. on weekdays	goes to class by bus	.....
gets up at noon on Saturdays	rides a motorcycle to class	.....
has breakfast in bed	walks to class	.....
works at night	speaks three languages	.....
works on weekends	has two brothers	.....
lives downtown	doesn't have a cell phone	.....
lives in the suburbs	doesn't have a computer	.....
lives alone	doesn't like the Internet	.....

have breakfast in bed

ride a motorcycle to class

speak three languages

- A: Do you get up at 5:00 A.M. on weekends, Jung Ho?
 B: No, I get up at 7:00 A.M.
 A: Do you get up at 5:00 A.M. on weekdays, Keiko?
 C: Yes, I get up at 5:00 A.M. every day.

B Group work Compare your answers.

- A: Keiko gets up at 5:00 A.M.
 B: Maria gets up at 5:00 A.M., too.
 C: Jung Ho gets up at ...

Interchange 6

INTERCHANGE ACTIVITY

- Expands on the unit topic, vocabulary, and grammar
- Provides opportunities to consolidate new language in a creative or fun way
- Promotes fluency with communicative activities, such as surveys, information gaps, and games

Teacher's Edition overview

The Teacher's Editions provide complete support for teachers who are using *Interchange Third Edition*. They contain Oral and Written quizzes, Language summaries, and Workbook answer keys as well as Photocopiables, Fresh ideas, and Games. They also include detailed teaching notes for the units and Progress checks in the Student's Book. Here are selected teaching notes for a sample unit from Intro Level.

UNIT PREVIEW

- Prepares the topics, grammar, and functions in each unit

TEACHING NOTES

- Includes the *Learning objectives* for each exercise
- Provides step-by-step lesson plans
- Suggests *Options* for alternative presentations or expansions
- Includes *Audio scripts*, *Answers*, and *Vocabulary* definitions
- Provides *TIPs* that promote teacher training and development

My sister works downtown.

Cycle 1, Exercises 1-6

SNAPSHOT

Learning objectives: learn vocabulary for talking about transportation

CD 2, Track 1

• Focus Ss' attention on the title and pictures. Elicit or explain any new vocabulary.

Vocabulary

transportation: ways of going to different places
 keep: most popular
 get to: go to
 works: a job

• Play the audio program. Ss listen and read silently.

• Play the audio program again. Ss listen and repeat.

• Explain the first task. Ss check the kinds of transportation they use individually. Then they compare answers in groups. Write this model conversation on the board:
 A: I walk and I take the bus. How about you, Jeff?
 B: I take the subway. How about you, Maria?

CONVERSATION

Learning objectives: practice a conversation about transportation to work, see simple present statements in context

CD 2, Track 2

• Books closed. Write this focus question on the board: What kinds of transportation do the speakers talk about?

• Play the audio program and Ss listen for the answer. Elicit the answer. (Answer: a car, the bus, the train)

• Books open. Use the picture to set the scene. Ashley and Jason are in front of Jason's house.

• Ask these questions:
 1. What are Jason and Ashley wearing?
 2. What are they looking at?
 3. What color is the car?
 4. What car is it?
 Then elicit the answers. (Answers: 1. T-shirts and jeans 2. a car 3. red 4. Jason's wife's)

TIP To collect new vocabulary for warm-ups, reviews, and games, make a Vocabulary Box. As you present new words, ask different Ss to write them on pieces of paper and put them in the box.

• Ss complete the task in groups. Elicit their answers.

• Explain the second task. Ss make a list of other kinds of transportation in groups. Point out that they can list unusual kinds of transportation.

• Elicit answers from each group and write them on the board. (Possible answers: boat, ship, plane, helicopter, truck, horse, camel) Elicit or draw pictures of any new vocabulary.

• Play the audio program again. Ss listen and read silently.

• Elicit or explain any new vocabulary.

Vocabulary

suburbs: outside area of a city where many people live
 downtown: the business center of a city
 public transportation: transportation everyone can use, such as buses, trains, and subways
 slow: not fast
 That's too bad! I'm sorry about that.

• Play the audio program again. Ss listen and repeat.

• Ss practice the conversation in pairs. Go around the class and give help as needed.

• **Option:** Ask one or two pairs to role-play the conversation for the class.

• For a new way to practice this conversation, try *Moving Dialog* on page T-150.

In Unit 6, students discuss transportation, family, and routines. In Cycle 1, they talk about transportation and families using simple present statements. In Cycle 2, they discuss daily and weekly routines using simple present questions.

T-35

Irregular verbs

• Focus Ss' attention on the Grammar Focus box. Remind Ss that regular simple present verbs with *he, she, and it* end in *s*.

• Point out that irregular simple present verbs change in different ways. Elicit or explain that *have, do, and go* change to *has, does, and goes* with *he, she, and it*.

• Play the audio program. Ss listen and read silently.

B

• Set the scene. Ashley is Jason's friend from Exercise 2 on page 93. She is talking about her family and Jason.

• Explain the first part of the task and model the first sentence.

• Ss complete the task individually. Then they compare answers in pairs.

• Elicit answers from the class and write them on the board.

PRONUNCIATION

Learning objectives: notice and practice the pronunciation of third-person singular *s* endings

CD 2, Track 5

• Point out that the pronunciation of third-person singular *s* endings in the simple present follows the same rules as the pronunciation of *s* endings for plural nouns.

• Play the audio program. Ss listen and read silently.

1. My parents **have** a house in the suburbs. My mom and dad go **downtown** to work. My parties are very busy. **She** **do** a lot of work at home.

2. My brother **doesn't** live with us. He has an apartment in the city. **He** goes to school **on** days, and **he** **does** office work at night.

3. I have a new friend. His name is Jason. We go to the same school, and sometimes we **do** our homework together.

C Pair work

• Explain the task and model the example sentence. Point out that Ss should try to use the verbs *have, do, and go*.

• Ss complete the task in pairs. Go around the class and write down any grammar errors you hear. Then write them on the board and correct them as a class.

• **Option:** Ss take notes about their partner's family. Then they tell the class. For example: "My partner has one brother and two sisters. They ..."

• Play the audio program again. Ss listen and repeat.

• **Option:** If Ss have trouble pronouncing /s/ and /z/ correctly, tell them to say the sounds with their fingers on their throats. The sound /s/ causes a vibration, but the sound /z/ does not.

• **Option:** Ask different Ss to say the words. Correct pronunciation individually.

• For a new way to practice third-person singular *s* endings, try *Pronunciation Maze* on page T-157.

WHO IS IT?

Learning objectives: practice writing simple present sentences; talk about a classmate using simple present regular and irregular verbs

A

• Explain the task. Point out that the writer of the model sentences is female. Ask a female Ss to model the example sentences.

• Ss complete the task individually. Go around the class and help Ss with grammar and spelling. Make sure they don't write their names on the papers. Then collect the papers.

B Class activity

• Explain the task and ask three Ss to model the example conversation. Point out that the paper says "Female," as Student A says "She lives with her parents." Elicit or explain that if the paper says "Male," Student A says "He lives with his parents."

• Put the papers from part A in a bag. Each Ss chooses a paper from the bag.

• Ask different Ss to describe the writers. Their classmates guess the writer.

End of Cycle 1

Do your students need more practice?

Assign ... Workbook Exercises 1-6 on pages 31-34 Lab Guide Exercises 1-5 on page 6	For more practice in ... Grammar, Vocabulary, and Writing Listening, Pronunciation, Spoken, and Grammar
--	---

My sister works downtown. • T-38

SUPPLEMENTARY ACTIVITIES

- *Photocopiables* include handouts for innovative supplementary activities.
- *Fresh ideas* provide alternative ways to present and review the exercises.
- *Games* provide stimulating and fun ways to review or practice skills such as grammar and vocabulary.

END-OF-CYCLE

- Provides suggestions for further practice in the Workbook, Lab Guide, Video Activity Book, and CD-ROM
- Provides suggestions for regular assessment using quizzes and achievement tests

Course components

Interchange Third Edition is the most complete English language course for adult and young adult learners of English. Here is a list of the core components.

Component	Description
Student's Book with Self-study Audio CD	The Student's Book is intended for classroom use, and contains 16 six-page units. (See the Student's Book overview for a sample unit on pages x-xiii.) Progress checks are provided after every two units, and a Self-study section is included at the back of the book.
Class Audio Program	The Class Audio Cassettes/CDs are intended for classroom use. The program consists of cassettes/CDs with all the audio sections in the Student's Book, such as Conversations, Listeners, Grammar Focuses, and Pronunciations. The program also includes the Student Self-study Audio Cassette/CD.
Teacher's Edition	The interleaved Teacher's Edition includes: <ul style="list-style-type: none"> • page-by-page notes, with detailed lesson plans, learning objectives, vocabulary glosses, optional activities, and teaching tips • alternative ways to teach the exercises, using Games, Fresh ideas, and Photocopiables • Language summaries of the new vocabulary and expressions in each unit • a complete assessment program, including Oral and Written quizzes • Audio scripts and answer keys for the Student's Book, Workbook, and Quizzes (See the Teacher's Edition overview for sample pages on page xiv.)
Workbook	The six-page units in the Workbook can be used in class or for homework. They follow the same sequence as the Student's Book, and provide students with more practice in grammar, vocabulary, and writing. In addition, Levels 1–3 provide more reading practice.
Placement and Evaluation Package	The package provides three versions of a placement test and four achievement tests for each level of the Student's Book, as well as for <i>Passages 1</i> and <i>2</i> . The package is composed of a photocopiable testing booklet and two audio CDs.
Video Program	Videos for each level offer dramatized and documentary sequences that reinforce and extend the language presented in the Student's Book. Video Activity Books include step-by-step comprehension and conversation activities, and the Video Teacher's Guides include detailed teaching suggestions.
CD-ROM	Available in PC format, CD-ROMs for Levels Intro, 1, and 2 provide engaging activities for students to do at home or in self-study centers. They include sequences from the Video Program, with over 100 interactive reading, listening, speaking, vocabulary, and grammar activities. They also include progress tests.

For a complete list of components, see the Web site (www.cambridge.org/interchange) or contact your local Cambridge University Press representative.

Frequently asked questions

SNAPSHOT

Q: How long should it take to present and teach the Snapshot?

A: You probably don't need to spend more than 15 minutes. Remember that it's just a warm-up activity.

Q: Should I expect students to learn all the new words in the Snapshot?

A: It's not necessary for students to learn the passive vocabulary in the Snapshots. However, it's a good idea to encourage them to use the productive vocabulary. The productive vocabulary is recycled throughout the unit and listed in the Language summaries at the back of the Teacher's Edition.

CONVERSATION

Q: Is it OK to present the Grammar Focus before the Conversation?

A: Remember that the Conversation is placed first because it introduces the new grammar in context. Also, it illustrates the meaning of the new grammar before the grammar rules are presented. However, you can change the order for variety or if it's more appropriate for your students' learning style.

Q: How helpful is it for students to memorize the Conversation?

A: Students generally benefit more from practicing and expanding on the Conversation than from memorizing it.

PERSPECTIVES

Q: What are Perspectives?

A: Like Conversations, Perspectives introduce the new grammar in context. However, they present the grammar in different ways, such as quotes, surveys, and television or radio shows.

Q: Why aren't there any Perspectives in Levels Intro and 1?

A: The Perspectives typically contain ideas and opinions that serve as starting points for more advanced discussions and debates. Therefore, they are more appropriate for higher levels.

GRAMMAR FOCUS

Q: Should I teach my students more grammar than that in the Grammar Focus box?

A: To avoid overloading students, it's preferable to teach only the grammar in the Grammar Focus box. Then progress to the speaking activities, so that they can apply the rules in communication.

Q: What should I do if my students need more controlled grammar practice?

A: You can assign practice exercises in the Workbook, Lab Guide, Video Activity Book, or CD-ROM for homework. The teaching notes in the Teacher's Edition suggest appropriate assignments for each cycle.

Q: Should I explain the rules to my students or encourage them to guess the rules?

A: Students have different learning styles, so you may want to use different techniques. First, try to involve them in guessing the rules. If they can't guess the rules, then you can explain them.

WORD POWER

- Q: How can I help students remember recently taught vocabulary?
- A: One way is to spend five minutes of each class reviewing new words. You can also try different vocabulary review techniques from the Fresh ideas and Games in the Teacher's Edition.

LISTENING

- Q: What should I do if my students have difficulty understanding the audio program?
- A: You can ask students to make predictions before you play the audio program. Then play the audio program a few times, asking students to listen for something different each time. Alternatively, divide the audio program into short sections (e.g., short conversations), stopping the audio program after each section.
- Q: My students get very nervous during listening practice. What's the solution?
- A: One way is to assure students that they don't need to understand every word. Tell them that they will hear the audio program again. Another option is to have students work collaboratively in pairs or small groups.

SPEAKING ACTIVITIES

- Q: My students often have problems understanding my instructions. What am I doing wrong?
- A: It is often more helpful to model the activity than to give instructions, especially at lower levels. Model the activity with several students, preferably of different abilities and in different parts of the room.
- Q: My students make a lot of errors during pair work and group work. What can I do?
- A: Remember that errors are an important part of learning. During fluency-building activities, allow students to practice speaking without interruption and make a list of any errors you hear. Then have the class correct the most common errors at the end of the activity.

READING

- Q: How can I teach the Reading sections most effectively?
- A: Encourage students to read silently and quickly. When they are skimming or scanning, discourage them from reading aloud, following each sentence with a pencil, or looking up each new word in a dictionary. Also, encourage them to use the discussion questions to share ideas.

PROGRESS CHECKS

- Q: The Progress checks are helpful, but I don't have enough time to use them. What can I do?
- A: You can use the Progress checks in a variety of ways. For example, you can assign some of the exercises for homework. Alternatively, you can assign students to complete only the Self-assessment section for homework, and then choose exercises related to areas they need to improve.

FLEXIBILITY

- Q: The Student's Book doesn't have enough material for my classes. What can I do?
- A: Supplement the Student's Book exercises with Photocopiables, Games, and Fresh ideas from the Teacher's Edition or activities from the Web site.
- Q: I don't have enough time to complete every exercise. How can I finish them more quickly?
- A: Remember that you don't have to complete every exercise in the Student's Book. You can omit selected exercises, such as the Writings, Readings, and Interchange activities.

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CLASSROOM LANGUAGE *Teacher instructions*



It's nice to meet you.

Cycle 1, Exercises 1-7

In Unit 1, students discuss personal information. In Cycle 1, they say hello and introduce themselves and others using *my*, *your*, *his*, and *her*. In Cycle 2, they say good-bye and exchange phone numbers using the verb *be*.

1 CONVERSATION

Learning objectives: practice a conversation between two people meeting for the first time; see *my* and *your* in context

TIP To learn your Ss' names, have them make name cards. Each S folds a piece of paper in thirds and writes his or her name on one side. Then they place the name cards on their desks.

Jen

A [CD 1, Track 1]

- Books closed. Introduce yourself. Shake hands with a S and say, "Hi. My name is . . ." or "I'm . . ." Encourage Ss to respond using their own names (e.g., *My name is . . .* or *I'm . . .*). When Ss respond, say, "It's nice to meet you."
- Books open. Focus Ss' attention on the illustration and the names in the conversation.
- Play the audio program. Ss listen and read silently.
- Write these sentences on the board:
I'm Jennifer Miller.
My name is Michael Ota.
- Explain that "I'm . . ." and "My name is . . ." have the same meaning. Change *Jennifer Miller* to *Michael Ota* (and vice versa) in the sentences on the board.
- Play the audio program again. Ss listen and read silently. Explain that *Nice to meet you.* means *It's nice to meet you.* and *I'm sorry. What's your last name again?* means *Please repeat your last name.*

- To explain the meaning of *too*, draw two female stick figures on the board. Label each figure *Jennifer*. Point to one and say: "My name is Jennifer." Then point to the other and say, "My name is Jennifer, too."
- Write this sentence on the board:
It's nice to meet you.
Ask a S to read the sentence. Respond: "It's nice to meet you, *too*."
- Play the audio program again. Ss listen and read silently. Then they practice the conversation in pairs.

For a new way to practice this conversation, try **Look Up and Speak!** on page T-150.

- Focus Ss' attention on the *first names* and *last names* in the box. Model with your own names. Say: "My first name is . . . My last name is . . ." Ask a few Ss: "What's your first name? What's your last name?"

B Pair work

- Explain the task. Then model it with a few Ss, using your own names and the conversation as a model.
- Ss stand up and practice the conversation in pairs. When they finish, they practice the conversation with a different partner.
- Ss change roles and partners several times. Go around the class and encourage Ss to shake hands and smile while introducing themselves.
- Option:** Ask one or two pairs of Ss to role-play the conversation for the class.

For a new way to practice this Conversation, try **Moving Dialog** on page T-150.

2 SNAPSHOT

Learning objectives: learn some popular names and nicknames in the U.S.; talk about popular names

[CD 1, Track 2]

- Focus Ss' attention on the Snapshot. Explain that a nickname is a short or informal name for a person.
- Play the audio program. Ss listen and repeat.
- Write this on the board:
Male Female
Then say a S's name. Ask: "Is it male or female?" Elicit the answer. Repeat with different Ss' names.

- Point out that some names have more than one nickname. For example, *Lisa*, *Liz*, *Betsy*, and *Betty* are all nicknames for *Elizabeth*.
- Read the focus task. Show Ss how to circle names on the board. Then read the focus questions.
- Elicit answers from the Ss and write them on the board. If the Ss are from different countries, write the names of their countries on the board. Then elicit popular names from Ss and list them under their countries.

Learning objectives: practice my, your, his, and her; ask and answer questions with "What's . . . name?"

[CD 1, Track 3]

- Books closed. Ask a male and a female S to stand next to you. Use this conversation to demonstrate *my*, *your*, *his*, and *her*:

T: My name is (your name). What's your name?

S1: My name is (Keiko).

T: (to class) Her name is (Keiko).

T: What's your name?

S2: My name is (Juan).

T: (to class) His name is (Juan).

- Books open. Play the audio program. Ss listen and read silently.
- Point to different Ss. Ask: "Is it *his* or *her*?" Elicit answers from the class. Then point to different Ss and elicit complete sentences: "His name is . . ." or "Her name is . . ."
- Play the audio program again. Ss listen and repeat.

Group work

- Explain and model "The Name Game" with two Ss.
- Ss work in groups of five to ten. Each group stands in a circle and plays the game.

Learning objectives: practice the alphabet; spell people's names

A [CD 1, Track 4]

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Option:** Ss practice the alphabet in pairs, taking turns reading the letters.

For a new way to practice the alphabet, try **Alphabet Bingo** on page T-156.

B Class activity

- Explain the task and focus Ss' attention on the example list.
- Play the audio program. Ss listen and read silently. Then play the audio program again, pausing after each line. Ss listen and repeat.
- Model the task with a S. Then Ss go around the class with their notebooks and complete the task.
- Option:** Elicit the spelling of different Ss' names.

For more practice with the alphabet, play **Line Up!** on page T-144. Ss line up in alphabetical order according to first name and then last name.

Learning objective: develop skills in listening for correct spelling

[CD 1, Track 5]

- Read the five pairs of names aloud. Point out that the names in each pair have the same pronunciation.
- Play the first conversation in the audio program and model the task. Then play the rest of the audio program, pausing after each conversation. Ss listen and complete the task.
- Ss compare their answers in pairs. Then write the answers on the board.

Audio Script

- SALES REP: Your name is Jon Lee?
JON: That's right.
SALES REP: And how do you spell your first name, Mr. Lee?
JON: It's J-O-N.
SALES REP: OK. Thank you.
- SALES REP: Sara Brown. Your first name is spelled S-A-R-A-H?
SARA: No. My name is spelled S-A-R-A.

SALES REP: I'm sorry. Could you repeat that?

SARA: Yes. It's S-A-R-A.

SALES REP: Got it. Thanks.

3.

STEPHEN: My name is Stephen Jones.

SALES REP: Thank you. Steven . . . that's S-T-E-V . . .

STEPHEN: No. It's spelled S-T-E-P-H-E-N.

SALES REP: Oh, excuse me. S-T-E-P-H-E-N.

STEPHEN: That's right.

4.

SALES REP: Your name, please?

KATHRYN: It's Kathryn Simpson.

SALES REP: Is that K-A-T-H-E-R-I-N-E?

KATHRYN: No, it's K-A-T-H-R-Y-N.

SALES REP: Oh, so it's K-A-T-H-R-Y-N. Thank you, Ms. Simpson.

5.

SALES REP: And what's your first name, please?

KRIS: It's Kris.

SALES REP: Is your name spelled C-H-R-I-S?

KRIS: No, it's spelled K-R-I-S. Kris with a "K."

SALES REP: Kris with a "K." Thanks.

Answers

1. Jon 2. Sara 3. Stephen 4. Kathryn 5. Kris

Learning objective: learn titles for men and women

A [CD 1, Track 6]

- Focus Ss' attention on the box with titles. Read each title aloud and ask Ss to repeat.
- Explain that we use titles with last names, not first names. Remind Ss of the meanings of *male* and *female*.
- Ask the class: "Who uses the title *Miss*? *Mrs.*? *Ms.*? *Mr.*?" Ss raise their hands.
- Play the audio program. Ss listen and repeat.

- Option:** If Ss have difficulty hearing the difference between *Miss* and *Ms.*, ask Ss to put their hands on their throats and say the words. The sound /s/ in *Miss* has no vibration, but the sound /z/ in *Ms.* has a vibration.

B

- Explain the task. Ss complete the task individually. Go around the class and give help as needed.
- Option:** Explain that the end punctuation for *Mrs.*, *Ms.*, and *Mr.* is a "period." Then Ss work in pairs. S1 spells out the names on his or her list and S2 writes them down. Then they change roles. The pairs check answers by comparing lists.

7 SAYING HELLO

Learning objective: learn and practice formal and informal greetings for different times of the day

A [CD 1, Track 7]

- Focus Ss' attention on the pictures.
- Play the audio program once or twice. Ss listen and read silently.
- Elicit the expressions that mean "hello" and write them on the board. (Answers: Hi, Good morning, Good afternoon, Good evening, Hello) Encourage Ss to use the pictures to guess the meanings of *morning*, *afternoon*, and *evening*.
- Check Ss' understanding of when to use titles. Point to picture 2 and invent full names for the man (e.g., *Paulo Garcia*) and the boy (e.g., *Alex Conner*). Write the names on the board.
T: (point to the boy's speech bubble) Good morning, Paulo. How are you? (ask Ss) OK?
Ss: No!
T: (point to the man's speech bubble) I'm just fine, Mr. Conner. Thank you. (ask Ss) OK?
Ss: No!
- Play the audio program again, pausing after each short conversation. Ss listen and repeat.

TIP To encourage Ss to learn the Classroom Language on page v of the Student's Book, write the expressions on cards. Then put the cards on the walls.

- Option:** If Ss don't know each other's names yet, have them wear name tags during the activity.
- Ss go around the class and greet four or five classmates. Go around the room and check their use of titles and last names.
- When each S has greeted four or five others, stop the activity.
- Explain and model the second task. Write *informal greetings* on the board. Ask two Ss to greet each other using first names only. For example:
S1: Hi, (Alicia).
S2: Hi, (Mariko).
- Ss go around the class and greet four or five classmates. Go around the room and check their use of first names only.

For a new way to practice greetings, try **Musical Dialog** on page T-150.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1-4 on pages 1-3	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1-5 on page 1	Listening, Pronunciation, Speaking, and Grammar

B Class activity

- Books closed. Explain and model the first task. Write *formal greetings* on the board. Then greet several Ss using titles. For example:
T: Good evening, (Mr. Chen).
S1: Good evening, (your title and last name).
T: Hello, (Ms. Ramirez).
S2: Hello, (your title and last name).

8 CONVERSATION

Learning objectives: practice conversations among three classmates; see subject pronouns and the verb *be* in context

A [CD 1, Track 8]

- Books open. Focus Ss' attention on the pictures. Point to the picture of Jennifer Miller and ask: "What's her name?" (Answer: Her name is Jennifer Miller.) Tell Ss to look at Exercises 1 and 3 if they can't remember.
- Play the audio program once or twice. Ss listen and read silently.
- If needed, explain any new vocabulary. For *excuse me*, tap a S on the shoulder and say "Excuse me" to get his or her attention. For *over there*, put a S's book on the other side of the classroom. Stand next to the S, point to the book, and say: "Your book is over there." For *math*, write a simple mathematical equation on the board (e.g., $2 + 2 = 4$).
- Ss cover the text. Play the audio program again. Ss listen and look at the pictures.
- Ss work in groups of three. They practice the conversations three times, changing roles. Go around the class and encourage Ss to look at each other as they speak.

- Option:** Ask one or two groups to role-play the conversations for the class.

TIP To keep Ss interested in role plays, ask no more than two pairs or groups to role-play conversations for the class. Record who role-played the conversations and choose different Ss each time.

For a new way to practice this Conversation, try **Disappearing Dialog** on page T-151.

B Group work

- Books closed. Explain the task. Write this conversation on the board:
 S1: Hi, (S2).
 S2: Hi, (S1).
 S1: (S2), this is (S3).
 S2: Hi, (S3).
 S3: Hi, (S2). Nice to meet you.
 Then ask three Ss to model it.
- Ss take turns introducing each other in groups of three. Remind Ss to look at each other as they speak.

9 GRAMMAR FOCUS

Learning objective: practice subject pronouns with the verb *be* in conversations

[CD 1, Track 9]

- Focus Ss' attention on the Grammar Focus box. Ss read silently.
- Play the audio program for the Grammar Focus box. Ss listen and read silently.
- Focus Ss' attention on the contractions. Contrast the pronunciation of *I am* and *I'm*, *you are* and *you're*, and so on. Point out that we use contractions in statements and negative short answers. We do not use them in questions or positive short answers.
- Play the audio program again. Ss listen and repeat.
- Option:** Ss underline the subject pronouns + *be* verbs in the conversations in Exercise 8. Then they compare answers in pairs. (Answers: I'm, He's, I'm, it's, You're, I'm, It's, She's)

A

- Books closed. Write the first two lines of the conversation on the board. Do not write the answer for the first example.

- Explain and model the task. Point out the choices in parentheses. Elicit the correct answers and write them on the board.
- Books open. Ss complete the task individually. As they work, copy the rest of the conversation on the board.
- Ask different Ss to write the correct answers on the board. Go over answers with the class.

Answers

DAVID: Hello, Jennifer. How **are** you?
 JENNIFER: I'm fine, thanks. I'm sorry – what's your name again?
 DAVID: **It's** David – David Medina.
 JENNIFER: That's right! David, this **is** Sarah Conner. **She's** in our math class.
 DAVID: Hi, Sarah. **It's** nice to meet you.
 SARAH: Hi, David. I think **you're** in my English class, too.
 DAVID: Oh, right! Yes, I **am**.

- Ss practice the conversation in groups of three. Then they change roles and practice again.

B

- Books closed. Write the first conversation on the board. Do not fill in the first example.
- Explain the task. Then elicit the correct answers for the first conversation and write them on the board.
- Books open. Ss complete the task for the second conversation individually. Then they compare answers in pairs.
- Ask Ss to write the second conversation on the board. Then ask the class to correct any errors.

ANSWERS

NICOLE: Excuse me. **Are** you Steven Carson?

DAVID: No, **I'm** not. My name **is** David Medina. Steven **is** over there.

NICOLE: Oh, sorry.

NICOLE: **Are** you Steven Carson?

STEVEN: Yes, **I am**.

NICOLE: Hi, **I'm** Nicole Johnson.

STEVEN: Oh, **you're** in my math class, right?

NICOLE: Yes, **I am**.

STEVEN: **It's** nice to meet you.

- Read the conversation aloud, pausing after each line. Ss listen, look up, and repeat.
- Ss practice the conversation in groups of three. Go around the class and encourage Ss to look at each other when speaking.

C Class activity

- Explain the first part of the activity. Ss write their first and last names on pieces of paper and put them in a bag.
- Explain and model the second part of the activity. Take a paper from the bag and ask a few Ss whose names are not on the paper:
T: Excuse me. Are you (*name on paper*)?
S1: No, I'm not. He's/She's over there.
Then ask the S whose name is on the paper:
T: Excuse me. Are you (*name on paper*)?
S2: Yes, I am.
- The Ss take papers, go around the room, and complete the activity. If Ss know each other well, ask them to imagine they are meeting for the first time.

10 PRONUNCIATION

Learning objective: learn to sound natural when linking sounds

[CD 1, Track 10]

- Explain that there are five vowels in English: *a, e, i, o, and u*. The other letters are consonants.
- Focus Ss' attention on the examples. Point out that *Alan, in, and over* begin with vowel sounds. The words before them end in consonant sounds. In natural conversation, people link these sounds together.
- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and practice.

- Option:** Ss underline the linked sounds in the conversations in Exercise 8 on page 5. Elicit answers from the class. (Answers: . . . He's **o**ver there. . . . This **i**s your book. . . . You're **i**n my class, right? . . . Yes, **I** am. **I**'m Jennifer Miller. . . . Hey, David, this **i**s Jennifer. She's **i**n our math class.) Then play the audio program for Exercise 8 again and ask Ss to listen for the linked sounds.

TIP Ss often don't understand native English speakers because they seem to talk quickly. Teaching Ss to be aware of linked sounds can greatly increase Ss' listening comprehension.

11 NUMBERS

Learning objective: learn and practice the numbers from zero to ten

A [CD 1, Track 11]

- Books open. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain and model the task. Write the phone number 201-555-2491 on the board. Read each digit and Ss repeat it. Then read the complete phone number. Ask different Ss to read the phone number aloud.

- Point out that we pronounce 0 as "zero" when it is alone. However, we pronounce it "zero" or "oh" when it is with other numbers. For example, we pronounce 505 "five-zero-five" or "five-oh-five."
- Ss take turns reading the numbers in pairs.
- Option:** Each S writes five phone numbers on a piece of paper. Then they work in pairs. S1 dictates the phone numbers and S2 writes them down. Then they change roles. The pairs compare papers to check their answers.

For more practice with numbers, play **Bingo** on page T-147.

12 LISTENING

Learning objective: develop skills in listening for correct phone numbers

A [CD 1, Track 12]

- Focus Ss' attention on the list. Ask: "Do you remember these people? Who are they?" If Ss don't remember, focus their attention on Exercises 1, 3, 4, and 8.
- Play the audio program. Ss listen and complete the list. Then they go over their answers in pairs. Play the audio program again as needed.

Audio script

JENNIFER: What's David Medina's phone number, Michael?

MICHAEL: It's two-one-two, five-five-five, one-nine-three-seven.

JENNIFER: Two-one-two, five-five-five, one-nine-three-seven?

MICHAEL: Yes, that's it.

MICHAEL: OK. Sarah Conner. What's her phone number?

JENNIFER: Hmm. Sarah. Her number is three-four-seven, five-five-five, seven-six-four-five.

MICHAEL: Three-four-seven, five-five-five, seven-six-four-five.

JENNIFER: That's right.

JENNIFER: Now, let's see. Steven Carson. His phone number is two-oh-one, five-five-five, three-six-four-eight. Right?

MICHAEL: Yes, that's right. Two-oh-one, five-five-five, three-six-four-eight.

MICHAEL: And Nicole Johnson's number?

JENNIFER: Oh, Nicole is my roommate. Our number is six-four-six, five-five-five, three-eight-oh-six.

MICHAEL: So, Nicole's phone number is six-four-six, five-five-five, three-eight-oh-six, and *your* number is six-four-six, five-five-five, three-eight-oh-six. It's the same number.

JENNIFER: Right.

JENNIFER: Hey, what's *your* phone number, Michael?

MICHAEL: It's seven-one-eight, five-five-five, nine-nine-six-oh.

JENNIFER: OK. Great!

Answers

Name	Phone number
David Medina	(212) 555-1937
Sarah Conner	(347) 555-7645
Steven Carson	(201) 555-3648
Nicole Johnson	(646) 555-3806
Jennifer Miller	(646) 555-3806
Michael Ota	(718) 555-9960

B Class activity

- Explain the task and model the conversation with a S. Then Ss take their notebooks, go around the class, and complete the task.

13 INTERCHANGE 1

See page T-114 for teaching notes.

14 SAYING GOOD-BYE

Learning objective: learn and practice formal and informal ways to say good-bye for different times of the day

A [CD 1, Track 13]

- Focus Ss' attention on the pictures in Exercise 7 on page 4. Then focus their attention on Exercise 14. Say: "Now they are saying good-bye."
- Play the audio program once or twice. Ss listen and read silently.
- Elicit the expressions that mean "good-bye" and write them on the board. (Answers: Good-bye, See you later, Bye-bye, See you tomorrow, Bye, Good night) Point out that *good night* means "good-bye."
- Play the audio program again, pausing after each short conversation. Ss listen and repeat.

B Class activity

- Explain the activity. Then model it with several Ss in different ways. For example: "Good night, Juan. Have a good evening, Kumiko. See you later, Nadia."

- Ss go around the class and complete the activity. Remind Ss to use different expressions.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 5–10 on pages 3–6	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6–9 on page 2	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 1	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 1	Grammar, Vocabulary, Reading, Listening, and Speaking


What's this?

Cycle 1, Exercises 1-6

In Unit 2, students discuss everyday objects. In Cycle 1, they identify and talk about personal and classroom objects using the articles a/an, plurals, this/these, and it/they. In Cycle 2, they discuss the locations of items using yes/no and where questions with be, the article the, and prepositions of place.


1 SNAPSHOT

Learning objectives: learn names of common personal items; talk about things in one's bag

 [CD 1, Track 14]


- Focus Ss' attention on the picture. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Write the words *wallet* and *camera* on the board. Then explain and model the first task. Take a wallet from your bag and say: "What's in your bag? I have a wallet. I don't have a camera." Check (✓) the word *wallet* on the board.

- Ss complete the first task individually.
- To check comprehension, ask: "Who has a wallet?" Take out your wallet. Repeat with the remaining items.
- Ask: "What other things are in your bag?" Elicit Ss' answers and write them on the board.


 For more practice with this vocabulary, play **Kim's Game** on page T-144.

2 ARTICLES

Learning objectives: learn the names of common classroom objects; practice a and an

A  [CD 1, Track 15]

- Focus Ss' attention on the pictures. Elicit or say the names of the objects. Ss repeat.
- Focus Ss' attention on the *articles* box. Explain that we use *an* with vowel sounds and *a* with consonant sounds. Write examples from Exercise 1 on the board (e.g., *an address book*, *a camera*). Then elicit examples of vowel sounds and consonant sounds.
- Focus Ss' attention on the pictures again. Ask: "What words start with vowel sounds? What words start with consonant sounds?"
- Explain the task. Then play the audio program. Ss listen and complete the task. Play the audio program again if needed.
- Elicit the answers and write them on the board. Ss check their answers. Then they practice reading the sentences in pairs.

 For more practice listening for *a* and *an*, try **Run for It!** on page T-148. Put signs with *a* and *an* on the walls. Then read out phrases with these articles (e.g., *a cell phone*, *an encyclopedia*).

B Pair work

- Explain the task. Then say the words one by one. Ss listen and repeat. Point to or explain any new vocabulary.
- Model the example conversation with the class. Point to the board and say: "This is a board." The class asks: "How do you spell board?" Say: "B-O-A-R-D." Then change roles with the class.
- Ss complete the task in pairs. They go around the class, find the classroom objects, and practice the conversation. Go around the class and help Ss identify and spell objects as needed.
- **Option:** Ask: "What other things are in the class?" Ask Ss to point to them and elicit the names. Ask: "How do you spell . . . ?" Elicit the spelling of these words and write them on the board.

Answers

1. This is **a** book.
2. This is **an** eraser.
3. This is **an** English book.
4. This is **a** dictionary.
5. This is **a** notebook.
6. This is **an** encyclopedia.

TIP To help Ss remember the names of classroom objects, have them make English labels and attach them to the objects.

3 CONVERSATION

Learning objectives: practice a conversation among people giving presents; see this, these, and plurals in context

▶ [CD 1, Track 16]

- Focus Ss' attention on the picture. Ask: "What things are in the picture?" Elicit or explain any new vocabulary (e.g., *camera, earrings, cake, plates, table, chairs, balloons*).
- Ask: "Who is Rex? Wendy? Helen?" Play the audio program. Ss listen for the answers. Then elicit the answers by asking Ss to identify the people in the picture.
- Explain that people say *Wow!, Oh, cool!, and It's great!* to show pleasure. Play the audio program again. Ss listen for these expressions.

- Ss practice the conversation in groups of three. Go around the classroom and encourage Ss to look at each other and use intonation.
- Option:** Ask one or two groups to role-play the conversation for the class.

For a new way to practice this conversation, try **Substitution Dialog** on page T-151. Substitute the word *camera* with *wallet/CD player* and the word *earrings* with *erasers/pencils*.

PRONUNCIATION

Learning objectives: notice the different pronunciations of plural -s endings; learn to sound natural when saying plural nouns

A ▶ [CD 1, Track 17]

- Books closed. Demonstrate the meaning of *singular* and *plural*. Hold up three pens. Point to one and say: "One pen. *Pen* is singular." Point to two pens and say "Two pens. *Pens* is plural." Point to all three pens and say: "Three pens. *Pens* is plural." Write these words on the board, and underline the plural -(e)s endings:

pens books sunglasses

Say each word slowly so Ss can hear the endings.

Ss repeat.

- Write the phonetic symbols above each word:

/z/ /s/ /ɪz/
pens books sunglasses

Pronounce the symbols and the words. Ss repeat.

- Books open. Focus Ss' attention on the chart. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Option:** Explain these pronunciation rules:
 - When nouns end in vowel sounds or voiced consonant sounds (e.g., /n/ or /r/), we pronounce the plural -s as /z/ (e.g., *cameras, telephones*).
 - When nouns end in voiceless consonant sounds (e.g., /p/, /t/, or /k/), we pronounce the plural -s as /s/ (e.g., *maps*).
 - When nouns end in sibilant consonant sounds (e.g., /s/ or /tʃ/), we pronounce the plural -s as /ɪz/ (e.g., *watches*).

B

- Say the singular nouns one by one. Ss repeat.
- Copy the chart on the board.
- Explain and model the task. Say: "Newspaper - newspapers." Then write it in the chart on the board.
- Ss complete the task individually. Go around the class and give help as needed.
- Ask different Ss to complete the chart on the board.

Answers

/z/	/s/	/ɪz/
keys	clocks	addresses
newspapers	stamps	briefcases
televisions	tickets	purses

C ▶

- Play the audio program again. Ss listen and check their answers. Then correct the answers on the board as a class.
- Option:** Ss add more words to the chart in small groups. Go around the class and help with vocabulary, pronunciation, and spelling. Then elicit words from the class and add them to the chart on the board.

For more practice with pronouncing words with plural -s endings, play **Tic-Tac-Toe** on page T-148. Ss have to say and spell the words correctly.

Learning objective: practice asking and answering questions with *this/these, it/they, and plurals*

TIP To show Ss the purpose of your lesson, write the learning objectives on the board. When you finish each exercise, check (✓) the objectives you covered.

▶ [CD 1, Track 18]

- Books closed. Write *this* and *these* on the board. Hold up a pen and say: "This is a pen." Then hold up two pens and say: "These are pens."
- Contrast the pronunciation of *this* and *these*. Ss repeat. If needed, point out that the /ɪ/ in *ship* is a short sound, but the /i:/ in *sheep* is a long sound.
- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Elicit or explain that *this* and *it* are singular and *these* and *they* are plural.
- Explain the task. Model the first two conversations with two Ss.
- Ss complete the task individually.

- Go over answers by asking different pairs of Ss to read the conversations. Then Ss practice the conversations in pairs.

Answers

- | | |
|--|---|
| 1. A: What are these?
B: They're keys. | 4. A: What's this?
B: It's a watch. |
| 2. A: What's this?
B: It's a CD player. | 5. A: What's this?
B: It's a cell phone. |
| 3. A: What are these?
B: They're book bags. | 6. A: What are these?
B: They're sunglasses. |

- **Option:** Write this model conversation on the board:

A: What's _____ ?

B: It's _____ .

A: What are _____ ?

B: They're _____ .

Ss go around the class in pairs. They practice asking questions about classroom objects. Go around the class and help Ss with the use of *this/these* and *it/they*.

Learning objectives: ask questions about names of things in English; practice *this/that, these/they, and spelling*

A ▶ [CD 1, Track 19]

- Focus Ss' attention on the pictures. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversations in groups of three. They take turns with each role.

B Group work

- Explain and model the task. Put four things on your desk, including at least one new thing.
- Point to one object and ask: "What's this/What are these called in English?" Elicit the answers. Then ask: "How do you spell that?" Elicit the answers. If Ss don't know the answers, tell them to ask you the questions.
- Ss complete the task in groups of three or four. Go around the class and help with vocabulary and spelling as needed.
- **Option:** To review vocabulary and spelling, make a list of five to ten new words and scramble the letters (e.g., *abelmlru* for umbrella, *tckohcsisp* for chopsticks). Ss unscramble the words in pairs.

TIP To make new vocabulary easy to copy, make a Vocabulary List on one side of the board. Add new words to it throughout the class.

- For more practice with vocabulary, play **Picture It!** on page T-147. Ss draw pictures and ask: "What's this called?" or "What are these called?"

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–4 on pages 7–8	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–5 on page 3	Speaking, Listening, Pronunciation, and Grammar

7 CONVERSATION

Learning objectives: practice a conversation about lost items; see *yes/no* and where questions with *be* in context

▶ [CD 1, Track 20]

Books closed. Play the audio program. Ask: "What are the man and woman looking for?" Elicit the answer. (Answer: car keys and a wallet)

Books open. Focus Ss' attention on the picture.

Play the audio program again. Ss listen and read silently. Ask the class: "Who has the car key and the wallet?" Elicit the answer. (Answer: the waiter)

Elicit or explain any new vocabulary. To explain *wallet* and *pocket* point to the objects in the classroom. Use gestures and mime to demonstrate *Relax* and *They're gone!*

Vocabulary

Relax: Don't worry
They're gone!: They're not here!
I bet: I think

- Play the audio program again. Ss listen and repeat. Point out the stress in the italicized word *is* in the last line.
- Ss practice the conversation in groups of three. They take turns reading each role.
- **Option:** Ask one or two groups to role-play the conversation for the class. Encourage them to role-play it without their books if possible.

🔑 For a new way to practice this conversation, try **Say It With Feeling!** on page T-150.

8 GRAMMAR FOCUS

Learning objective: ask and answer *yes/no* and where questions with *be*

▶ [CD 1, Track 21]

- Books open. Focus Ss' attention on the Grammar Focus box. Then play the audio program. Ss listen and read silently.
- Write *it's* and *they're* on the board. Circle the apostrophes. Explain that we use apostrophes in contractions.
- **Option:** Ask Ss to find and underline the contractions *it's* and *they're* in Exercise 7.
- Point out that we use capital letters for the first letter in a question or statement.
- Play the audio program again. Ss listen and read silently.

A

- Explain the task. Model the example conversation with a S.
- Ss complete the conversations individually. Go around the class and check Ss' use of apostrophes and capital letters.
- Elicit the answers from the class. Ask Ss to spell the answers, and use the words "apostrophe" and "capital (letter)" when needed. Write the answers on the board.
- Go over the answers on the board and correct them as a class.

Answers

1. A: **Is** this your umbrella?
 B: No, **it's** not.

- A: **Are** these your keys?
 B: Yes, **they** are. Thanks!
2. A: Where **are** my glasses?
 B: Are **these** your glasses?
 A: No, they're **not**.
 B: Wait! **Are** they in your pocket?
 A: Yes, **they** are. Thanks!
3. A: Where **are** your sunglasses?
 B: **They're** on the table.
 A: No, **they're** not. They're *my* sunglasses!
 B: You're right. My sunglasses **are** in my purse.
4. A: **Is** this my pen?
 B: No, **it's** not. It's *my* pen.
 A: Sorry. **Where** is my pen?
 B: **It's** on your desk.
 A: Oh, you're right! **It's** on my desk.

- Ss practice the conversations in pairs. Encourage Ss to stress the italicized words and to use props if possible.

B Group work

- Explain the activity. Then hold up a pen and model the conversations. Ss repeat.
- Use mime to demonstrate the meaning of *Let me see*. Pick up a S's pen and say: "Let me see." Examine the pen, and then say: "No, it's not my pen."
- Model the activity. Put an object in a bag. Then ask three Ss to put objects in the bag. Take out one object and ask a S: "Is this your . . . ?" Continue until you find the owner. Then ask each S to take an object from the bag and find the owner.
- Ss work in groups of four. Give each group a bag or box. Ss complete the activity. Go around the class and give help as needed.

Learning objectives: learn prepositions of place; practice the definite article the

A [CD 1, Track 22]

- Focus Ss' attention on the pictures and the prepositions of place. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- To check Ss' understanding of prepositions, put a set of keys on a box, bag, or briefcase. Ask: "Where are the keys?" Elicit the answer. Put the keys in different positions around the box and ask the question again.

B

- Focus Ss' attention on the pictures. If needed, review the names of the objects and their pronunciations.
- Explain the task and read the first example. Ss complete the task individually.
- Ask different Ss to write their answers on the board. Play the audio program. Ss listen and check their answers. Correct any errors on the board as a class.

Learning objective: develop skills in listening for details

[CD 1, Track 23]

- Ask different Ss to read out the objects and the locations.
- Explain the task. Then play the audio program as many times as needed. Ss complete the exercise individually.

TIP To reduce Ss' anxiety, point out that they will hear the audio program several times. Also, assure them that they don't have to understand everything.

Audio script

KATE: Where are my earrings?

JOE: Are they on the table?

KATE: No. . . . Oh, here they are – in my purse. Now, where's my watch? Hmm. . . . It's not in my purse. Where . . .

JOE: There it is! In front of the television!

KATE: Oh, of course! Thanks, Joe. Let's see. My sunglasses. Where are they? Next to my watch? No, . . .

JOE: Are they behind your purse?

KATE: No, they aren't. Oh, they're on the chair. Great! Now, I just need one more thing: my address book. . . . It's probably on the table.

JOE: No, it's not. . . . It's *under* the table.

Answers

- The books are **in the book bag**.
- The DVD player is **next to the television**.
- The map is **under the newspaper**.
- The chair is **behind the desk**.
- The wallet is **on the purse**.
- The cell phone is **in front of the address book**.

C Pair work

- Explain the task. Model the conversation with a S.
- Ss complete the activity in pairs. Go around the class and encourage Ss to ask two questions when possible. For example, for item 2, they can ask "Where is the CD player?" and "Where is the television?"

For another way to practice the vocabulary in this Word Power, play **Concentration** on page T-156.

- Option:** Before the next class, put objects in the classroom in unusual places (e.g., books under a desk, cassette player in a wastebasket). Then Ss find the objects and write down their locations.

- Ss go over their answers in pairs. Then go over the answers with the class.

Answers

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

- Option:** Ss make statements about Kate's things from memory (e.g., *Kate's earrings are in her purse.*).

For a new way to practice listening for locations, try **Stand Up, Sit Down** on page T-151. Ss stand up and sit down whenever they hear a location (e.g., *on the table*).

TIP To encourage Ss to share learning strategies for the Self-study section, hold a class discussion. Ask the class: "When do you do the Self-study exercises? Where do you do them? What helps you improve your listening skills?" Encourage Ss to share information. If helpful, give your own suggestions.

Learning objective: practice asking and answering questions about lost items

Pair work

- Explain the activity and read the list of Joe's things.
- Focus Ss' attention on the picture. Review vocabulary, if needed. Then model the example conversation with a S.
- Ss complete the activity in pairs. Go around the class and give help as needed. Make sure Ss take turns.

Tip To make sure you help all Ss equally during pair and group work, vary your routine. For example, sometimes start at the front of the class; other times start at the back.

- To elicit the answers, ask different pairs to ask and answer questions about each thing. If possible, encourage Ss to give alternate answers.

Questions and possible answers

- Where is his briefcase?
It's on the table / next to the newspaper.
- Where is his camera?
It's in front of the television / between the television and the table.
- Where is his cell phone?
It's under the table.
- Where are his glasses?
They're on the CD player.
- Where is his newspaper?
It's on the table / next to the briefcase.
- Where is his notebook?
It's in front of the CD player.
- Where is his umbrella?
It's behind the chair.
- Where is his wallet?
It's under the chair.

- **Option:** Ss work in pairs. S1 studies the picture for two minutes and then closes the book. S2 looks at the picture and asks *Where* questions (e.g., *Where is Joe's briefcase?*). S1 answers from memory. Then they change roles.

See page T-115 for teaching notes.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 5–12 on pages 9–12	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6–9 on page 4	Listening, Pronunciation Speaking, and Grammar
Video Activity Book Unit 2	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 2	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss' understanding of Units 1 and 2 with the quiz on pages T-200 and T-201.

Units 1–2 Progress check

SELF-ASSESSMENT

Learning objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 1 and 2?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

1 HOW ARE YOU?

Learning objectives: assess one's ability to introduce oneself and another person using statements with *be*; assess one's ability to say hello and good-bye; assess one's ability to use *my, your, his, and her*

A

- Explain the task and focus Ss' attention on the conversation.
- Read the sentences and questions in the box aloud. Ss listen and repeat.
- Ss complete the conversation individually.
- Ss compare answers in pairs. Then elicit the correct answers from the class.
- **Option:** Ss practice the conversation in pairs.

Answers

MATT: Hi. How are you?

NICKI: I'm fine, thanks. How are you?

MATT: Not bad, thanks. My name is Matt Carlson.

NICKI: And I'm Nicki White.

MATT: It's nice to meet you, Nicki.

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

NICKI: Nice to meet you, too. Oh, are you in my English class?

MATT: Yes, I am.

NICKI: Well, have a good day.

MATT: See you in class.

B Pair work

- Explain the task. Then model the example sentences.
- Model the introduction with two Ss, using your own names.
- Ss complete the task in pairs. Then each pair joins another pair and introduces each other. Go around the class and encourage Ss to look at each other when they speak.
- Continue until all Ss meet each other.

TIP If you don't have enough class time for the speaking activities, assign each S a speaking partner. Then have Ss complete the activities with their partners for homework.

2 IS YOUR PHONE NUMBER . . . ?

Learning objectives: assess one's ability to use *my, your, his, and her*; assess one's ability to use the alphabet and numbers 0–10

Class activity

- Explain the task and model the example conversation with a S.
- Each S writes his or her phone number on a piece of paper. Go around the class and give help as needed.
- Model the task. Ask three Ss to put their papers in a bag. Take a paper from the bag and ask the different

Ss: "Is your number . . . ?" When a S says, "Yes, it is," ask: "How do you spell that?" Then pretend to write the S's name on the paper.

- Collect the papers from the Ss and put them in a bag.
- Each S takes a paper from the bag. Then they go around the class and complete the task. When they find the owner and write the name, they sit down.
- **Option:** Elicit names and phone numbers from the class.

3 LISTENING

Learning objective: assess one's ability to listen to and understand this, these, it, they; articles; and plural -s

▶ [CD 1, Track 24]

- Explain the task and focus Ss' attention on the pictures.
- **Option:** For lower-level classes, elicit the vocabulary for each picture before you play the audio program.
- Play the audio program once or twice. Ss complete the task individually.

Audio script

1. A: What's this?
B: It's a newspaper.
2. A: What's this?
B: It's a cell phone.

3. A: What are these?
B: They're cell phones.
4. A: What's this?
B: It's a watch.
5. A: What are these?
B: They're newspapers.
6. A: What are these?
B: They're watches.

- To check answers, ask: "What's (number 1)?" Ask different Ss to answer. If needed, play the audio program again.

Answers

2, 3, 1, 5, 4, 6

4 WHAT'S WRONG WITH THIS ROOM?

Learning objective: assess one's ability to ask and answer questions about locations using *be*

A

- Explain the task and focus Ss' attention on the picture. Ask a S to model the example sentence. Point out that each sentence should have the verb *be* and a preposition.
- Ss complete the task individually. Go around the class and help with vocabulary as needed (e.g., *radio, wall*).
- Ss compare their lists in pairs. They take turns reading their sentences aloud. Go around the class and help with pronunciation as needed.

Possible answers

The umbrella is behind the picture.
The television is between the window and the clock./
The clock is in front of the television./
The television is behind the clock.
The newspaper is on the wall.
The chairs are under the table.
The radio is in the wastebasket.
The telephone is under the desk.
The chair is on the desk.
The desk is in front of the door.

B Pair work

- Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs. Go around the class and check Ss' use of grammar.

5 YES OR NO GAME

Learning objective: assess one's ability to ask and answer questions about locations using *be*

- Explain the first part of the task. Ask a S the example question, and elicit the answer. (Answer: No, it isn't.) Elicit a question with a "yes" answer (e.g., *Is the chair on the desk?*), and write it on the board.

- Ss complete the first part of the task individually. Go around the class and make sure Ss write three questions with "yes" answers and two questions with "no" answers.
- Explain the second part of the task. Ss take turns asking and answering the questions. Go around the class and check Ss' use of grammar.

WHAT'S NEXT?

Learning objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Where are you from?

Cycle 1, Exercises 1–5

In Unit 3, students discuss famous people and people they know. In Cycle 1, they talk about cities, countries, nationalities, and languages using yes/no questions and be. In Cycle 2, they talk about people's appearances, personalities, and ages using Wh-questions with be.

1 SNAPSHOT

Learning objective: talk about large cities

▶ [CD 1, Track 26]

- Focus Ss' attention on the chart. Play the audio program. Ss listen and read silently. Then play the audio program again. Ss repeat.
- Explain the first task. Point out that there are ten cities but only seven countries.
- Ss complete the task individually. Then they check their answers at the bottom of the Snapshot.
- Ask the class: "What other large cities are in each country? What large cities are in your country?" Ss discuss the questions in small groups and list the answers. Go around the class and help with pronunciation and spelling.

- Write the names of the countries in the Snapshot as headings on the board. Add the names of any other countries the Ss are from. Then elicit answers from the class and ask Ss to write them on the board.

Possible answers

Brazil: Rio (de Janeiro), Brasília
India: Calcutta (Kolkata), Madras (Chennai)
Indonesia: Surabaya, Bandung
Japan: Yokohama, Nagoya
Mexico: Guadalajara, Monterrey
Korea: Pusan, Daejeon
U.S.: Chicago, Houston

2 CONVERSATION

Learning objectives: practice a conversation at a party; see yes/no questions and answers with be in context

A ▶ [CD 1, Track 27]

- Books closed. Ss listen to the audio program. Ask: "What places do they talk about?" (Answer: California, Korea, Seoul, Daejeon)
- Books open. Focus Ss' attention on the picture and set the scene. The people are at a party for new students. Tim and Jessica are in the front.
- Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary.

Vocabulary

originally: first; in the beginning

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

B ▶

- Explain the task and set the scene. Point out that Tony, Natasha, and Monique are in the back of the picture.
- Go over the statements in the box. Explain *True* and *False* with this conversation:
T: My name is (your name). Yes or no?
Ss: Yes.
T: Yes – Yes means "true." My name is (another name). Yes or no?

Ss: No.

T: No – No means "false."

- Explain the task and play the audio program. Ss listen and complete the task individually.

Audio script

1.

JESSICA: So where are you from, Tony?

TONY: I'm Brazilian.

JESSICA: Oh, what part of Brazil are you from?

TONY: I'm from Rio.

2.

TIM: Is your name Russian, Natasha?

NATASHA: Yes, it is. But I'm from the U.S. – from New York.

TIM: So you're American.

NATASHA: Yes, I am. But my parents are from Russia originally.

3.

TONY: By the way, Jessica, this is Monique.

JESSICA: Nice to meet you, Monique. Are you from Brazil, too?

MONIQUE: No, I'm from Montreal.

JESSICA: So you're Canadian. Is your first language English?

MONIQUE: No, it's not. My first language is French.

- Elicit answers from the class and write them on the board. Encourage Ss to correct the false answers.

Answers

- False (*He's from Brazil.*)
- True
- False (*Her first language is French.*)

Learning objective: practice statements, yes/no questions, and answers with *be* in short conversations

[CD 1, Track 28]

Statements with *be*

- Books closed. Write these statements on the board:
Monique's from Canada. She's not from Russia.
Tony's from Brazil. He's not from Italy.
Point out that we use *not* in negative statements.
- Books open. Focus Ss' attention on the negative statements in the Grammar Focus box. Play the audio program.
- Focus Ss' attention on the Grammar Focus box. Play the audio program for the first column. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.

Yes/no questions and short answers with *be*

- Write this on the board:
I am early. He is from Chile.
Am I early? Is he from Chile?
- Elicit or explain the pattern for statements and yes/no questions with *be*:
Statements: Subject + verb + complement.
Questions: Verb + subject + complement?
Then go over the examples in the Grammar Focus box.
- Focus Ss' attention on the short answers. Point out that we use contractions with negative short answers, but not with positive short answers. Go over the positive and negative short answers.
- Play the audio program for the rest of the Grammar Focus box. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Note:** To avoid confusion, this Grammar Focus presents only one negative form of *be* (e.g., *you're not*, *he's not*). The Grammar Focus in Unit 4, Cycle 2 presents the alternate form (e.g., *you aren't*, *he isn't*).

A

- Explain the task and model the first conversation with the class.
- Ss complete the task individually. Go around the class and give help as needed.
- Write lines on the board for each conversation's answers. For example:

1. A: _____
B: _____
A: _____
B: _____

- Ask different Ss to write the answers on the board. Then go over the answers with the class.

Answers

- A: Hiroshi, **are** you and Maiko from Japan?
B: Yes, we **are**.
A: Oh? **Are** you from Tokyo?
B: No, **we're** not. **We're** from Kyoto.
- A: **Is** Laura from the U.S.?
B: No, **she's** not. She's from the U.K.
A: **Is** she from London?
B: Yes, she **is**. But her parents are from Italy.
They're not from the U.K. originally.
A: **Is** Laura's first language Italian?
B: No, **it's** not. **It's** English.
- A: **Are** Selina and Carlos from Mexico?
B: No, **they're** not. **They're** from Brazil.
A: **Are** you from Brazil, too?
B: No, **I'm** not. I'm from Peru.
A: So, **is** your first language Spanish?
B: Yes, it is.

- Ss practice the conversations in pairs. Go around the class and help with pronunciation.

B

- Explain the task and model the first example.
- Ss complete the task individually. Then they go over their answers in pairs. Ask different pairs to read the questions and answers for the class.

Answers

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

- Ss practice the questions and answers in pairs.

C

- Explain the first part of the task and elicit an example question from the class. Encourage Ss to use the questions in part B as models and the information about countries, nationalities, and languages in the appendix at the back of the book.
- Ss complete the task individually. Go around the class and help with grammar and spelling as needed.
- Explain the second part of the task. Ss ask each other their questions in pairs. Go around the class and encourage Ss to give additional information in their answers.
- Option:** Ss change partners and ask their questions again.

- For more practice making positive and negative statements with *be*, play **True or False?** on page T-148.

4 PRONUNCIATION

Learning objectives: notice syllable stress; learn to sound natural when pronouncing countries, nationalities, and languages

A [CD 1, Track 29]

- Play the audio program once or twice. Ss listen and read silently. Point out that the stressed syllables are longer.
- Option:** Play the audio program and clap on the stressed syllables. Then play the audio program again. Ss clap on the stressed syllables.
- Play the audio program again. Ss listen and repeat.
- Option:** Ask Ss to find the countries on a world map.

B


- Explain the task. Then Ss complete the task individually or in pairs. Go around the class and encourage Ss to read the words aloud.
- Play the audio program once or twice. Ss check their answers. Then play the audio program again. Ss listen and repeat.

Answers

 China	 Japan	 Canada	 Morocco
 Turkey	 Brazil	 Mexico	 Malaysia
 English	 Chinese	 Mexican	 Honduras
 Spanish	 Peru	 Arabic	 Korean

C Group work

- Write these headings on the board:
Countries Nationalities Languages
- Explain the task. Read a few words from part A and elicit the answers. Write them under the correct headings.
- Ss complete the task in groups of three or four. Go around the class and help with spelling as needed.
- Ss check their answers in the appendix. Then elicit Ss' answers. Ask different Ss to add their words to the board.
- Option:** Write these questions on the board:
 - Where do people speak English?
 - Where do people speak Arabic?
 - Where do people speak Spanish?
 - Where do people speak Chinese?
 Ss work in teams. They list as many countries as possible in five minutes. The team with the most correct countries wins.

 For a new way to teach syllable stress, try **Walking Stress** on page T-152.

5 WHERE ARE THEY FROM?

Learning objective: talk about famous people's nationalities using yes/no questions with be

A

- Explain the task. Ss complete the task individually. Go around the class and encourage Ss to guess.

B Group work

- Explain the task. Ask three Ss to model the example conversation.
- Ss complete the task in small groups. Go around the class and help Ss with grammar and pronunciation as needed.

TIP To determine if your Ss need additional controlled grammar practice or explanation, check their performance in the speaking activities. If they make a lot of errors, plan a follow-up lesson for a later class.

- Ss check their answers at the bottom of the page.
- Option:** Ss work in pairs or small groups. For homework, they write a similar exercise about five different famous people, using part A as a model. In class, the pairs or groups exchange exercises. Then they repeat the activity with the new exercises.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1-3 on pages 13-15	Grammar, Vocabulary, Reading, and Writing
Lab Guide Exercises 1-5 on page 5	Listening, Pronunciation, Speaking, and Grammar

6 CONVERSATION

Learning objectives: practice a conversation between two friends describing family members; see *Wh-questions* with *be* in context

▶ [CD 1, Track 30]

- Focus Ss' attention on the illustration and set the scene. Emma is looking at Jill's photo album.
- Text covered. Ask: "Who is in the photographs?" Play the audio program and Ss listen for the answer. Then elicit the answer. (Answer: Jill's brother Jim and sister Tammy)
- Text uncovered. Write these questions on the board:
 1. Is Jim twenty years old?
 2. Is Jim nice?
 3. Is Tammy twelve years old?
 Play the audio program again. Ss listen and read silently. Then elicit the answers. (Answers: 1. No 2. Yes 3. No)

7 NUMBERS AND AGES

Learning objectives: learn and practice the numbers from 11 to 104; talk about people's ages

A ▶ [CD 1, Track 31]

- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss repeat. Help Ss with any numbers they have difficulty pronouncing.

B ▶

- Play the audio program. Ss listen and read silently.
- Point out the differences in word stress. In words that end with *-teen*, the last syllable has more stress. In words that end with *-ty*, the first syllable has more stress.
- Play the audio program again. Ss listen and repeat.
- **Option:** Write these number pairs on the board:

12-20	14-40	16-60	18-80
13-30	15-50	17-70	19-90

 Point to number pairs and ask different Ss to say the pairs.

TIP It is difficult to hear if Ss are using correct pronunciation or stress during choral repetition. Therefore, ask Ss to repeat the numbers, words, or phrases individually.

- Elicit or explain any new vocabulary.

Vocabulary

cute: attractive; good-looking

What's he like?: Tell me about his personality and appearance.

smart: intelligent

the baby of the family: the youngest person in the family

- Ss practice the conversation in pairs. Go around the class and give help as needed.
- **Option:** Ss practice the conversation sitting side by side, as if they are looking at a photo album.
- **Option:** Ask one or two pairs of Ss to role-play the conversation for the class.

- **Option:** Ss write a list of ten numbers ending with *-ty* or *-teen*. Then they work in pairs. S1 reads the numbers aloud and S2 listens and writes them down. Then they change roles. The pairs check answers by comparing lists.

C Group work

- Explain the first part of the task. Focus Ss' attention on the photographs in Exercise 5 on page 18. Ask, "How old is each person?" Ss write down their guesses individually. Go around the class and encourage Ss to guess.
- Explain the second part of the task. Model the conversation with two Ss. Then Ss compare their guesses in small groups.

Answers

To calculate answers, use the people's years of birth: Thalia (1971), Charlize Theron (1975), Hideo Nomo (1968), Celine Dion (1968), Tiger Woods (1975).

- For more practice with numbers, play **Bingo** on page T-147.

Learning objective: ask and answer Wh-questions with be

▶ [CD 1, Track 32]

- Books closed. Write these questions and answers on the board:

What's this? It's my briefcase.

Where are you from? I'm from Brazil.

Who's that? He's my brother.

How old is he? He's 17.

Use these examples to review the meanings of the Wh-words.

- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

A

- Explain the task and focus Ss' attention on the three pictures. Point out that each picture goes with a different short conversation.
- Copy the first four lines of the first conversation onto the board. Elicit the answers and write them on the board.
- Ss complete the task individually. Go around the class and give help as needed. Encourage Ss to use the Grammar Focus box and use contractions where possible.
- Elicit the answers from the class and write them on the board.



- A: Look! **Who's that?**
B: Oh – he's a new student.
A: **What's his name?**
B: I think his name is Chien Kuo.
A: Chien Kuo? **Where's he from?**
B: He's from China.
- A: Serhat, **where are you from?**
B: I'm from Turkey – from Istanbul.
A: **What's Istanbul like?**
B: Istanbul is very old and beautiful.
A: **What's your last name?**
B: My last name is Erdogan.
- A: Hi John. **How are you?**
B: I'm just fine. My friend Carolina is here this week – from Argentina.
A: Carolina? I don't know her. **What's she like?**
B: She's really pretty and very smart.
A: **How old is she?**
B: She's eighteen years old.

- Model the first conversation line by line. Ss listen and repeat. Then they practice it in pairs. Repeat with the second and third conversations.

B Pair work

- Explain the first part of the task. Then read the example questions. To explain *best friend*, draw three stick figures on the board and write *My friends* over them. Circle one figure and write #1 under it. Say: "This is my best friend."
- Elicit one or two more example questions from the class.
- Option:** Ss write two or three additional Wh-questions.

TIP If higher-level Ss finish early or want to do more, give them an extra task to do. Explain to the class that the extra task is optional.

- Ss write their questions individually. Go around the class and give help as needed. Write an X next to the questions that have grammar mistakes. Encourage Ss to correct the mistakes themselves or with help from their classmates.

TIP To help Ss better understand the grammar, encourage them to correct their own mistakes.

- Elicit questions from the class and write them on the board.
- Explain the second part of the task and model it with a S. Ask the example questions and the S answers them.
- Ss complete the task in pairs. Go around the class and give help as needed.
- Option:** Ss exchange questions. Then they ask new partners the questions.

For a new way to practice Wh-questions, try **Matching Cards** on page T-156.

See page T-118 for teaching notes.

10 WORD POWER

Learning objectives: learn adjectives for describing people's personality and appearance; describe one's personality and appearance

A [CD 1, Track 33]

- Focus Ss' attention on the picture and the sentences. Elicit or explain the vocabulary in the picture. Point out that we usually use *pretty* for women and *handsome* for men. We use the other adjectives for men or women.
- Point out that *really* and *very* makes adjectives stronger and *a little* makes them weaker. Use gestures or draw sketches on the board to illustrate the differences between *short*, *really/very short*, and *a little short*.
- Play the audio program. Ss repeat.

B

- Explain the first part of the task. Elicit other words that describe personality (e.g., *smart*) and appearance (e.g., *beautiful*, *cute*).
- Ss complete the chart individually. Then ask two Ss to write their answers on the board.

Answers

Personality		Appearance	
funny	talkative	handsome	short
quiet	friendly	tall	good-looking
shy	serious	thin	heavy
		pretty	

- Explain and model the second part of the task. Ask a S to read the example sentence. Then describe your own personality and appearance.
- Ss describe their personality and appearance in pairs.

11 LISTENING

Learning objective: develop skills in listening for details in descriptions of people

A [CD 1, Track 34]

- Explain the task. Ss listen to four short conversations about Karen, Marco, Elena, and Andrew. They check the words that describe each person.
- Play the audio program once or twice. Ss listen and complete the chart individually.
- Ss check their answers in pairs. Go around the class and encourage them to use complete sentences (e.g., *Karen's not tall. She's short.*).
- Go over answers with the class. Play the audio program again if needed.

Audio script

- MAN: What's your friend Karen like?
 WOMAN: She's a little quiet, but she's really smart.
 MAN: Is she very tall?
 WOMAN: No. No, she's not. She's short.
- WOMAN: Who's that, over there?
 MAN: My brother, Marco. He's only eight.
 WOMAN: Well, he's very cute.
 MAN: Marco? I don't think he's cute. But he's a little thin.
- MAN 1: Wow! Who's that? She's really pretty.
 MAN 2: Oh, that's my girlfriend, Elena.
 MAN 1: Really? What's she like?
 MAN 2: Well, . . . she's pretty. And she's really friendly.
- WOMAN 1: What's Andrew like?
 WOMAN 2: Hmm. . . . He's a little heavy, but he's very handsome.
 WOMAN 1: Is he funny?
 WOMAN 2: Funny? Uh, well, no. He's not funny, but he's . . . very handsome.

Answers

- Karen: short
- Marco: thin
- Elena: friendly
- Andrew: serious

B Group work

- Explain the first part of the task. Focus Ss' attention on the list of names. Point out that Ss should write the names of three people who are not in the class. The people can be friends, neighbors, or family members.
- Ss write their lists individually.
- Explain the second part of the task and model the conversation with two Ss. Elicit other Wh-questions Ss can ask and write them on the board (e.g., *What's he/she like? Where is he/she from?*).
- Ss complete the task in small groups. Go around the class and encourage Ss to answer in complete sentences.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 4–8 on pages 16–18	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6–9 on page 5	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 3	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 3	Grammar, Vocabulary, Reading, Listening, and Speaking

I'm not wearing boots!

Cycle 1, Exercises 1–6

1 WORD POWER


Learning objective: learn vocabulary for clothing items

A [CD 1, Track 35]

- Focus Ss' attention on the pictures.
- Play the audio program. Ss listen and read silently. Elicit or explain the meaning of *clothes for work* and *clothes for leisure*. Point out that usually only women wear a blouse, skirt, (high) heels, or dress. Also, usually only men wear a tie. Men or women can wear the other clothes.
- Play the program again. Ss listen and repeat.
- Read out the names of different clothes in the pictures. Ss point to the clothes.
- **Option:** Elicit other clothes from the class and write the names on the board. Model the pronunciation. Ss repeat.

TIP To avoid teaching too much new vocabulary, present the words on the page. Then add just a few extra words Ss want to know.

- **Option:** Books closed. Ask: "Who has (a blouse)?" Ss with (a blouse) stand up or raise their hands.

 For a new way to teach this Word Power, try **Word Brainstorm** on page T-156.

B

- Explain the task. Elicit the names of one or two clothing items for warm weather. Then elicit the names of one or two clothing items for cold weather.
- Point out that Ss might have different answers.

In Unit 4, students discuss clothes and the weather. In Cycle 1, they talk about work and leisure clothes and colors using possessive adjectives and pronouns. In Cycle 2, they talk about the weather and what people are wearing using the present continuous and conjunctions.

- Ss complete the chart individually. Then they compare answers in pairs or small groups.
- Elicit answers from the class. Ask two Ss to write the answers on the board.

Possible answers

Clothes for warm weather

cap
T-shirt
shorts
sneakers
swimsuit


Clothes for cold weather

hat
scarf
sweater
coat
gloves
boots

C

- Explain the first part of the task. Model how to draw circles around clothes on the board.
- Ss circle the clothes they like individually.
- Explain the second part of the task and ask a S to read the example sentence aloud.
- Ss complete the task in pairs. Then elicit answers from the class.

TIP To regularly review vocabulary, make it part of your teaching routine. For example, start each class with a vocabulary game or warm-up activity.

-  For more practice with clothing vocabulary, play **Kim's Game** on page T-144. Ss look at pictures of people wearing different clothes. Then they list the clothes from memory.

2 COLORS

Learning objective: learn and practice the names of colors

A [CD 1, Track 36]

- Focus Ss' attention on the colors. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Option:** Point to different clothes and other objects in the class. Ask: "What color is this? What color are these?" Elicit answers from the class.

For more practice with colors, play **Simon Says** on page T-145. Tell Ss to point to different colors.

B Group work

- Explain the task and model the example conversation with a S. Ss repeat. Then ask different pairs of Ss to model the conversation.
- Ss complete the task in small groups.

- Elicit names of Ss who like different colors. Ask: "Who likes blue? green?"

C Group work

- Focus Ss' attention on Exercise 1 on page 22. Explain the task. Hold up your book and point to the suit. Read the first statement. Then point to the pajamas and read the second statement.
- Read the statements again. Ss repeat.
- Ss complete the task in small groups. Go around the class and give help as needed.
- Elicit descriptions from the class.
- Option:** Write ten colors on the board. Ss work in teams to find two items of each color. They can look in the Student's Book or in the classroom. The first team to find two objects of each color wins.

3 CONVERSATION

Learning objectives: practice talking about colors and clothing; see possessives in context

[CD 1, Track 37]

- Focus Ss' attention on the picture and set the scene. Pat and Julie are in a laundromat. Explain that a *laundromat* is a place where you wash clothes.
- Write these focus questions on the board:
 - What clothes do they talk about?
 - What colors are they?
- Play the audio program. Then elicit answers to the focus questions. (Answers: 1. blouse, jeans 2. white, light blue, blue)
- Elicit or explain any new vocabulary.

Vocabulary

dry: not wet

disaster: a very bad event

problem: something that causes difficulty

- Ask the class: "What's the disaster? What's the problem?" Play the audio program. Ss listen and read silently. Then elicit the answers. (Answers: All their clothes are blue. The problem is the new blue jeans.)
- Play the audio program again. Ss listen and repeat, line by line. Then they practice the conversation in pairs. Go around the class and give help as needed.
- Option:** Ask one or two pairs to role-play the conversation for the class.

4 PRONUNCIATION

Learning objectives: notice the difference between the sounds *s* and *sh*; learn to sound natural when saying words with *s* and *sh*

A [CD 1, Track 38]

- Elicit words that begin with *s* or *sh*. Write them on the board.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

B

- Explain the task. Read the sentences slowly. Ss listen and repeat. Then ask different Ss to read the sentences aloud.
- Option:** Ss write their own sentences with the sounds *s* and *sh*. Then they read their sentences in pairs.
- Option:** Write this tongue twister on the board:
She sells seashells by the seashore.
Explain the meaning of any new words. Point out that this sentence is difficult for native English speakers to say quickly. Then Ss practice reading the tongue twister in pairs.

Learning objectives: practice possessive adjectives and pronouns; practice possessives with names

▶ [CD 1, Track 39]

Possessives

- Focus Ss' attention on the possessive adjectives in the first column of the Grammar Focus box.
- Use a book or other classroom object to explain possessive adjectives. Hold up your book and say: "This is *my* book." Stand next to a S, look at the S and say: "This is *your* book." Continue with the remaining possessive adjectives.
- Focus Ss' attention on the possessive pronouns in the second column of the Grammar Focus box. Hold up your book and say: "This book is *mine*." Stand next to a S, look at the S and say: "This book is *yours*." Continue with the remaining possessive pronouns.
- Play the audio program for the first and second column in the Grammar Focus box. Ss listen and read silently.
- Focus Ss' attention on the third column. Point out that the possessive of names is 's. The pronunciation follows the same pronunciation rules as plural -s endings. Refer Ss to Unit 2, Exercise 4, if needed. Point out that *whose* means "what person's."
- Play the audio program for the third column in the Grammar Focus box. Ss listen and repeat.

LISTENING

Learning objective: develop skills in listening for main ideas and details about clothing and colors

A ▶ [CD 1, Track 40]

- Explain the task. Play the first conversation in the audio program. Ask: "Who is the speaker?" (Answer: Peter)
- Play the audio program once or twice. Ss listen and number the boxes.
- Ss compare answers in pairs. Go over answers with the class.

Audio script

- PETER: My T-shirt is yellow, my jeans are blue, and my boots are black.
- ELIZABETH: My skirt is green, my sweater is dark gray, and my scarf is red.
- BOB: My pants are dark green, my jacket is beige, and my tie is gray and blue.
- DIANE: My T-shirt is yellow, my shorts are beige, and my sneakers are white.

A

- Explain the first part of the task and model the first short conversation with a S.
- Ss complete the task individually or in pairs. Then ask different Ss to write the short conversations on the board. Go over the answers as a class.

Answers

- A: Is this Jennifer's hat?
B: No, it's not **hers**. It's **mine**.
- A: Are these **your** gloves?
B: No, they're not **my** gloves. Let's ask Sally. Maybe they're **her** gloves.
- A: **Whose** T-shirts are these? Are they Julie's and Pat's?
B: No, they're not **their** T-shirts. But these socks are **theirs**. And these shorts are **yours**.
- A: Hey! These are not **our** clothes!
B: You're right. **Ours** are over there.

- Explain the second part of the task. Ss practice the short conversations in pairs. Go around the class and give help as needed.

B Class activity

- Explain the task. Then ask three Ss to read the example conversation.
- Ss put things (e.g., a watch, glasses, a pen) in a box or bag. Then they choose a different thing.
- Ss go around the class and find the owners. When they find the correct owners, they sit down.

Answers

- Peter
- Elizabeth
- Bob
- Diane

B Pair work

- Explain the task and model the example conversation with a S.
- Ss complete the task in pairs. Go around the class and give help as needed.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–4 on pages 19–21	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–5 on page 6	Listening, Pronunciation, Speaking, and Grammar

7 **SNAPSHOT**

Learning objective: learn vocabulary for the weather and seasons

▶ [CD 1, Track 41]

- Focus Ss' attention on the pictures.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- **Option:** Focus Ss' attention on the thermometers. Elicit or explain the difference between *Fahrenheit* and *Celsius*. Elicit the temperatures in each picture.
- Read the focus questions aloud. Ss discuss the questions in small groups. If possible, put Ss from different countries in each group.
- Elicit answers from the class. If Ss are from different countries, write the names of their countries and the seasons on the board.

TIP If your writing is hard to read, use capital letters or draw lines on the board to keep your writing straight.

- **Option:** If the seasons in Ss' countries are different from those in the Snapshot, elicit or teach words that better match those seasons (e.g., rainy season, monsoon season).
- **Option:** Ss work in pairs. They label the colors, clothes, and other objects in the pictures. Set a five-minute time limit. Then elicit the answers. Ss get one point for each correct answer.

□ For a new way to practice seasons and weather, try
 ○ **Vocabulary Steps** on page T-154. Ss rank their favorite seasons and weather.

8 **CONVERSATION**

Learning objectives: practice a conversation about clothes in cold weather; see the present continuous in context

▶ [CD 1, Track 42]

- Focus Ss' attention on Exercise 3 on page 23. Ask these questions:
 1. Who are they?
 2. Where are they?
 Elicit the answers. (Answers: Pat and Julie; in the laundromat)
- Focus Ss' attention on Exercise 8 on page 25. Set the scene. Pat and Julie are leaving the laundromat. Ask these questions:
 1. Who is Pat? What is she wearing?
 2. Who is Julie? What is she wearing?
 3. What's the weather like?
 4. What season is it?

Elicit answers from the class. (Answers: 1. She's the woman on the left. She's wearing a skirt, a sweater, a coat, and high heels. 2. She's the woman on the right. She's wearing a hat, a scarf, a coat, gloves, jeans, and boots. 3. It's snowing. 4. It's winter.)

- Play the audio program. Ss listen and read silently. Elicit or explain the meaning of any new vocabulary. Point out that *What's the matter?* means "What's the problem?"
- Play the program again. Ss listen and repeat. Encourage Ss to try to copy the speakers' intonation.
- Ss practice the conversation in pairs. Go around the class and give help as needed.

TIP If some Ss find practicing the conversation too easy, make the task more challenging. For example, they can role-play the conversation from memory, continue the conversation, or focus on pronunciation.

- **Option:** Ask one or two pairs to role-play the conversation for the class.

□ For a new way to practice this conversation, try
 ○ **Moving Dialog** on page T-150.

Learning objectives: practice present continuous statements and the conjunctions *and* and *but*; practice present continuous *yes/no* questions and *adjective + noun*

▶ [CD 1, Track 43]

Present continuous statements

- Focus Ss' attention on the left side of the Grammar Focus box. Explain that we use the present continuous to talk about actions that are happening now.
- Focus Ss' attention on the first column in the Grammar Focus box. Elicit or explain the pattern for positive present continuous statements:
Subject + *be* + verb + *-ing*.
- Focus Ss' attention on the second column in the Grammar Focus box. Elicit or explain the pattern for negative present continuous statements:
Subject + *be* + *not* + verb + *-ing*.
- Point out that the contractions *You're not* and *You aren't* have the same meaning.
- Play the audio program for the left side of the Grammar Focus box. Ss listen and read silently.
- **Option:** Ask Ss to underline the present continuous statements in the Conversation on page 25. Then elicit the answers. (Answers: It's snowing, and it's very cold! Well, you're wearing your coat. And I'm not wearing boots!)

Conjunctions

- Focus Ss' attention on the right side of the Grammar Focus box. Point out that we use the conjunction *and* to join two similar sentences. We use the conjunction *but* to join two contrasting sentences.
- Play the audio program for the right side of the Grammar Focus box. Ss listen and read silently.

TIP To help explain general grammar concepts, teach your Ss common terms such as *subjects*, *verbs*, and *contractions*.

A

- Explain the first part of the task. Read the first sentence in item one to model the task.
- **Option:** For lower-level classes, point out that the verb for all answers is *wear*.
- Ss complete the task individually. Go around the class to give help and encourage Ss to use contractions.
- Ss compare their sentences in pairs. Then ask different Ss to write the answers on the board. Go over the answers with the class.

Answers

1. My name's Claire. I'm **wearing** a green suit today. I'm **wearing** high heels, too. It's raining, but I'm **not wearing** a raincoat.
 2. It's hot today. Toshi and Noriko **are wearing** shorts and T-shirts. It's very sunny, but they **aren't wearing/re not wearing** sunglasses.
 3. Phil **isn't wearing/is not wearing** a suit today – he's **wearing** pants and a jacket. He's **wearing** a brown shirt, but he **isn't wearing/'s not wearing** a tie.
 4. It's cold today, but Kathy **isn't wearing/is not wearing** a coat. She's **wearing** a sweatshirt, gloves, and a hat. She **isn't wearing/'s not wearing** boots. She's **wearing** sneakers.
- **Option:** Ss work in pairs. They take turns reading the sentences aloud. Go around the class and help Ss with pronunciation.
 - **Option:** For more practice, Ss describe or write sentences about the people in Exercise 6 on page 24. Encourage them to use positive and negative present continuous statements (e.g., *Bob is wearing a suit. He isn't wearing pajamas.*).
- ⊞ For more practice with clothing and the present continuous, play **Change Chairs** on page T-145.



Present continuous yes/no questions

- Focus Ss' attention on the Grammar Focus box. Explain the pattern for present continuous yes/no questions:

Be + subject + verb + -ing?

Point out that *she's not* is the same as *she isn't*.

- Play the audio program for the Grammar Focus box. Ss listen and read silently.

Adjective + noun

- Focus Ss' attention on the *adjective + noun* box. Point out the positions of the adjectives and nouns in the sentences. Then play the audio program for the *adjective + noun* box. Ss listen and read silently.

10 LISTENING

Learning objective: develop skills in listening for main ideas

A [CD 1, Track 44]

- Set the scene. Beth and Bruce are at a party. They are talking about other people's clothes. Then explain the task and go over the pronunciation of the names.
- Play the audio program once or twice. Ss listen and complete the task. Then elicit the answers.

Audio script

BETH: Bruce, hi! You look great!

BRUCE: Hi, Beth.

BETH: That's a beautiful jacket. I just *love* light brown. It's my favorite color.

BRUCE: Thanks. You look good, too. Your purple pants and jacket are really . . . uh, cool.

BETH: Thank *you*. So, who's here?

BRUCE: Hmm. Let's see. Well, there's Jon. He's really nice.

BETH: Where's Jon?

BRUCE: He's over there. He's wearing black pants and a white T-shirt.

BETH: Who's Jon with?

BRUCE: The woman in the blue blouse and skirt? That's Anita.

B Pair work

- Explain the task and model the example conversation with a S. Then Ss complete the task in pairs.
- Ask different pairs of Ss to read the questions and answers. Correct any incorrect answers as a class.

Answers

- Yes, she is.
- No, she's not./No, she isn't.
- Yes, she is.
- No, they're not./No, they aren't.
- Yes, they are.
- No, they're not./No, they aren't.
- Yes, he is.
- Yes, he is.
- No, he's not./No, he isn't.
- No, she's not./No, she isn't.
- No, she's not./No, she isn't.
- Yes, she is.

C Pair work

- Ss write four new questions individually. Then they ask the questions in pairs.

BETH: Anita?

BRUCE: Yeah. She's very funny.

BETH: Oh, look at Nick! He's wearing shorts and a cap! He's wearing a T-shirt, too!

BRUCE: But *Jon* is wearing a T-shirt.

BETH: Yes, he is. But *Jon's* wearing a *nice, white* T-shirt . . . and he's *not* wearing a cap and shorts.

BRUCE: You're right. Well, Nick's clothes are . . . um . . . interesting.

Answers

Beth Nick Anita Jon Bruce

B Group work

- Explain the task and model the conversation with two Ss. Then Ss ask questions in small groups.

C Group work

- Ss write five questions individually. Then they ask and answer the questions in small groups.

11 INTERCHANGE 4

See pages T-116 and T-117 for teaching notes.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 5–8 on pages 22–24	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6–10 on pages 6–7	Listening, Pronunciation, Speaking, and Grammar

Assign . . .

Video Activity Book Unit 4

CD-ROM Unit 4

for more practice in . . .

Listening, Speaking, and Cultural Awareness

Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss' understanding of Units 3 and 4 with the quiz on pages T-202 and T-203.

Units 3-4 Progress check

SELF-ASSESSMENT

Learning objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 3 and 4?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 INTERVIEW

Learning objectives: assess one's ability to use Wh- and yes/no questions with be; assess one's ability to talk about countries of origin, nationalities, and languages

- Explain the first part of the task. Ask two Ss to read question 1 and the answer.
- Ss match the questions and answers individually. Then they compare answers in pairs.
- To check answers, ask different pairs of Ss to read the questions and answers.

Answers

1. h 2. c 3. a 4. f 5. d 6. e 7. g 8. b

- Explain the second part of the task. Ask a S to read question 1 to you. Then answer with your own information.
- Ss complete the task in pairs. Go around the class and give help as needed.

2 LISTENING

Learning objective: assess one's ability to listen to and understand descriptions of people

A [CD 1, Track 45]

- Explain the task. Then play the audio program. Ss complete the task.
- Play the audio program again. Ss listen and check their answers.
- Ss compare their answers in pairs. Play the audio program as many times as needed. Ss complete the task individually.
- To check answers, ask: "What's (Min Ho) like?" Continue with the remaining names.

Audio script

1.
WOMAN: Who's that?
MAN: Oh. That's my friend Min Ho.
WOMAN: Wow! He's really tall.
MAN: Yes. And he's very friendly and talkative.
2.
WOMAN: Where's your friend Ryan?
MAN: He's over there.
WOMAN: Is he that tall man?
MAN: No, Ryan is the short man with glasses.

WOMAN: What's he like?

MAN: He's a little serious, but he's very nice.

3.

WOMAN: What's Angela like?

MAN: Hmm. She's a little heavy, but she's very pretty.

WOMAN: Is she nice?

MAN: Oh, yes. She's very friendly.

4.

WOMAN: What's your friend Helen like?

MAN: She's a little thin. And she's very quiet and shy.

WOMAN: Is she really serious?

MAN: No, she's actually very funny.

Answers

Min Ho: tall, friendly, talkative

Ryan: short, serious, nice

Angela: heavy, pretty, nice, friendly

Helen: thin, quiet, shy, funny

B

- Explain the task and model the example questions.
- Ss write their questions individually. Go around the class and give help as needed.
- Ss take turns asking and answering their questions in pairs.

3 WHOSE CLOTHES ARE THESE?

Learning objective: assess one's ability to talk about clothes using possessives

Class activity

- Set the scene. Ss imagine they are at a laundromat. They are looking for their clothes.
- Explain the first part of the task and focus Ss' attention on the pictures. Point out that the pictures can be very simple. If needed, draw very simple sketches on the board.
- Ss draw pictures individually. Go around the class and make sure each picture is on a different piece of paper.
- Collect the papers and put them in a bag or box. Then each S takes three papers from the bag or box. Make sure Ss don't take their own papers.
- Explain the second part of the task. Then ask two pairs of Ss to model the example conversations. Point out that when Ss find the owners, they should return the papers.
- Ss perform the second part of the task. They continue until all Ss have their own papers.

4 MY FAVORITE THINGS

Learning objective: assess one's ability to compare favorite things using the conjunctions *and* and *but*

A

- Explain the first part of the task and focus Ss' attention on the chart.
- Ss complete the *Me* column of the chart individually. Go around the class and help with vocabulary as needed.
- Explain the second part of the task.
- **Option:** For lower-level classes, elicit questions Ss can ask their partners:
 1. What's your favorite season?
 2. What's your favorite color?
 3. What are your favorite clothes?If needed, write them on the board.

- Ss complete the task in pairs. Go around the class and make sure Ss complete the *My partner* column of the chart.
- **Option:** Each pair joins another pair. Ss compare answers in small groups.

B

- Explain the task. Ask different Ss to model the example sentences. Remind Ss that *and* joins similar sentences, while *but* joins contrasting sentences.
- Ss write sentences individually. Go around the class and give help as needed.
- Elicit sentences from the class. Ask different Ss to write them on the board.

5 GUESS THE CLASSMATE

Learning objective: assess one's ability to talk about clothes using the present continuous

Group work

- Focus Ss' attention on the picture and explain the task. Ask four Ss to model the example conversation. Point out that Ss ask "Is it . . . ?" when they don't know if the person is male or female.
- Ss play the game in small groups. Go around the class and encourage Ss to use short answers.
- **Option:** For small classes, play this game as a class. The S who guesses correctly thinks of the next classmate.

WHAT'S NEXT?

Learning objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

What are you doing?

Cycle 1, Exercises 1-4

In Unit 5, students discuss the time and daily activities. In Cycle 1, they talk about cities and time zones using time expressions. In Cycle 2, they discuss people's activities using the present continuous.

1 SNAPSHOT

Learning objective: talk about cities and international time zones

[CD 1, Track 47]

- Focus Ss' attention on the maps. Then play the audio program. Ss listen and repeat.
- Ask the first question. Elicit answers from the class.

Tip To give slower Ss a chance to answer questions, don't ask the first Ss who raise their hands for the answers. Instead, give Ss time to think and wait until more Ss raise their hands.

- Ask the second question. Elicit answers from the class.

- Option:** Bring atlases, world maps, or globes to class. Ss use them to answer the questions. Go over the pronunciation of additional cities as needed.
- Option:** Focus Ss' attention on the map. Ask: "Where are these cities?" Ss list the country for each city in pairs or small groups. Then elicit the answers. Ss get one point for each correct answer. (Answers: Vancouver, Canada; Los Angeles, the U.S.; Mexico City, Mexico; Lima, Peru; Montreal, Canada; New York City, the U.S.; San Juan, Puerto Rico; Brasília, Brazil; São Paulo, Brazil; London, England/the U.K.; Cape Town, South Africa; Warsaw, Poland; Moscow, Russia; Riyadh, Saudi Arabia; Seoul, Korea; Bangkok, Thailand; Tokyo, Japan; Sydney, Australia)

2 CONVERSATION

Learning objectives: practice a conversation between two people in different time zones; see clock times and times of day in context

[CD 1, Track 48]

- Books closed. Write these focus questions on the board:
 - Where is John?
 - Where is Debbie?
- Play the audio program. Ss listen for the answers. Then elicit the answers from the class. (Answers: 1. Sydney 2. Los Angeles)
- Ask Ss to find Sydney and Los Angeles on the map in the Snapshot.
- Books open. Focus Ss' attention on the picture. Set the scene. John is at a conference in Sydney, Australia. Debbie is at home in Los Angeles, California. She is sleeping. John is calling Debbie.
- Write these focus questions on the board:
 - Is it 10:00 P.M. in Sydney?
 - Is it 4:00 A.M. in Los Angeles?Then play the audio program again. Ss listen for the answers. Elicit the answers. (Answers: 1. Yes 2. No)

- Elicit the meaning of any new vocabulary. Encourage Ss to guess.

Vocabulary

conference: a large meeting, especially for work
Right?: Is this correct?
awake: not sleeping

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- Option:** Ask one or two pairs to role-play the conversation for the class.

For a new way to practice this conversation, try the **Onion Ring** technique on page T-151.

Learning objectives: ask and answer questions using time expressions; practice giving the times of day

What time is it?

▶ [CD 1, Track 49]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen and read silently.
- Point out that *o'clock* is for exact hours only, not hours + minutes. Point out the uses of *after* and *to*. Explain that *five after one* means five minutes after one, and a *quarter after one* means fifteen minutes after one.
- Play the audio program again. Ss listen and repeat.
- **Option:** Draw more clocks on the board with different times. Ask: "What time is it?" and elicit the answers. Elicit different ways of saying each time when possible.

A Pair work

- Explain the task and model the example conversation with a S.
- Ss complete the task in pairs. Go around the class and encourage Ss to answer in different ways when possible.
- Elicit answers from the class.

TIP To encourage quiet Ss to speak more loudly, don't walk closer to them and repeat their answers. Instead, move away from the Ss slowly and encourage them to speak louder so everyone can hear.

Answers

1. It's twenty (minutes) after two./It's two-twenty.
 2. It's ten (minutes) to seven./It's six-fifty.
 3. It's a quarter to nine./It's eight forty-five.
 4. It's five (minutes) after eleven./It's eleven-oh-five.
 5. It's three-fifteen./It's a quarter after three.
 6. It's four-thirty.
- **Option:** Ask Ss to draw ten clock faces on a piece of paper and number them. Then read a list of ten different times aloud (e.g., 3:10, 6:30, 12:15, 4:40, 1:05, 2:25, 5:35, 11:50, 8:20, 5:30). Ss draw the times on the clock faces. Then ask different Ss to draw the clocks on the board. Go over the answers as a class.

- For more practice with times, play **Concentration** on page T-144. Ss match cards with times (e.g., 4:00) and cards with clock faces.

Is it A.M. or P.M.?



- Focus Ss' attention on the pictures. Point out that the place is the same, but the time of day is different.
- Play the audio program. Ss listen and read silently.
- Point out that *noon* is 12:00 P.M. and *midnight* is 12:00 A.M. Then explain these guidelines for using the time expressions:
 1. in the morning = 1:00 A.M. to noon
 2. in the afternoon = noon to about 5:00 P.M.
 3. in the evening = about 5:00 P.M. to about 9:00 P.M.
 4. at night = about 7:00 P.M. to after midnight
- Tell Ss that *afternoon* has stress on the last syllable (**afternoon**), but *morning* and *evening* have stress on the first syllable (**morning**, **evening**).
- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task and model the example with a S:
S: It's nine o'clock in the evening.
T: It's 9:00 P.M.
- Ss complete the task in pairs. Then they change roles. Go around the class and check Ss' use of time expressions.
- **Option:** Ss underline the time expressions in the Conversation on page 30. Then elicit the answers. (Answers: 10:00 P.M., four o'clock, four o'clock in the morning, 4:00 A.M.)

TIP To raise Ss' awareness of a grammar structure's meaning and use, connect the Grammar Focus to the previous Conversation.

- For more practice with A.M. and P.M., play **Run For It!** on page T-148. Put signs with A.M. and P.M. on the walls and read out sentences with different time expressions.

4 LISTENING

Learning objective: develop skills in listening for specific times

▶ [CD 1, Track 50]

- Explain the task and set the scene. Tracy and Eric are calling friends in different cities around the world.
- Play the audio program once or twice. Ss listen and complete the chart.

Audio script

TRACY: What time is it now?

ERIC: It's four o'clock.

TRACY: OK. It's 4 P.M. here in Vancouver, so it's 7 A.M. in Bangkok. I'm calling Permsak.

ERIC: At 7 A.M.? Permsak is sleeping!

TRACY: You're right. What time is it in Tokyo?

ERIC: It's 9 A.M.

TRACY: Great. I'm calling Mariko. She's not sleeping at 9 A.M.

ERIC: Wait a minute. Mariko is in São Paulo this week. Remember?

TRACY: Oh, right. Well, I have her phone number in São Paulo.

ERIC: Uh, . . . what time is it there?

TRACY: Um . . . it's nine o'clock in the evening. Hmm . . . nine o'clock. Mariko is probably watching television.

ERIC: So are you calling her?

TRACY: Yeah. We have to tell someone we're getting married!

Answers

City	Time
Vancouver	4:00 P.M.
Bangkok	7:00 A.M.
Tokyo	9:00 A.M.
São Paulo	9:00 P.M.

- Ss compare their answers in pairs. Elicit the answers and write the correct answers on the board.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–4 on pages 25–26	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–4 on page 8	Listening, Pronunciation, Speaking, and Grammar

Cycle 2, Exercises 5–11

5 CONVERSATION

Learning objectives: practice a conversation between a boy and his mother; see present continuous Wh-questions in context

▶ [CD 1, Track 51]

- Books closed. Ask these focus questions: "What time is it? What is Steve doing?"
- Play the audio program. Ss listen for the answers. Then elicit the answers from the class. (Answers: 2:00 A.M., cooking)

- Books open. Focus Ss' attention on the picture and elicit vocabulary.
- Play the audio program again. Ss listen and read silently. Elicit or explain the meaning of *hungry*, *cooking*, and *pizza*.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

6 PRONUNCIATION

Learning objective: notice rising and falling intonation in yes/no and Wh-questions

A ▶ [CD 1, Track 52]

- Explain the task and focus Ss' attention on the arrows. Point out that yes/no questions have rising intonation and Wh-questions have falling intonation.
- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.

B ▶

- Play the first question on the audio program. Use the example to model the task.

- Play the audio program once or twice. Ss complete the task individually. Then ask different Ss to write the answers on the board.

Audio script

1. Are you wearing a coat?
2. What are you doing now?
3. What time is it?
4. Is it midnight?
5. What color is his T-shirt?
6. Are you from Thailand?

- Play the audio program again to check answers.

Answers

1. ↗ 2. ↘ 3. ↘ 4. ↗ 5. ↘ 6. ↗

Learning objectives: ask and answer present continuous Wh-questions; use the conjunction *so*

▶ [CD 1, Track 53]

- Focus Ss' attention on the pictures and the labels. Point out that when it is 4:00 A.M. in Los Angeles, it is 6:00 A.M. in Mexico City.
- Ask Ss about the times in different cities. For example:
T: What time is it in New York City?
Ss: It's 7:00 A.M.

Present continuous Wh-questions

- Play the audio program for the questions and answers. Ss listen and read silently.
- Elicit or explain the pattern for present continuous Wh-questions:
Wh-word + *be* + subject + verb + *-ing*?

TIP To help Ss remember how to form a new structure, write it on the board using different colors for important features. For example:
What's Victoria doing?
She's sleeping.

- Option:** Ss underline the present continuous Wh-questions in the Conversation on page 32. Then elicit the answers. (Answers: What are you doing, Steve? Why are you cooking now? What are you making?)
- Elicit or explain the meaning of *so*. Read the statement about Marcos: "It's 6:00 A.M., so he's getting up." Ask, "Why is Marcos getting up?" Elicit the answer. (Answer: It's 6:00 a.m.)
- Play the audio program for the questions and answers again. Ss listen and repeat.
- For the last picture, ask Ss: "What time is it? What are you doing now?" Elicit Ss' answers. (Possible answers: I'm studying English. I'm talking.)
- Option:** Ss imagine it is a different time of the day. Ask: "What time is it? What are you doing?" Elicit answers with *so*. For example:
T: What are you doing, John?
S: It's 5:00, so I'm cooking dinner.

A Pair work

- Explain the task and model the first two questions with different Ss.
- Ss complete the task in pairs. Go around the class and help Ss with grammar as needed.
- Ask different pairs to ask and answer the questions. If Ss make any errors, encourage them to try to correct them.

Answers

- Victoria is sleeping now.
- Sue and Tom are having breakfast.
- He's working in Moscow.
- He's watching television in Tokyo.
- She's wearing a suit and high heels.
- He's wearing pajamas.
- It's 6:00 A.M.
- It's noon./It's 12:00 P.M.

B Group work

- Focus Ss' attention on the *spelling* box. Play the audio program for the *spelling* box. Ss listen and read silently.
- Explain these spelling rules for present continuous verbs:
 - For most verbs, add *-ing* to the base form (e.g., *sleeping*).
 - If the base form ends with a vowel + a consonant, double the final consonant and add *-ing* (e.g., *getting*).
 - If the base form ends with a silent *e*, drop the *e* and add *-ing* (e.g., *having*).
- Explain the first part of the task. Write *who*, *what*, *where*, and *why* on the board, and elicit example questions for each Wh-word. Point out that Ss should use each Wh-word at least once.
- Ss work individually. Go around the class and help with grammar and spelling as needed.
- Explain the second part of the task. Then Ss ask and answer their questions in small groups.

TIP To deal with common errors in a visual way, write the target feature on a card. For example, if your Ss forget the *-ing* ending when practicing the present continuous, write *-ing* on a card. When a S forgets to use the *-ing* ending, show the card silently.

- Option:** Elicit questions from each group. They ask different groups their questions.
- ☐ For more practice asking and answering present continuous Wh-questions, play **Hot Potato** on page T-147.

My sister works downtown.

Cycle 1, Exercises 1–6

In Unit 6, students discuss transportation, family, and routines. In Cycle 1, they talk about transportation and families using simple present statements. In Cycle 2, they discuss daily and weekly routines using simple present questions.

1 SNAPSHOT

Learning objective: learn vocabulary for talking about transportation

[CD 2, Track 1]

- Focus Ss' attention on the title and pictures. Elicit or explain any new vocabulary.

Vocabulary

transportation: ways of going to different places

top: most popular

get to: go to

work: a job

- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Explain the first task. Ss check the kinds of transportation they use individually. Then they compare answers in groups. Write this model conversation on the board:

A: I walk and I take the bus. How about you, Joe?

B: I take the subway. How about you, Maria?

- Ss complete the task in groups. Elicit their answers.
- Explain the second task. Ss make a list of other kinds of transportation in groups. Point out that they can list unusual kinds of transportation.
- Elicit answers from each group and write them on the board. (Possible answers: boat, ship, plane, helicopter, truck, horse, camel) Elicit or draw pictures of any new vocabulary.

TIP To collect new vocabulary for warm-ups, reviews, and games, make a Vocabulary Box. As you present new words, ask different Ss to write them on pieces of paper and put them in the box.

For more practice with transportation vocabulary, play *Sculptures* on page T-144.

2 CONVERSATION

Learning objectives: practice a conversation about transportation to work; see simple present statements in context

[CD 2, Track 2]

- Books closed. Write this focus question on the board:
What kinds of transportation do the speakers talk about?

Play the audio program and Ss listen for the answer. Elicit the answer. (Answer: a car, the bus, the train)

- Books open. Use the picture to set the scene. Ashley and Jason are in front of Jason's house.
- Ask these questions:
 - What are Jason and Ashley wearing?
 - What are they looking at?
 - What color is the car?
 - Whose car is it?

Then elicit the answers. (Answers: 1. T-shirts and jeans 2. a car 3. red. 4. Jason's sister's)

- Play the audio program again. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

suburbs: outside area of a city where many people live

downtown: the business center of a city

public transportation: transportation everyone can use, such as buses, trains, and subways

slow: not fast

That's too bad.: I'm sorry about that.

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs. Go around the class and give help as needed.
- Option:** Ask one or two pairs to role-play the conversation for the class.

For a new way to practice this conversation, try *Moving Dialog* on page T-150.

Learning objective: learn and practice vocabulary about family relationships

A Pair work [CD 2, Track 3]

- Focus Ss' attention on the picture. Point out that this is the family of Jason from Exercise 2.
- Ss study the illustration. Read the names (e.g., *Paul, Anne*) aloud. Ss repeat. Then read the words for family relationships aloud (e.g., *husband, wife*). Ss listen and repeat.
- Focus Ss' attention on the words in the box. Explain that the words on the left (i.e., *kids, mom, dad*) are informal ways to say the words on the right. Read the words. Ss repeat.
- Explain the task and read the first sentence. Ss complete the sentences in pairs.
- Play the audio program again. Ss listen and check their answers.

Answers

1. Anne is Paul's **wife**.
2. Jason and Emily are their **children (kids)**.

3. Paul is Anne's **husband**.
4. Jason is Anne's **son**.
5. Emily is Paul's **daughter**.
6. Jason is Emily's **brother**.
7. Emily is Jason's **sister**.
8. Paul and Anne are Jason's **parents**.

- **Option:** Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task and ask a S to model the example sentences aloud. Then tell the class about your family.
- Ss talk about their families in pairs.
- **Option:** Ask Ss to bring pictures of their family to class to show their classmates.
- **Option:** To review numbers, Ss give the ages of family members. To review adjectives, they describe their personality and appearance.

Learning objectives: practice simple present statements; practice using simple present regular and irregular verbs

Simple present statements

[CD 2, Track 4]

- Focus Ss' attention on the Grammar Focus box.
- Explain that we use the simple present for things that happen regularly (e.g., *I walk to school.*). We also use the simple present for things that are permanent (e.g., *I have one brother.*).
- Play the audio program. Ss listen and read silently.
- Point out the *-s* ending on the verbs that follow *he* and *she*. Explain that regular simple present verbs with *he, she, and it* end in *-s*.
- Point out *don't* and *doesn't* in the negative sentences. Explain that *don't* and *doesn't* are contractions of *do not* and *does not*.
- Elicit or explain the meaning of *use, far, near, alone, and need*.
- **Option:** Play the audio program again. Ss listen and repeat.

A

- Set the scene. Paul Carter from Exercise 3 is talking about his family. In number 1, he's talking about his wife and children. In number 2, he's talking about his parents.

- Elicit or explain any new vocabulary.

Vocabulary

retired: not working, especially because of age

- Explain the first part of the task and model the first sentence. Point out that *my family and I* means *we*. Elicit or explain that regular simple past verbs with *we* don't end in *-s*.
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss compare answers in pairs. Then elicit answers from the class and write them on the board.

Answers

1. My family and I **live** in the suburbs. My wife and I **work** near here, so we **walk** to work. Our daughter Emily **works** downtown, so she **drives** to work. Our son **doesn't** drive. He **rides** his bike to school.
2. My parents **live** in the city. My mother **takes** a train to work. My father is retired, so he **doesn't** work now. He also **uses** public transportation, so they **don't** need a car.



Irregular verbs

- Focus Ss' attention on the Grammar Focus box. Remind Ss that regular simple present verbs with *he*, *she*, and *it* end in *-s*.
- Point out that irregular simple present verbs change in different ways. Elicit or explain that *have*, *do*, and *go* change to *has*, *does*, and *goes* with *he*, *she*, and *it*.
- Play the audio program. Ss listen and read silently.

B

- Set the scene. Ashley is Jason's friend from Exercise 2 on page 32. She is talking about her family and Jason.
- Explain the first part of the task and model the first sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- Elicit answers from the class and write them on the board.

5

PRONUNCIATION

Learning objective: notice and practice the pronunciation of third-person singular *-s* endings

[CD 2, Track 5]

- Point out that the pronunciation of third person singular *-s* endings in the simple present follow the same rules as the pronunciation of *-s* endings for plural nouns.
- Play the audio program. Ss listen and read silently.

6

WHO IS IT?

Learning objectives: practice writing simple present sentences; talk about a classmate using simple present regular and irregular verbs

A

- Explain the task. Point out that the writer of the model sentences is female. Ask a female S to model the example sentences.
- Ss complete the task individually. Go around the class and help Ss with grammar and spelling. Make sure they don't write their names on the papers. Then collect the papers.

B Class activity

- Explain the task and ask three Ss to model the example conversation. Point out that the paper says *Female*, so Student A says "She lives with her parents." Elicit or explain that if the paper says *Male*, Student A says "He lives with his parents."

Answers

- My parents **have** a house in the suburbs. My mom and dad **go** downtown to work. My parents are very busy, so I **do** a lot of work at home.
- My brother doesn't live with us. He **has** an apartment in the city. He **goes** to school all day, and he **does** office work at night.
- I **have** a new friend. His name is Jason. We **go** to the same school, and sometimes we **do** our homework together.

C Pair work

- Explain the task and model the example sentence. Point out that Ss should try to use the verbs *have*, *do*, and *go*.
- Ss complete the task in pairs. Go around the class and write down any grammar errors you hear. Then write them on the board and correct them as a class.
- Option:** Ss take notes about their partner's family. Then they tell the class. For example: "My partner has one brother and two sisters. They . . ."

- Play the audio program again. Ss listen and repeat.
- Option:** If Ss have trouble pronouncing /s/ and /z/ correctly, tell them to say the sounds with their fingers on their throats. The sound /z/ causes a vibration, but the sound /s/ does not.
- Option:** Ask different Ss to say the words. Correct pronunciation individually.



For a new way to practice third-person singular *-s* endings, try **Pronunciation Maze** on page T-157.

- Put the papers from part A in a bag. Each S chooses a paper from the bag.
- Ask different Ss to describe the writers. Their classmates guess the writer.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–6 on pages 31–34	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–5 on page 9	Listening, Pronunciation, Speaking, and Grammar

7 CONVERSATION

Learning objectives: practice a conversation about daily routines; see simple present questions in context

▶ [CD 2, Track 6]

- Text covered. Focus Ss' attention on the picture. Ask the class: "Where are the speakers? What are they wearing? What do you think they're talking about?" Encourage Ss to make guesses.
- Play the audio program. Ss listen. Then ask them if their guesses are correct.
- Text uncovered. Ask the class: "What times does Jack get up on Sundays? What time does Amy get up?" Play the audio program again. Ss listen for the answers. Elicit the answers. (Answers: Jack gets up at noon. Amy gets up at ten o'clock.)

- Elicit or explain the meaning of any new vocabulary.

Vocabulary

coffee shop: an informal restaurant

Let's . . . : I suggest that we . . .

serve: give (food in a restaurant)

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

□ For a new way to practice this conversation, try the **Onion Ring** technique on page T-151.

8 GRAMMAR FOCUS

Learning objective: practice simple present questions and time expressions

▶ [CD 2, Track 7]

Simple present questions

- Focus Ss' attention on the left column of the Grammar Focus box. Elicit or explain the pattern for simple present yes/no questions:
Do/Does + subject + verb?
- Focus Ss' attention on the right column of the Grammar Focus box. Elicit or explain the pattern for simple present Wh-questions:
Wh-word + do/does + subject + verb?
- Play the audio program for the Grammar Focus box. Ss listen and read silently. Point out that yes/no questions have rising intonation and Wh-questions have falling intonation.

Time expressions

- Focus Ss' attention on the *time expressions* box. Elicit or explain the meaning of any new words. Explain the following rules:
 1. Use *at* with specific times (e.g., 9:00, noon, midnight) and with *night*.
 2. Use *in the* with *morning*, *afternoon*, and *evening*.
 3. Use *on* with specific days of the week (e.g., *Sundays*, *weekends*, *weekdays*).
- Play the audio program for the time expressions box.
- **Option:** Ss underline the time expressions in the Conversation in Exercise 7. Elicit the answers. (Answers: on Sunday, in the afternoon, late, on weekends, on Sundays, At ten o'clock, early, On Sundays, at noon, every day, at one o'clock)

□ For more practice with time expressions, play **Tic-Tac-Toe** on page T-148.

A

- Explain the task and model the first question.
- Ss complete the task individually. Go around the class and give help as needed.
- Elicit answers from the class. Ask different Ss to write their questions for numbers 7 to 10 on the board. If needed, correct the questions as a class.

Answers

1. Do you get up early on weekdays?
2. What time do you go home?
3. Does your mother work?
4. How does your father get to work?
5. Do your parents read in the evening?
6. When do your parents shop?
(Answers will vary for 7–10.)

B Pair work

- Explain the task. Ask two Ss to model the example conversation.
- Ss complete the task in pairs.
- **Option:** Ss change partners and ask their questions again.

□ For more practice with simple present Wh-questions and time expressions, try **Line Up!** on page T-144. Ask questions such as "What time do you get up?"

C

- Explain the first part of the task. Explain that *unscramble* means "to put in the correct order."
- Write the first question on the board and demonstrate how to unscramble it. Point out that the question begins with a capital letter and ends with a question mark.
- Ss complete the task individually. Go around the class and check Ss' use of capital letters.
- Ss compare their answers in pairs. Then ask different pairs of Ss to read each conversation.

Answers

1. Do you exercise every day?
2. What time do you eat lunch?
3. Does this class start at eight o'clock?
4. When do you study English?

9

LISTENING

Learning objectives: learn the days of the week; develop skills in listening for details

A [CD 2, Track 8]

- Focus Ss' attention on the days of the week. Read each one aloud. Ss repeat.
- Explain the task. Then go over the activities in the chart. Elicit or explain any new vocabulary.
- Play the audio program. Ss listen for any activities Marsha talks about. Then elicit the activities they hear.
- Play the audio program again. Ss listen and check the days she does each thing.
- Ss compare answers in small groups. Play the audio program again for Ss to check their answers. Then elicit the answers from the class.

TIP If Ss feel nervous about listening to audio recordings, have them work together in pairs or small groups. Explain that the aim is to help each other.

Audio script

MAN: Do you get up early every day, Marsha?
MARSHA: Well, no. I only get up early on weekdays and Saturdays. I go to school on weekdays, and I work on Saturdays, so I get up around seven o'clock.
MAN: How about on Sundays?
MARSHA: On Sundays? Then I sleep late.
MAN: What else do you do? I mean, do you exercise during the week?
MARSHA: Yes, but not every day. I swim about three times a week – on Mondays, Tuesdays, and Thursdays. Oh, and I also play tennis on Saturdays after work. So I exercise about four days a week.

- Explain the second part of the task. Ss ask and answer the questions in pairs. This time, they use their own information. Remind Ss to use rising intonation for yes/no questions and falling intonation for Wh-questions.
- Ss complete the task in pairs. Go around the class and check their use of intonation.
- **Option:** Ss write three scrambled questions individually. Then they exchange scrambled questions with a partner and unscramble them.

MAN: What about the rest of the weekend? When do you see your friends and family?
MARSHA: Let's see. I see friends on Fridays and Saturdays. That's in the evening. And I visit my family on Sundays.
MAN: Wow! You're really busy!

Answers

get up early: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
go to work: Saturday
exercise: Monday, Tuesday, Thursday, Saturday
see friends: Friday, Saturday
see family: Sunday

B Group work

- Explain the task. Ask three Ss to read the example conversation.
- List these words on the board: *Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, Sundays, weekdays, weekends*. Point out that we use *on* and the plural form of days of the week to talk about routine activities (e.g., *on Mondays*).
- Ss complete the task in small groups. Go around the class and give help as needed. Encourage Ss to talk about their routine each day of the week.
- Ask different groups to share their information with the class.

TIP To make sure that all Ss participate, tell them they will share information or answers with the class.

10

INTERCHANGE 6

See page T-120 for teaching notes.

11 READING

Learning objectives: read and discuss three interviews; develop skills in predicting, skimming, and sequencing events

▶ [CD 2, Track 9]

- Read the title aloud. Explain that a *schedule* is a daily routine.
- Ss cover the article. Focus their attention on the pictures and labels.
- Read the pre-reading questions. Encourage Ss to use the pictures and labels to make predictions. Elicit predictions from the class, and ask for their reasons. (Possible predictions: Brittany Davis is a college student, so she gets up early. Maya Black is a rock musician, so she gets up late.)
- Ss uncover the text. Tell them to skim the article to check their predictions. Explain that *skim* means “to read quickly to find the main ideas.” Encourage Ss to look for words like *early*, *late*, *in the morning/afternoon/evening*, and clock times.

TIP To encourage Ss to skim an article quickly, set a time limit. This helps them to focus on finding the words that help them complete the task.

- Elicit the answers. (Answers: Brittany Davis and Joshua Burns get up early. Maya Black gets up late.)

A

- Explain the first part of the task. Ss read the article individually and underline any words they don't know.
- Ss complete the task individually.
- Ss share information about the words they underlined in small groups. Elicit or explain the meaning of any remaining words.

Vocabulary

- end:** finish; stop
- library:** a place where you borrow books
- go for a run:** run
- break:** a pause from doing something, such as work or school
- project:** a special job or assignment

- Explain the second part of the task. Ss number the events in each person's schedule individually. Then they compare answers in pairs.
- Elicit answers from the class.

Answers

- Brittany Davis*
a. 3 b. 2 c. 4 d. 5 e. 1
- Joshua Burns*
a. 3 b. 4 c. 5 d. 1 e. 2
- Maya Black*
a. 3 b. 2 c. 5 d. 1 e. 4

- **Option:** Play the audio program. Ss listen and read silently.

B

- Focus Ss' attention on the pictures. Elicit or explain the meaning of *early bird* and *night owl*. Give examples from the article (e.g., Joshua gets up at 6:30 A.M., so he's an early bird. Maya goes to bed at 5:00 in the morning, so she's a night owl.).

Vocabulary

- early bird:** a person who gets up early
- night owl:** a person who stays up late

- Explain the first part of the task. Model the task by writing five sentences about your schedule on the board. Ask: “Am I an early bird or a night owl?”
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss read their sentences in pairs. They take turns reading their sentences aloud.
- Ask: “Who is an early bird? Who is a night owl?” Elicit answers from the class.
- **Option:** Ss tell the class about their partners' schedules.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
<i>Workbook</i> Exercises 7–10 on pages 35–36	Grammar, Vocabulary, and Writing
<i>Lab Guide</i> Exercises 6–9 on page 10	Listening, Pronunciation, Speaking, and Grammar
<i>Video Activity Book</i> Unit 6	Listening, Speaking, and Cultural Awareness
<i>CD-ROM</i> Unit 6	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss' understanding of Units 5 and 6 with the quiz on pages T-204 and T-205.

Units 5–6 Progress check

SELF-ASSESSMENT

Learning objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 5 and 6?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

1

LISTENING

Learning objective: assess one's ability to listen to and understand places, times, and activities

▶ [CD 1, Track 10]

- Explain the task. Focus Ss' attention on the chart and read the names of the people aloud.
- Play the audio program once or twice. Ss listen and complete the chart individually.
- Ss compare answers in small groups. Play the audio program again if needed.
- To check answers, ask: "Where is (Sue)? What time is it there? What is (she) doing?" Ask the same questions about Marcos and Jim.

Audio script

1.
SUE: Hello?
VICTORIA: Hello, Sue? This is Victoria. I'm calling from Los Angeles.
SUE: Hi, Victoria. How are you?
VICTORIA: I'm good. So, how are things in New York?
SUE: Oh, fine, thanks.
VICTORIA: What time is it in New York?
SUE: It's about twelve o'clock.
VICTORIA: It's noon? Oh, I'm sorry. Are you having lunch now?
SUE: No, no, it's OK. I'm just watching television. . . .

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ss complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

2.

MARCOS: Hello?
VICTORIA: Hello, Marcos. This is Victoria in Los Angeles. How are you?
MARCOS: I'm not sure, Victoria. It's a little early for me.
VICTORIA: Really? What time is it in Mexico City?
MARCOS: Well, it's a quarter after eleven in the morning here.
VICTORIA: Eleven-fifteen A.M.?
MARCOS: Yeah. I'm having breakfast right now.
VICTORIA: You're having breakfast?
MARCOS: Yeah. I always get up late on Saturdays. . . .

3.

JIM: Hello?
VICTORIA: Hello. Is this Jim?
JIM: Yes, it is. Who's calling, please?
VICTORIA: This is Victoria.
JIM: Oh, hi, Victoria.
VICTORIA: So, Jim, how are things in Sydney?
JIM: Things are good, but . . . do you know it's three-thirty in the morning here?
VICTORIA: Oh, I'm sorry!
JIM: It's OK. I'm not sleeping.
VICTORIA: What are you doing?
JIM: I'm reading a really great book. It's about . . .

Answers

	City	Time	Activity
1. Sue	New York	12:00 noon	watching television
2. Marcos	Mexico City	11:15 A.M.	having breakfast
3. Jim	Sydney	3:30 A.M.	reading a book

2

ON VACATION

Learning objective: assess one's ability to ask and answer questions using the present continuous

- Set the scene and explain the task.
- Focus Ss' attention on the pictures. Ask: "Who is at home? Who is on vacation? What are they doing?" Elicit Ss' answers.
- Elicit vacation places and write them on the board. Then elicit vacation activities and write them on the board.
- Ss role-play the conversation in pairs. Then they change roles and role-play the conversation again.

3 MY WEEKLY ROUTINE

Learning objective: assess one's ability to talk about weekly routines using simple present statements

A

- Explain the task and focus Ss' attention on the chart. Point out that Ss should write activities for *on weekdays, on weekends, and every day*. If needed, elicit activities from the class.
- Ss complete the chart individually. Go around the class and give help with vocabulary as needed.

B Pair work

- Explain the task and read the focus questions. Ask two Ss to model the example conversation. Point out that Student B says *I do, too* to mean "I have the same routine." Also Student B says *Oh, I don't* to mean "I have a different routine."

- Ss compare their routines in pairs. Go around the class and give help as needed.
- **Option:** Ss take notes on their partner's activities.

C Class activity

- Explain the task. Ask a S to model the example sentence.
- Ss tell the class about their partner's routine.
- **Option:** Ss write sentences about their partner's routines. Go around the class and encourage Ss to use sentences with *and* and *but*. Then they tell the class about their partner's routine.
- **Option:** In large classes, Ss complete the activity in groups.

4 LIFESTYLE SURVEY

Learning objectives: assess one's ability to ask and answer questions using the simple present; assess one's ability to talk about lifestyles

A

- Explain the task and focus Ss' attention on the chart.
- Ask different Ss to read the questions aloud.
- Ss complete the task individually. Go around the class and make sure Ss only check *Yes* or *No* about themselves.

B Class activity

- Explain the task. Point out that Ss should try to write a different S's name on each line.
- Ss go around the class and complete the task. Go around the class and encourage Ss to look at each other when they talk and to change partners often.
- Elicit answers from the class. Ask: "Do you live with your parents? Who says *Yes*? Who says *No*?" Elicit names of Ss from the class. Continue with the remaining questions.

5 WHO IS IT?

Learning objectives: assess one's ability to ask and answer questions using the simple present; assess one's ability to talk about famous people

Group work

- Explain the task and model the example questions.
- To model the activity, choose a famous living person. The class asks yes/no questions to guess the person.

- Ss play the game in small groups. Go around the class and make sure Ss take turns and ask yes/no questions.
- **Option:** Ss can ask only ten questions per famous person. If no one guesses after ten questions, the S who chose the person gets one point.

WHAT'S NEXT?

Learning objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Does it have a view?

Cycle 1, Exercises 1–4

In Unit 7, students discuss homes and furniture. In Cycle 1, they describe houses and apartments using simple present questions and short answers. In Cycle 2, they discuss furniture and dream homes using statements with there is/there are.

1 SNAPSHOT

Learning objective: learn vocabulary for talking about places in houses and apartments

▶ [CD 2, Track 12]

- Focus Ss' attention on the pictures. Ask the class: "Who lives in a house? Who lives in an apartment?" Ss raise their hands.
- Set the scene. Two people are describing the house and the apartment.
- Play the audio program. Ss listen and read silently.

Audio script

House

The house has two floors, a garage, and a yard. The first floor has a living room, a dining room, a kitchen, a laundry room, and stairs to the second floor. The second floor has a hall, three bedrooms, and a bathroom. Every bedroom has a closet.

Apartment

The apartment building has a lobby and an elevator. Every apartment has a living room, a kitchen, a dining room, a bedroom, a bathroom, and a closet.

- Read the words in the Snapshot aloud. Ss listen and repeat.
- Elicit or explain any new vocabulary.
- **Option:** Bring magazines with pictures of different rooms to class. Use the pictures to explain the vocabulary.
- If needed, point out that *first floor* means ground floor in the U.S. Also, point out that many buildings in the U.S. don't have a 13th floor because people think the number 13 is unlucky.
- Go over the focus questions. Ss discuss the questions in small groups. Then elicit their answers.
- ◻ For more practice with house and apartment vocabulary, play the **Chain Game** on page T-145. Begin with this sentence: "My house has a yard."

2 CONVERSATION

Learning objectives: practice a conversation about a new apartment; see simple present short answers in context

▶ [CD 2, Track 13]

- Books closed. Set the scene. Linda is telling Chris about her new apartment. Ask this focus question: "What rooms does the apartment have?"
- Play the audio program and elicit the answer. (Answer: a living room, a bedroom, a bathroom, and a kitchen)
- Books open. Focus Ss' attention on the picture. Ask: "What room is Linda thinking about? Does she like the room?" Encourage Ss to make guesses.
- Write these focus questions on the board:
 1. Does Linda like her apartment?
 2. Does it have a view?Then play the audio program again. Ss listen and read silently. Elicit the answers to the focus questions. (Answers: 1. yes 2. yes)

- Elicit or explain any new vocabulary. Point out that the word *view* usually means a nice or interesting scene (e.g., *a view of a lake*), and Linda is joking when she says: "It has a great view of another apartment building!"

Vocabulary

Guess what! I have interesting news.

beautiful: very good-looking

view: the scene you see from a specific place

another (apartment building): a different (apartment building)

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.
- ◻ For a different way to practice the conversation, try ◻ **Say It With Feeling!** on page T-150.

Learning objective: practice simple present yes/no questions and short answers

[CD 2, Track 14]

Simple present short answers

- Focus Ss' attention on the Grammar Focus box. If needed, review the pattern for simple present yes/no questions from Unit 6, Exercise 8:
Do/Does + subject + verb?
- Elicit or explain the pattern for short answers to simple present yes/no questions:
Yes, + subject + do/does. OR
No, + subject + don't/doesn't.
- Play the audio program. Ss listen and read silently. Point out that we usually stress *do* and *does* in short answers, but not in questions.

A

- Explain the task. Read Linda's first question and elicit Chris's answer from the class.
- Ss complete the task individually. Then go over the answers as a class. Ask different Ss to read each line of the conversation.
- Ss practice the conversation in pairs.

Answers

LINDA: Do you live in an apartment?
CHRIS: No, I don't. I live in a house.
LINDA: Does it have a yard?
CHRIS: Yes, it does.

LINDA: That sounds nice. Do you live alone?
CHRIS: No, I don't. I live with my family.
LINDA: Do you have any brothers or sisters?
CHRIS: Yes, I do. I have four sisters.
LINDA: That's a big family. Do you have a big house?
CHRIS: Yes, we do. It has ten rooms.
LINDA: Ten rooms! Does it have many bedrooms?
CHRIS: Yes, it does. It has four.
LINDA: Do you have your own bedroom?
CHRIS: Yes, I do. I'm really lucky.

B Pair work

- Explain the task. Ask two Ss to model the example conversation.
- Ss read the text silently to find the answers. Then they take turns asking and answering the questions in pairs. Go around the class and give help as needed.
- Ask different pairs of Ss to read the questions and answers. Correct any incorrect answers as a class.

Answers

- No, he doesn't. He lives in a house.
- Yes, it does.
- No, he doesn't. He lives with his parents and his sisters./He lives with his family.
- No, he doesn't. He has four sisters.
- Yes, he does.

C Pair work

- Ss write five questions individually. Then they take turns asking and answering the questions in pairs.

LISTENING

Learning objective: develop skills in listening to descriptions

[CD 2, Track 15]

- Focus Ss' attention on the pictures. Elicit information about each picture.
- Explain the task. Then play the audio program. Ss listen and complete the task individually.
- Play the audio program again. Ss listen and check their answers. Then elicit the answers from the class.

Audio script

- My family lives on the first floor of a house. Another family lives on the second floor. The people on the second floor are nice – but they're not very quiet!
- My apartment is very small. It has just one room with a very small kitchen. It doesn't have a bedroom, so I sleep on the sofa.
- I live in an apartment downtown. It's on the fifth floor of an interesting old building. I have a great view of the city, and I'm close to lots of stores and restaurants.

- My family and I live in an old white house in the country. The house is a little small, but we have a big yard. We like it a lot!

Answers

3, 4, 2, 1

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–5 on pages 37–39	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–4 on page 11	Listening, Pronunciation, Speaking, and Grammar

5

WORD POWER

Learning objective: learn vocabulary for furniture and other household items

A [CD 2, Track 16]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen, point to the furniture, and repeat.
- Option:** Write this model conversation on the board:
A: *What's this?*
B: *It's a stove.*
A: *What are these?*
B: *They're armchairs.*

Ss work in pairs. They use the model conversation to ask and answer questions about the items.

B

- Focus Ss' attention on the task. Ask: "Where does the table go? Where does the stove go?" Point out that some items can go in more than one room.
- Ss complete the chart individually. Then they compare answers in pairs.

Possible answers

Kitchen: chairs, clock, curtains, microwave oven, pictures, refrigerator, rug, stove, table, television
Dining room: chairs, clock, curtains, pictures, rug, table

Living room: armchairs, bookcase, clock, coffee table, curtains, desk, lamps, mirror, pictures, rug, television
Bedroom: armchair or chair, bed, bookcase, clock, curtains, desk, dresser, lamp, mirror, pictures, rug, television

C Group work

- Explain the task and model the example sentence.
- Ss complete the task in small groups.

TIP To help Ss connect to new vocabulary, personalize it whenever possible. For example, encourage Ss to talk about furniture they have in their homes.

- Option:** Ss share information about their classmates' furniture.

For a new way to practice furniture vocabulary, try **Living Rooms** on page T-157.

For more practice with furniture vocabulary, play **Change Chairs** on page T-145. Start with this instruction: "Change chairs if you have a bookcase in your living room."

6

CONVERSATION

Learning objectives: practice a conversation about furniture; see there is and there are in context

[CD 2, Track 17]


- Books closed. Set the scene. Chris is in Linda's new apartment. Linda is talking about furniture. Tell Ss to listen and write down any furniture they hear.
- Play the audio program. Elicit answers from the class. (Answers: chairs, table, sofa, lamp)
- Books open. Text covered. Focus Ss' attention on the subtitle and the picture. Write these focus questions on the board:
1. *What furniture does Linda have in the kitchen?*
2. *What furniture does she need in the kitchen?*
3. *What furniture does she have in the living room?*
4. *What furniture does she need in the living room?*

Elicit or explain the difference between *have* and *need*. Then elicit ideas from the class. Encourage Ss to guess.

TIP To prepare Ss for the listening task, elicit predictions by using the title and picture. Then play the audio program.

- Text uncovered. Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. chairs 2. a table 3. a lamp 4. a sofa and chairs)
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- Option:** Ask one or two pairs to role-play the conversation for the class.

Learning objective: practice statements with *there is/there are* and *some, no, and any*

 [CD 2, Track 18]

There is, There are

- Focus Ss' attention on the Grammar Focus box. Explain that we usually use *there is/there are* to give information about the things in a place. We use *there is* with singular nouns and *there are* with plural nouns.
- Play the audio program. Ss listen and read silently.
- **Option:** Write this on the board:
 1. *There* _____ *some chairs in the kitchen.*
 2. *There* _____ *a table in the kitchen.*
 3. *There* _____ *no sofa in the living room.*
 4. *There* _____ *any chairs in the living room.*
 5. *There* _____ *a lamp in the living room.*
 Ss use the information from the Conversation on page 46 to complete the sentences. Then elicit the answers from the class. (Answers: 1. are 2. isn't 3. 's 4. aren't 5. 's)
- Remind Ss that we use *a/an* with singular nouns. Point out that we use *some* with plural nouns in positive statements, and *any* with plural nouns in negative statements.
- Write this on the board:

There's no (+ singular noun)
There isn't a (+ singular noun)
There are no (+ plural noun)
There aren't any (+ plural noun)

 Point out that these expressions have the same meaning.
- **Option:** Play the audio program again. Ss listen and repeat.

A

- Explain the first part of the task. Ask two Ss to read the first two sentences. Explain that these two sentences have the same meaning. Elicit a different way to say the sentence. (Answer: *There isn't a table in the kitchen.*) Point out that sometimes more than one answer is possible.
- Ss complete the task individually. Go around the class and give help as needed.

- Elicit answers from the class and ask different Ss to write them on the board.

Answers

1. **There's no** table in the bedroom./
There isn't a table in the bedroom.
2. **There are some** chairs in the kitchen.
3. **There's a** stove in the kitchen.
4. **There isn't a** refrigerator./
There's no refrigerator.
5. **There aren't any** curtains on the windows./
There are no curtains on the windows.
6. **There aren't any** rugs on the floor./
There are no rugs on the floor.

- Ss practice the sentences in pairs. Go around the class and check Ss' pronunciation and intonation.

B Pair work

- Focus Ss' attention on the picture. Set the scene and explain the task. Ask two Ss to model the example conversation.
- **Option:** Elicit or explain any new vocabulary in the picture (e.g., *pillow, bedspread, television stand, counter, sink, cabinets*).
- Ss complete the task in pairs. Go around the class and give help with vocabulary as needed.
- Elicit answers from the class and ask different Ss to write them on the board. If needed, correct the sentences as a class.
- **Option:** Ss write sentences about Linda's apartment in pairs.

C

- Explain the task. Read the example sentences aloud. Then elicit one or two examples from the class and write them on the board. Encourage Ss to use *some, no, and any* in at least one sentence.
- Ss write sentences individually. Go around the class and give help with vocabulary and spelling as needed.
- Ss compare their sentences in pairs. Then elicit sentences from the class and ask different Ss to write them on the board.

- For more practice with *there is/there are*, play **True or False?** on page T-148. Ss write three true statements and three false statements about their homes.

See page T-121 for teaching notes.

Learning objective: practice the sounds /θ/ and /ð/

A [CD 2, Track 19]

- Books closed. Write the words *three* and *there* on the board. Point out that *th* has two different sounds in these words.
- Say the words *three* and *there* aloud. Ss repeat.
- If Ss have trouble making the sounds correctly, tell them to put one hand in front of their mouths. Point out that words with /θ/ produce air. Words with /ð/ do not produce air.
- Books open. Explain the task and focus Ss' attention on the sentences. Play the audio program. Ss listen.
- Play the audio program again. Ss listen and repeat.

10 LISTENING

Learning objective: develop skills in listening for specific information

[CD 2, Track 20]

- Set the scene. Linda and Chris are shopping for furniture for Linda's new apartment.
- Explain the task and focus Ss' attention on the chart. Point out that Ss should listen for the words in the chart and decide if Linda likes the things.
- Play the audio program two or three times. If needed, pause the audio program every few lines.

TIP If an audio program is long, pause it where appropriate (e.g., after the speakers discuss each item). It may be helpful to mark where you plan to pause the audio program in this book.

Audio script

CHRIS: What are you looking for?

LINDA: Oh, I'm only buying a few things for the living room. Furniture is expensive!

11 MY DREAM HOME

Learning objective: write a description of a home using the unit grammar and vocabulary

A

- Focus Ss' attention on the title and pictures. Elicit or explain the meaning of any new words.
- Explain the task and read the focus questions aloud. Point out that Ss should use the questions to help them write the description.

B Pair work

- Explain the task. Then focus Ss' attention on the model sentence. Read it aloud. Ss repeat.
- Ss list words with /θ/ and /ð/ in pairs. Go around the class and give help as needed.
- Write the headings /θ/ and /ð/ on the board. Elicit words with each sound from the class. Ask different Ss to write them under the correct heading.
- Read the words on the board aloud. Ss listen and repeat.
- Ss work in pairs. They write four funny sentences with the words on the board. Then they practice reading them aloud. Go around the class and give help as needed.
- Elicit sentences from the class.

CHRIS: Yeah, it is.

LINDA: Oh! Look at those blue chairs.

CHRIS: Yeah, they're cool.

LINDA: I need two for the living room. /

CHRIS: Uh-huh. But what about a sofa?

LINDA: I have a sofa now – from my parents. And it's blue, too! /

CHRIS: Oh. Hey, look! You know, this rug is nice. And it matches the chairs.

LINDA: Um . . . it's nice, but it's . . . a little boring. Oh, wait a minute. That coffee table is great.

CHRIS: Yeah, I like it, too.

LINDA: So the chairs, the coffee table, . . . what else? /
I don't need any lamps. Oh, I know. I want some curtains, too. /

CHRIS: How about the curtains over there?

LINDA: Where?

CHRIS: Right there. They're red.

LINDA: Oh, yes! They're perfect!

- Go over the answers with the class.

Answers

chairs, a coffee table, curtains

- Ask a S to read the example description.
- Elicit adjectives to describe a home (e.g., *beautiful*, *nice*, *big*, *new*) and write them on the board.
- Ss complete the task individually. Go around the class and give help with vocabulary and spelling.

B Pair work

- Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs.

Learning objective: develop skills in scanning and reading for details

▶ [CD 2, Track 21]

- Focus Ss' attention on the title. Explain that *special* means "different" in a positive way. Explain that the American Southwest includes Texas, New Mexico, Arizona, Nevada, and California. If possible, point out the area on a map.
- Focus Ss' attention on the picture on the left. Ask: "What is special about this house?" (Answer: the colors)
- Read the pre-reading task and question aloud. Elicit or explain that Ss should look for names of towns, cities, or states. Point out that these words start with capital letters.
- Ss scan the article to find the answers. Ask them to raise their hands when they find the answers. Then elicit the answers. (Answers: Ms. Cisneros's house is in San Antonio, Texas. Ms. Nelson's house is in Arizona.)

TIP To encourage Ss to scan an article quickly, ask them to raise their hands when they find the answers.

A

- Explain the first part of the task. Focus Ss' attention on the phrases and the chart.
- Ask Ss to scan the article and find the phrase *porch with a pink floor*. Ask them to raise their hands when they find it. Tell them to scan the text to find the remaining phrases.

TIP To help Ss decide what reading strategy to use, focus their attention on the purpose of the task. For example, say: "We want to know what's in each house, so just look for these phrases."

- Ss read the article and complete the chart individually. Then go over their answers as a class.

ANSWERS

Sandra Cisneros's house

1. There is a porch with a pink floor.
2. There are many books.
3. There are colorful paintings.

Lorraine Nelson's hogan

4. There is a wood-burning stove.
5. There are three chairs.
6. There are two beds on the floor.

- Ss read the article again and underline any new vocabulary.
- Elicit or explain any new vocabulary.

Vocabulary

colorful: with a lot of colors

neighbors: people who live near you

too: very; more than you want

traditional: the usual way a group of people do things

Native American tribes: groups of the first people living in North and South America

wood-burning stove: a stove that uses wood to cook food

visitors: people who visit your home

guests: visitors, people who visit your home

- **Option:** Play the audio program. Ss listen and read silently.

B Group work

- Explain the task and read the focus questions aloud.
- Ss discuss the questions in small groups. Go around the class and encourage Ss to give reasons.
- Elicit answers from each group.

End of Cycle 2

Do your students need more practice?

Assign . . .	For more practice in . . .
Workbook Exercises 6–10 on pages 40–42	Grammar, Vocabulary, and Writing
Lab Guide Exercises 5–8 on page 12	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 7	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 7	Grammar, Vocabulary, Reading, Listening, and Speaking

What do you do?

Cycle 1, Exercises 1-5

In Unit 8, students discuss occupations. In Cycle 1, they talk about jobs and workplaces using simple present Wh-questions. In Cycle 2, they give opinions about different jobs using be + adjective and adjective + noun.

1 WORD POWER

Learning objective: learn vocabulary for common jobs

A [CD 2, Track 22]

- Books closed. Write the word *teacher* on the board. Say: "I am a teacher. 'Teacher' is a job. Name some other jobs." Elicit jobs from the class and write them on the board.

TIP To avoid teaching words Ss already know, start by eliciting the words they know. Then teach any remaining vocabulary.

- Books open. Focus Ss' attention on the pictures. Read the names of the jobs aloud. Ss listen and repeat.
- Explain the first part of the task. Ss match the jobs with the pictures individually. Then they compare answers in pairs.
- Play the audio program. Ss listen and check their answers.

Audio script

1. He's a receptionist.
2. She's a doctor.
3. She's a nurse.
4. He's a pilot.
5. She's a flight attendant.
6. He's a musician.
7. She's a singer.
8. She's a judge.
9. He's a police officer.
10. He's a lawyer.
11. He's a cook./He's a chef.
12. He's a waiter.
13. She's a waitress.
14. He's a salesperson.
15. She's a cashier.
16. She's a security guard.

Answers

1. k 2. c 3. h 4. i 5. d 6. g 7. n 8. e
9. j 10. f 11. b 12. o 13. p 14. l 15. a 16. m

- Play the audio program again. Ss listen and repeat.

Pair work

- Explain the task. Focus Ss' attention on the receptionist in part A. Model the example conversation with a S.
- Focus Ss' attention on the singer in part A. Ask two Ss to model the task.
- Point out that Ss should ask about the people in random order.
- Ss complete the task in pairs. Go around the class and help Ss with pronunciation as needed.

TIP For more practice with vocabulary for jobs, play **Bingo** on page T-147.

TIP Ss usually forget about 80 percent of new words after 24 hours. To help them remember more, recycle or review new vocabulary during the next class.

Learning objective: learn vocabulary for talking about workplaces

A Pair work

- Focus Ss' attention on the pictures. Ask: "What are these places?" Elicit the answers. (Answers: a hospital, an office, a store, a hotel)
- Explain the task. Then ask two Ss to model the example conversation. Elicit other people who work in a hospital (e.g., *receptionist, security guard*).
- Ss complete the task in pairs. Go around the class and give help with vocabulary as needed.
- Copy the chart on the board. Elicit answers from the class and ask different Ss to write them on the board. Elicit or explain the meaning of any new jobs.

Possible answers

In a hospital: cook/chef, doctor, nurse, receptionist, security guard, *technician, therapist, surgeon*

In an office: doctor, lawyer, nurse, police officer, receptionist, salesperson, *accountant, manager, architect*

In a store: cashier, security guard, salesperson, *manager, janitor, clerk*

In a hotel: cook/chef, musician, receptionist, security guard, singer, waiter, waitress, *front desk agent, bellhop, manager*

(Note: Additional examples are italicized.)

B Class activity

- Focus Ss' attention on the phrases and read them aloud. Elicit or explain the meaning of any new vocabulary. If needed, use the pictures in Exercises 1 and 2, show examples of money or tickets, or mime working or sitting.

TIP To explain new words, choose appropriate techniques, such as pictures, props, mime, examples, or definitions.

- Read the phrases again. Ss listen and repeat.
- Explain the task. Point out that Ss should try to ask a different S each question.
- Ask three Ss to model the example conversation.
- Ss go around the class and complete the task. Go around the class and encourage Ss to look at each other and change partners often.
- Option:** Ss complete the task in small groups.
- Elicit answers from the class.

For more practice with workplace and job vocabulary, play **Vocabulary Tennis** on page T-147. Call out a workplace, and each team says a different job in that workplace.

CONVERSATION

Learning objectives: practice a conversation about a job in a hotel; see simple present Wh-questions in context

[CD 2, Track 23]

- Books closed. Set the scene. Rachel is asking Angela about her brother's job.
- Write these focus questions on the board:
 - Where does Angela's brother work?
 - What's his job?
 - What other person works there?
 - What's his job?

Then play the audio program and Ss listen for the answers. Elicit the answers. (Answers: 1. a hotel 2. front desk agent 3. Rachel's brother 4. manager)

- Books open. Focus Ss' attention on the picture. Play the audio program again. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

too: also

front desk agent: person who registers hotel guests

That's funny: That's surprising.

Actually: In fact (use to introduce surprising information)

- Ask the class these questions:
 - Where does Rachel's brother work? What does he do?
 - Where does Angela's brother work? What does he do?
 - Does Rachel's brother like his job? Why?
 Then elicit the answers. (Answers: 1. He works at the Plaza. He's a front desk agent. 2. He works at the Plaza. He's the manager. 3. No, he doesn't. He doesn't like the manager.)
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

For a new way to practice this conversation, try **Substitution Dialog** on page T-151. Ss change *my brother* to *my sister* and *he* to *she*.

4

PRONUNCIATION

Learning objectives: notice the reduction of *do* and *does*; learn to sound natural when asking simple present *Wh*-questions

[CD 2, Track 24]

- Focus Ss' attention on the model questions. Explain that we usually reduce *do/does* + pronoun in conversation.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

- Write these questions on the board:

Where *does she* work?

What *does she* do?

Point out that we also reduce *does* with *she*. Read out the questions. Ss repeat.

- Ss practice the questions in pairs. Go around the class and check Ss' use of reductions.
- Option:** Ss underline all the examples of *do/does* + pronoun in Exercise 3 on page 51. Then play the audio program for Exercise 3. Ss listen and pay attention to the reductions. Then they practice the conversation again in pairs.

5

GRAMMAR FOCUS

Learning objective: ask and answer simple present *Wh*-questions

[CD 2, Track 25]

Simple present *Wh*-questions

- Focus Ss' attention on the Grammar Focus box. To explain the difference between *where*, *what*, and *how*, write this on the board:
Where do you work? = *What's your workplace?*
What do you do? = *What's your job?*
How do you like it? = *What's your opinion about it?*
- If needed, point out that we call *how* a *Wh*-word because we're asking for information.
- Elicit or explain the pattern for simple present *Wh*-questions:
Wh-word + *do/does* + subject + verb?
- Play the audio program. Ss listen and read silently.
- Option:** Play the audio program again. Ss listen and repeat.

A

- Explain the task. Then read the first two lines of the first conversation with a S.
- Ss complete the conversations individually. Go around the class and give help as needed.
- Ss practice the conversations in pairs. Tell them to correct their answers while they practice.

Answers

- A: **What** does your sister **do**?
B: My sister? She's a nurse.
A: **How** does she **like** it?
B: It's difficult, but she loves it.
- A: **Where** does your brother **work**?
B: At the airport. He's a pilot.
A: Oh? **How** does he **like** it?
B: He doesn't really like it.

- A: **How** do your parents **like** their jobs?

B: Oh, I guess they like them.

A: I don't remember. **Where** do they **work**?

B: In an office in the city.

- A: **What** do you **do**?

B: I'm a student.

A: I see. **How** do you **like** your classes?

B: They're good. I like them a lot.

- Option:** Ask four different pairs to read the conversations for the class.

B Pair work

- Focus Ss' attention on the pictures and explain the task.
- Ask the class: "Where does Ben work?" Elicit the answer. (Answer: He works in a restaurant.)
- Ss complete the task in pairs. Go around the class and check Ss' use of grammar.

For a new way to practice this Grammar Focus, try **Question Generator** on page T-157.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–4 on pages 43–46	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–7 on pages 13–14	Listening, Pronunciation, Speaking, and Grammar

6 SNAPSHOT

Learning objective: learn adjectives for giving opinions about jobs

▶ [CD 2, Track 26]

- Focus Ss' attention on the chart. Explain that a *survey* has different people's opinions about something.
- Play the audio program. Ss listen and read silently.
- Read the adjectives aloud. Ss listen and repeat.
- To explain any new adjectives, write this on the board:
exciting x boring *safe x dangerous*
easy x difficult *relaxing x stressful*
 Point out that these pairs of words have opposite meanings.

- Play the audio program again. Ss listen and repeat.
- Read the focus questions and tasks aloud. Explain that *agree* means you have the same opinion, and *disagree* means you have a different opinion.
- Ss complete the task individually. Then elicit opinions from the class. Say: "A cashier's job is easy. Do you agree? Raise your hand. Do you disagree? Raise your hand." Continue with the remaining statements.
- Ask: "What's your opinion about a cashier's job? A chef's job?" Elicit adjectives from the class. Continue with the remaining jobs.

7 CONVERSATION

Learning objectives: practice a conversation between two people with new jobs; see adjectives + nouns in context

▶ [CD 2, Track 27]

- Books closed. Set the scene. Richard and Stephanie are talking about their new jobs. Write these focus questions on the board:
 1. What does Richard do?
 2. What does Stephanie do?
 Then play the audio program and elicit the answers. (Answers: 1. firefighter 2. math teacher)

- Books open. Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary (e.g., *high school*, *terrific*).
- Ask the class: "What's Richard's opinion about his job? Do you agree? What's Stephanie's opinion about her job? Do you agree?"
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

8 LISTENING

Learning objective: develop skills in listening for specific information

▶ [CD 2, Track 28]

- Focus Ss' attention on the pictures. Ask: "What do these women do? Where do they work? How do they like their jobs?" Encourage Ss to make guesses.
- Explain the task. Then play the audio program once or twice. Ss listen and complete the task individually. Elicit the answers from the class.

Audio script

- MAN: Where do you work now, Theresa?
 THERESA: I have a job at a hotel.
 MAN: What do you do, exactly?
 THERESA: I'm a security guard.
 MAN: Wow! That's exciting.
 THERESA: Not really. It's pretty boring. I stand around all day.
- MAN: What do you do, Cecilia?
 CECILIA: I work in a restaurant.

- MAN: Really. What do you do, exactly?
 CECILIA: I'm a chef. I cook lunch and dinner there.
 MAN: That's not an easy job.
 CECILIA: No, it isn't. I have a difficult job, but I like it!
- MAN: Where do you work, Christine?
 CHRISTINE: At a restaurant.
 MAN: Uh, are you a chef? A waitress?
 CHRISTINE: No, actually, I'm a singer. I sing with the band there.
 MAN: How exciting!
 CHRISTINE: Yes, it is!
 - MAN: What do you do, Kathleen?
 KATHLEEN: I work for Transnational Airlines.
 MAN: What do you do, exactly?
 KATHLEEN: I'm a pilot.
 MAN: Now that's a stressful job.
 KATHLEEN: Yeah, but I really like the work.

Answers

1. boring 2. difficult 3. exciting 4. stressful

Learning objective: practice using *be + adjective and adjective + noun*

▶ [CD 2, Track 29]

Placement of adjectives

- Books closed. Write this on the board:
My job is great.
I have a great job.
Point out that these sentences have the same meaning.
- Ask the class: "What is the adjective in these sentences? What is the noun?" (Answers: great, job)
- Books open. Focus Ss' attention on the Grammar Focus box. Point out that the pairs of sentences in each row have the same meaning. Elicit or explain the patterns for *be + adjective and adjective + noun*:
A/an + (subject)'s + job + is + adjective.
A/an + (subject) + has + a/an + adjective + job.
- Play the audio program. Ss listen and read silently.
- **Option:** Ss underline the adjectives and circle the nouns in the Grammar Focus box.

A Pair work

- Focus Ss' attention on the pictures. Read the labels and Ss repeat. Remind Ss that we use *an* before nouns that begin with vowels (e.g., *an athlete*). Point out the three new jobs in the pictures.
- Explain the task and ask a S to model the example sentences. Point out that Ss should say each sentence two ways.

- Ss complete the task in pairs. Go around the class and give help with grammar and pronunciation as needed. Pay attention to the pronunciation of the possessive 's.
- Ask different Ss to read the sentence pairs to the class.

Answers

1. A musician has an interesting job.
2. An athlete has an exciting job.
3. A lawyer has a stressful job.
4. A security guard's job is boring.
5. A photographer's job is difficult.
6. A police officer's job is dangerous.

B Group work

- Explain the first part of the task. Focus Ss' attention on the chart. Ask: "What jobs are boring?" Elicit ideas from the class.
- Ss complete the chart individually.
- Explain the second part of the task. Ask three Ss to model the example conversation.
- Ss complete the task in small groups. Then elicit different opinions from the class.

TIP To make Ss more confident about sharing opinions, let them think about or write down their ideas before the discussion.

See page T-122 for teaching notes.

Learning objective: talk about different people's jobs using the unit grammar and vocabulary

Group work

- Explain the task. Focus Ss' attention on the two lists of questions. Ask different Ss to read out the questions. Elicit or explain any new vocabulary.
- Write this short conversation on the board:
A: Do you have a job?
B: Yes, I do. / No, I don't, but my brother has a job.
Ask two Ss to read out the conversation. Explain that if Student B answers "yes," the other Ss ask the questions in the left column. If Student B answers "no," the other Ss ask the questions in the right column.

- Point out that Ss should take notes of their classmates' answers.
- Ss complete the task in small groups. Go around the class and write down any errors you hear.
- Ask different Ss to tell the class about their classmates' jobs.
- **Option:** Write the sentences with errors you noted on the board. Then Ss correct them in pairs or small groups.

TIP To help Ss develop oral fluency, don't interrupt and correct their errors. Instead, take notes of any errors you hear and go over them later as a class.

! For a new way to teach this exercise, try the **Onion Ring** technique on page T-151.

Units 7–8 Progress check

SELF-ASSESSMENT

Learning objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 7 and 8?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

1

A NEW APARTMENT

Learning objectives: assess one's ability to ask and answer simple present yes/no questions; assess one's ability to talk about apartments and furniture using there is/there are

A

- Set the scene and explain the task. Point out that Ss can draw simple pictures or write the names of the furniture. Draw simple pictures on the board, if needed.
- **Option:** Ss label the picture with the names of the furniture.
- Focus Ss' attention on the picture. Point to different rooms in the picture and ask: "What's this room?"

- Review the vocabulary in the box. Then elicit other furniture and household items. Write them on the board.

- Ss complete the task individually.

B Pair work

- Explain the task. Then model the example conversation with a S. Take the role of speaker A and the S takes the role of speaker B. Ask the class to help the S if needed.
- Ss role-play the conversation in pairs. Then they change roles. Go around the class and give help as needed.
- **Option:** Ss change partners and role-play the conversation again.

2 WHERE DOES HE WORK?

Learning objective: assess one's ability to ask and answer simple present Wh-questions about jobs

A

- Explain the task. Ss complete the conversation individually. Then they compare answers in pairs.
- To check answers, ask different pairs of Ss to read the conversations. Correct any errors as a class.

Answers

- A: **Where does your father work?**
B: My father? He works in a store.
A: **What does he do?**
B: He's a salesperson.

A: **How does he like it/his job?**

B: He likes his job a lot.

2. A: **What do you do?**

B: I'm an accountant.

A: **Where do you work?**

B: I work in an office.

A: **How do you like it/your job?**

B: It's OK. I guess I like it.

B Pair work

- Explain the task. Ask a S to read the first two lines of the first conversation. Answer with your own information (or make up information).
- Ss complete the task in pairs. Then they change roles.

3 LISTENING

Learning objective: assess one's ability to listen to and understand descriptions of jobs

[CD 1, Track 31]

- Explain the task. Point out that Linda and Wendy are female and Kyle is male.
- Play the audio program, pausing after each conversation. Ss listen and complete the chart. Then play the audio program again. Ss listen and check their answers.

Audio script

- MAN: Where do you work, Linda?
LINDA: In a doctor's office.
MAN: What do you do there?
LINDA: I'm the receptionist. I answer the phone and welcome people.
MAN: That's interesting!

2.

WOMAN: Hey, Kyle. I hear you're not working at the hospital now.

KYLE: You're right. I have a new job in a school.

WOMAN: Really? Are you teaching?

KYLE: No. I'm still a nurse, but now I'm a school nurse.

3.

MAN: Hey, Wendy, where do you work?

WENDY: In a hospital.

MAN: Oh, that's interesting. What do you do there?

WENDY: I'm a cook. I cook all the meals.

MAN: You do? That's a lot of work!

- To check answers, ask: "Where does Linda work? What does she do?" Ask the same questions about Kyle and Wendy.

Answers

	Workplace	Job
1. Linda	office	receptionist
2. Kyle	school	nurse
3. Wendy	hospital	cook

4 AN INTERESTING JOB

Learning objective: assess one's ability to give opinions about jobs using adjectives and nouns

Group work

- Explain the task. Read the names of the jobs aloud. Ss repeat.

WHAT'S NEXT?

Learning objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Broccoli is good for you.

Cycle 1, Exercises 1–4

In Unit 9, students discuss food. In Cycle 1, they talk about foods they like, have, and need using some/any and count/noncount nouns. In Cycle 2, they discuss eating habits using adverbs of frequency.

1 SNAPSHOT

Learning objectives: read about the U.S. Food Guide Pyramid; talk about food likes and dislikes

A [CD 2, Track 33]

- Books closed. Write these headings on the board:
Healthy foods Unhealthy foods
- Elicit or explain that *healthy* means good for you and *unhealthy* means bad for you.
- Ask: “What foods are healthy? What foods are unhealthy?”
Elicit ideas from the class and write them under the correct headings.

TIP To interest Ss in the topic, elicit opinions from them whenever possible.

- Books open. Focus Ss’ attention on the title. Explain that the U.S. Food Guide Pyramid gives suggestions about healthy foods in the U.S. Point out that other food pyramids (e.g., *the Asian Diet Pyramid, the Mediterranean Diet Pyramid, the Vegetarian Diet Pyramid*) give some different suggestions.
- Play the first paragraph of the audio program. Ss listen and read silently.
- Use hand gestures to explain *a lot of, some, and very little*.
- Draw a picture of a pyramid on the board. Then point to the bottom part of the pyramid and say: “Eat a lot of these foods.” Point to the middle part of the pyramid and say: “Eat some of these foods.” Then point to the top of the pyramid and say: “Eat very little of these foods.”

- Play the rest of the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.

- Option:** Write the names of the food groups on the board. Elicit names of other foods in each group. Ask different Ss to write them on the board.

B

- Explain the first part of the task.
- Ss make lists individually. Go around the class and give help as needed.
- Explain the second part of the task and ask a S to read the beginning of the model conversation.
- Ss compare food likes and dislikes in pairs.
- Option:** Ss tell the class about their partner’s food likes and dislikes.

TIP To make your lessons more varied, change focus regularly. For example, change from pair work to a class activity, or from writing to speaking.

- For more practice with food vocabulary, play the **Chain Game** on page T-145. Use the sentence “I like (carrots) . . .”

Learning objectives: practice a conversation about a picnic; see some/any and count/noncount nouns in context

A [CD 2, Track 34]

- Focus Ss' attention on the picture. Ask: "What is in the refrigerator?" (Answer: chicken and potatoes)
- Play the audio program. Ss listen and read silently. Then elicit or explain any new vocabulary.

Vocabulary

picnic: an informal meal people eat outdoors

Hmm: a sound people make when they are thinking

drinks: things you drink, like lemonade, soda, and tea

All right: OK; sure

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

B

- Focus Ss' attention on the picture. Read the names of the desserts aloud. Ss repeat.

Learning objective: practice using some/any, count/noncount nouns, and specific/general nouns

[CD 2, Track 35]

Some and any

- Focus Ss' attention on the left column of the Grammar Focus box. Explain that we use *some* and *any* with plural nouns. We use *some* in positive statements. We use *any* in negative statements and questions.
- Play the audio program. Ss listen and read silently.
- Point out that we often omit the noun in answers with *some* and *any* (e.g., *Yes, let's get some.*).
- Option:** Ss complete part A.

Count and noncount nouns

- Put four or five count items (e.g., *eggs, oranges, books*) on your desk. Say: "I am counting these (eggs). One, two, three, four, five. (Egg) is a count noun."
- Put a noncount item (e.g., *a loaf of bread, a bowl of rice, a pitcher of water*) on your desk. Say: "I am not counting this (bread). Bread is a noncount noun."
- Focus Ss' attention on the middle column of the Grammar Focus box. Point out that plural count nouns usually have *-s* or *-es* endings. However, noncount nouns usually don't have plural forms. We usually don't say "breads" or "lemonades."
- Play the audio program. Ss listen and read silently.
- Option:** Ss complete part B on page 60.

- Explain the task. Then play the audio program once or twice. Ss listen and complete the task. Elicit answers from the class.

Audio script

ADAM: Let's not forget about dessert.

AMANDA: Yeah. How about a fruit salad? Maybe grapes, melon, and . . .

ADAM: Hmm. But, I don't really like fruit.

AMANDA: Oh, well. . . . Then let's have *your* favorite dessert, cake.

ADAM: Yeah. *Chocolate* cake . . . and ice cream.

AMANDA: OK. So let's add chocolate cake and ice cream to the shopping list.

Answers

cake, ice cream

Specific and general nouns

- Write this on the board:
I'm buying a book. (specific)
I like books. (general)
- Pick up one book and say: "I'm buying a book – just this book. This statement is specific." Then gesture toward several books and say: "I like books – all books. This statement is general."
- Focus Ss' attention on the right column of the grammar box. Point out that we use *a/an/the* with singular nouns and *some* with plural nouns in specific statements. We use *are* with count nouns and *is* with noncount nouns in general statements.
- Play the audio program. Ss listen and read silently.
- Option:** Ss complete part C on page 60.

A

- Explain the task. Ss complete the conversation individually. Then they compare answers in pairs. To check answers, ask different Ss to read the conversation.

Answers

AMANDA: The store doesn't have **any** potato salad.

ADAM: Well, we have lots of potatoes. Let's make **some**!

AMANDA: OK. Do we have **any** mayonnaise?

ADAM: No, we need to buy **some**.

AMANDA: We need **some** onions, too.

ADAM: Oh, I don't want **any** onions. I hate onions!

AMANDA: Then let's get **some** celery.

ADAM: No, I don't want **any** celery in my potato salad.

But let's put **some** apples in it.

AMANDA: Apples in potato salad? That sounds awful!

B

- Ss complete the chart individually. Go around the class and give help as needed. If Ss have difficulty, point out that all the count nouns in Exercise 1 have -s or -es endings.
 - Ss compare their charts in pairs.
 - Copy the chart onto the board. Ask different Ss to write the answers in the chart.
 - **Option:** Ss add other foods they know to the chart on the board.
- ⌚ For more practice reviewing food vocabulary with count and noncount nouns, play **Picture It!** on page T-147. One S draws a picture of a food. The other Ss guess the word and use it in the sentence "It's a/an . . ." or "They're . . ."



Don't expect Ss to master new grammar immediately. To help them internalize the new structures, give Ss plenty of time, exposure, and practice with the new structures throughout the unit and course.

C Group work

- Explain the task and read the questions.
- Ask two Ss to model the example conversation. Point out the use of *is* with noncount nouns and *are* with count nouns.
- Ss complete the task in small groups.

4 PRONUNCIATION

Learning objectives: notice sentence stress; learn to sound natural when stressing words in conversation

A [CD 2, Track 36]

- Books closed. Write the conversations on the board.
- Ask Ss to listen for the stressed words. Point out that the stressed words are longer.
- Play the audio program once or twice. Elicit the stressed words from the class.
- Books open. Play the audio program. Ss listen and read silently to check their answers. Elicit or explain that we stress the important words in conversation.
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs. Go around the class and check Ss' use of sentence stress.

B

- Explain the first part of the task. Tell Ss to write down at least five things. If needed, make an example grocery list on the board.

- Ss make their lists individually. Go around the class and help with spelling as needed.
- Explain the second part of the task. Point out that Ss should use the example conversations in part A.
- Ss compare their lists in pairs. Go around the class and check Ss' use of sentence stress.

⌚ For a new way to teach sentence stress, try **Walking Stress** on page T-152.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–5 on pages 49–52	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–6 on page 15	Listening, Pronunciation, and Speaking

Cycle 2: Exercises 5–11

5 SNAPSHOT

Learning objective: read about common breakfast foods in different countries

[CD 2, Track 37]

- Books closed. Elicit or explain that *breakfast* is food you eat in the morning. Ask: "Who eats a big breakfast? Who eats a small breakfast? Who doesn't eat breakfast?" Ss raise their hands.
- Books open. Focus Ss' attention on the pictures. Point out that these are common breakfast foods in the U.S., Japan, and Mexico.

- Play the audio program. Ss listen and read silently. Elicit or explain any new vocabulary.
- Play the audio program again. Ss listen and repeat.
- Read out the questions and task. Ss complete the task individually.
- Ss compare answers in small groups. If possible, put Ss from different countries in the same group. Then elicit answers from the class.

Learning objectives: practice a conversation about breakfast foods; see adverbs of frequency in context

▶ [CD 2, Track 38]

- Text covered. Focus Ss' attention on the title and picture. Set the scene. Sarah and Kumiko are talking about breakfast. Elicit or explain that *breakfast* means the morning meal.
- Ask: "What is Sarah thinking about? What is Kumiko saying?" Encourage Ss to make guesses.

- Text uncovered. Play the audio program. Ss listen and read silently.
- If needed, point out that people in the U.S. and Canada don't usually eat fish for breakfast, so Sarah is surprised.
- Elicit or explain any new vocabulary. If Ss have questions about *always*, *usually*, *sometimes*, or *never*, preview the Grammar Focus box in Exercise 7.
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.

GRAMMAR FOCUS

Learning objective: practice using adverbs of frequency

▶ [CD 2, Track 39]

- Books closed. Write this on the board:
always (100%)
usually (about 80%-99%)
often (about 60%-80%)
sometimes (about 20%-60%)
hardly ever (about 1%-19%)
never (0%)
- Elicit or explain that these are adverbs of frequency. *Always* means "100 percent of the time," and *usually* means "almost always." *Often* means "a lot of the time," and *sometimes* means "some of the time." *Hardly ever* means "rarely," and *never* means "not ever."
- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Point out that adverbs usually go before the verb, but *sometimes* can go before the subject. Explain that *ever* means "at any time," and answers to questions with *ever* usually have adverbs of frequency.

A

- Explain the first part of the task. Then copy the example sentence on the board. Model how to make a caret (^) and write the adverb above it.
- Option:** Ss underline the verb in each sentence.
- Ss put the adverbs in the correct places individually. Ask different Ss to write the complete sentences on the board.

Answers

- A: What do you **usually** have for breakfast?
 B: Well, I **often** have coffee, cereal, and juice.
 A: Do you **ever** eat breakfast at work?
 B: I **sometimes** have breakfast at my desk. / **Sometimes** I have breakfast at my desk.
 A: Do you **usually** eat rice for breakfast?
 B: No, I **hardly ever** have rice.

- Explain the second part of the task. Ss practice the conversation in pairs.

B

- Books closed. Copy the words for the first item on the board. Explain the task and model how to unscramble the sentence.
- Books open. Ss complete the task individually.
- Ss compare their sentences in pairs. Then ask different Ss to write the correct sentences on the board. If needed, correct the sentences with the class.

Answers

- I never have breakfast on weekends.
- I hardly ever eat snacks at work.
- I sometimes eat pasta for dinner. / Sometimes I eat pasta for dinner.
- I often have dinner with my family.

C

- Explain the first part of the task. Then rewrite the first sentence from part B on the board so it is true about you. For example:
I often have breakfast on weekends.
- Ss rewrite the sentences individually. Go around the class and give help as needed.
- Explain the second part of the task. Then ask two Ss to model the example conversation.
- Ss compare information in pairs.
- Option:** Ss scramble their sentences to create an exercise like part B. Then they exchange papers in pairs and unscramble the sentences.

- ☞ For more practice with adverbs of frequency, play **True or False?** on page T-148.

8 LISTENING

Learning objective: develop skills in listening for adverbs of frequency

A [CD 2, Track 40]

- Books closed. Set the scene. Paul and Megan are in a restaurant. They are talking about food. Review the pronunciation of the words in the chart.

TIP To help Ss recognize key vocabulary in an audio recording, review or pre-teach their pronunciation.

- Ask the class: "What foods do they talk about?" Play the audio program and Ss listen for the answers. Elicit the answers. (Answers: pasta, hamburgers, meat, fish, eggs, beef, vegetables, broccoli)
- Books open. Focus Ss' attention on the chart and explain the task.
- Play the audio program a few times. Pause after every few lines if needed. Ss listen and complete the chart. Then they compare answers in pairs.

Audio script

PAUL: So, what looks good?

MEGAN: I don't know yet.

PAUL: Well, do you like pasta?

MEGAN: Oh, yeah. I often eat pasta for dinner. I just don't want it tonight.

PAUL: What about a hamburger?

MEGAN: Oh, no. I never eat hamburgers. I don't eat meat.

PAUL: Really? Never?

MEGAN: No, never. Sometimes I have fish or eggs, but never beef.

PAUL: So, do you eat a lot of vegetables?

MEGAN: Yes. Broccoli is my favorite. I often just have a big plate of broccoli for dinner.

Answers

	Often	Sometimes	Never
pasta	✓		
hamburgers			✓
fish		✓	
eggs		✓	
broccoli	✓		

B Group work

- Explain the task and ask three Ss to model the example conversation. Encourage the S who reads speaker C's role to give his or her answer.
- Ss complete the task in small groups. Go around the class and encourage Ss to give extra information (e.g., *I really like pasta. I don't like broccoli.*). If helpful, write these expressions on the board:
How about you?
What do you think?

9 MEALTIME HABITS

Learning objective: ask and answer questions about mealtime habits using adverbs of frequency

A

- Focus Ss' attention on the chart and explain the first part of the task. Ask different Ss to read the questions. Point out that all the questions have adverbs of frequency or the word *ever*.
- Elicit or explain any new vocabulary.

Vocabulary

mealtime: related to the time people eat meals

habit: something you usually do

lunch: the noon meal

dinner: the evening meal

- Ss write three more questions individually. Go around the class and make sure Ss use adverbs of frequency or *ever*.
- Elicit new questions from the class and write them on the board.

Possible additional questions

What is something you always have for ... ?

Do you usually make ... ?

Do you ever make ... for your family?

- Explain the second part of the task. Ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and make sure the Ss complete the chart.

B Class activity

- Explain the task and ask a S to model the example sentences. Then Ss tell the class about their partner's mealtime habits.

For more practice with food vocabulary, play **Vocabulary Tennis** on page T-147. Call out categories such as *breakfast foods*, *drinks*, *vegetables*, and *desserts*.

10 INTERCHANGE 9

See page T-123 for teaching notes.

Learning objectives: read and discuss an article about special foods; develop skills in scanning and reading for details

[CD 2, Track 41]

- Read the title aloud. Elicit or explain the meaning of *good luck*.
- Read the pre-reading question aloud. If needed, explain or give examples of "special occasions." Elicit answers from the class. If Ss say yes, ask: "When do you eat it/them?"

A

- Explain the first part of the task. Ss read the article individually and underline any words they don't know.
- Ss complete the task individually.
- Ss read the article again and underline any new vocabulary.
- Elicit or explain any new vocabulary. Point out that the Greek word *vasilopitta* and the Japanese word *mochi* are italicized.

Vocabulary

round: like a circle

custom: tradition

sweet: like sugar; enjoyable

coin: a piece of metal money, like pennies, nickels, and dimes

strength: having a strong body or mind; having power

collard greens: a kind of green vegetable

dollars: paper money

- Explain the second part of the task. Use the example to model the task. Point out that Ss can find the answer quickly by scanning the article for the words *Chinese people* and *tangerines*.
- Ss correct the sentences individually. Go around the class and give help as needed.
- Ss compare their answers in pairs. Ask different Ss to write the correct sentences on the board.

Answers

- Some Chinese people eat tangerines. Tangerines are ~~round~~ ^{round} ~~sweet~~, like years. ^{honey}
 - Some Jewish people eat apples with ~~eandy~~ ^{honey} for a sweet new year.
 - Greeks eat *vasilopitta*, bread with ~~beans~~ ^{a coin} inside. *Spain and some Latin American countries*
 - In ~~Europe~~, people eat twelve grapes for good luck in the new year. ^{rice cakes}
 - The Japanese eat ~~chocolate cake~~ ^{rice cakes} for strength in the new year.
 - Some Americans eat black-eyed peas. Black-eyed peas are like ~~dollars~~ ^{coins}.
- Option:** Play the audio program. Ss listen and read silently.

B Group work

- Explain the task and read the questions.
- Ss discuss the questions in small groups. Go around the class and encourage Ss to ask follow-up questions.
- Option:** Each group shares information with the class.

For a new way to teach this reading, try **Jigsaw Reading** on page T-158.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 6–8 on pages 53–54	Grammar, Vocabulary, and Writing
Lab Guide Exercises 7–8 on page 15	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 9	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 9	Grammar, Vocabulary, Reading, Listening, and Speaking

I can't ice-skate very well.

Cycle 1 Exercises 1-4

In Unit 10, students discuss sports, skills, abilities, and talents. In Cycle 1, they talk about sports they watch and play using simple present Wh-questions. In Cycle 2, they discuss skills, abilities, and talents using can and can't.

1 SNAPSHOT

Learning objective: learn vocabulary for popular sports in the U.S. and Canada

▶ [CD 2, Track 42]

- Books closed. Elicit the four seasons and write them on the board. Ask: "What's the weather like in each season?" Elicit the answers.
- Books open. Focus Ss' attention on the Snapshot. Point out that there is a picture for each sport.
- Play the audio program. Ss listen and read silently.
- If needed, explain that *soccer* is a North American term. In other countries, people call this sport *football*. North Americans use "football" to refer to a different sport, also called "American football."
- Option:** Write this on the board:
play + game
go + verb + -ing
Explain that we use *play* with games and *go* with sports that are not games. Ask Ss to find examples in the Snapshot.

- Play the audio program again. Ss listen and repeat.
- Read the questions and task. Ss check the sports individually.
- Ss discuss the questions in small groups. If possible, put Ss from different countries in each group. Then elicit answers from the class.
- Option:** Elicit the names of other sports and write them on the board.

For more practice with sports vocabulary, play **Mime** on page T-148.

For more practice with sports vocabulary, play **Sculptures** on page T-144.

2 CONVERSATION

Learning objectives: practice a conversation about sports; see simple present Wh-questions in context

A ▶ [CD 2, Track 43]

- Text covered. Set the scene. Lauren and Justin are talking about sports. Ask: "What sports are they talking about?" Play the audio program and elicit the answer. (Answer: hockey, baseball, soccer)
- Text uncovered. Write these focus questions on the board:
 - Does Justin like sports?
 - What sports does he like?
 - What sports does he play?
- Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. Yes, he does. 2. hockey, baseball, soccer 3. None.)
- Elicit or explain any new vocabulary.

Vocabulary

so: expression people use to introduce a topic
free time: time when you're not working or studying
athlete: someone who does a lot of sports well

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- Option:** Ask a few pairs to role-play the conversation for the class.

For a new way to practice this conversation, try **Look Up and Speak!** on page T-150.

B Pair work

- Explain the task. Elicit free-time activities from the class and write them on the board.
- Ss talk about free-time activities in pairs.
- Option:** Each pair joins another pair. They share information about their partners' free-time activities.
- Option:** To review seasons and adverbs of frequency, write this conversation on the board:
A: What do you do in your free time in the (summer)?
B: I usually (go swimming) and I often (play tennis).
How about you?
A: Well, I never (play tennis). But sometimes, I (play volleyball) . . .

Model the conversation with a S. Then Ss practice it with their own information in pairs.

Learning objective: ask and answer simple present Wh-questions

▶ [CD 2, Track 44]

Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that Wh-questions ask for information.
- To explain the meaning of different question words, write this on the board:
Who = What person
Where = What place
How often = What frequency
When = What days
What time = What hour of the day
 Elicit or give examples of each question word.
- Elicit the pattern for simple present Wh-questions:
 Question word + *do/does* + subject + verb?
 If needed, refer Ss to Unit 8, Exercise 5.
- Play the audio program. Ss listen and read silently.
- Option:** Point out that we say *play a game*, but *practice (prepare) for a game*.

A

- Explain the first part of the task. Ask two Ss to model the first three lines of the first conversation.
- Ss complete the task individually. Then they compare answers in pairs or small groups.

TIP In mixed-level classes, include at least one strong S in each pair or group when they complete tasks involving grammar accuracy. Encourage Ss to collaborate and help each other.

- Elicit answers from the class and write them on the board.

Answers

- A: I watch sports on television every weekend.
 B: Really? **What sports** do you like to watch?
 A: Soccer. It's my favorite!
 B: **When** do you usually watch soccer?
 A: On Sunday afternoons.
 B: And **where** do you usually watch it? At home?
 A: No, at my friend's house. He has a really big television!
- A: **How often** do you go bike riding?
 B: Oh, about once a month.
 A: I love to go bike riding. I go every Sunday.
 B: Really? **When** do you go?
 A: Usually at about one o'clock.
 B: Oh, yeah? **Who** do you usually go with?
 A: My sister. Come with us next time!

- Ss practice the conversations in pairs.

B

- Explain the task. Then ask two Ss to model the first two lines of the conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different Ss to write the questions on the board. If needed, correct the questions with the class.
- Option:** Ss practice the conversation in pairs.

Answers

- A: **What sports do you like?**
 B: I like a lot of sports, but I really love volleyball!
 A: **Who do you play with?**
 B: I usually play with my sister and some friends.
 A: **When do you practice?**
 B: We practice on Saturdays.
 A: **What time do you start?**
 B: We start at about noon.
 A: **Where do you play?**
 B: We usually play in our yard, but sometimes we play at the beach.

C Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss write questions about sports individually. Go around the class and give help as needed.
- Option:** If Ss have trouble thinking of questions, elicit questions from the class and write them on the board.
- Ss work in pairs. They take turns asking and answering their questions. Then ask different Ss to tell the class their partners' answers.
- Option:** Ss write sentences about their partner before they tell the class.

🔗 For a new way to practice Wh-questions, try **Question Exchange** on page T-152.

4 LISTENING

Learning objective: develop skills in listening for main ideas and specific information

▶ [CD 2, Track 45]

- Explain the task. Then play the audio program three times. First, Ss listen and write the favorite sports. Then they listen and check (✓) *Play* or *Watch*. Finally, they listen and check their answers.

Audio script

1.

MAN: What sports do you like, Lisa?

LISA: You know, I don't like sports very much.

MAN: So you *never* play sports?

LISA: No, I don't. Oh, wait – I *do* like tennis.

MAN: Oh, really? Who do you play tennis with?

LISA: My sister. We play it a lot in the summer.

2.

WOMAN: What do you think of football, John?

JOHN: I like it. Actually, I like *lots* of sports!

WOMAN: Oh yeah? What sports do you like?

JOHN: Let's see. I like swimming and bike riding, . . . and *especially* baseball. It's my favorite.

WOMAN: When do you play it?

JOHN: Every summer.

3.

MAN: Do you like golf, Sue?

SUE: It's OK, but it's not my favorite.

MAN: What's your favorite sport?

SUE: Hmm. I guess my favorite sport is basketball.

MAN: Really? Where do you play basketball?

SUE: Oh, I don't play basketball. But a lot of my friends do, and I like to watch them play.

4.

WOMAN: Do you play volleyball, Henry?

HENRY: Uh, no. I think it's a little boring.

WOMAN: I see. Do you like any sports?

HENRY: Oh, sure. My favorite sport is hockey. I *really* like hockey. Now that's an exciting sport!

WOMAN: How often do you play hockey?

HENRY: Not very often – about two or three times a year. But I watch it a lot on television!

- Elicit the answers from the class.

Answers

	<i>Favorite sport</i>	<i>Play</i>	<i>Watch</i>
1. Lisa	tennis	✓	
2. John	baseball	✓	
3. Sue	basketball		✓
4. Henry	hockey	✓	✓

End of Cycle 1

Do your students need more practice?

<i>Assign . . .</i>	<i>for more practice in . . .</i>
<i>Workbook</i> Exercises 1–6 on pages 61–65	Grammar, Vocabulary, and Writing
<i>Lab Guide</i> Exercises 1–4 on page 16	Listening, Pronunciation, Speaking, and Grammar

Cycle 2, Exercises 5–11

5 CONVERSATION

Learning objectives: practice a conversation about a talent contest; see *can* for ability in context

▶ [CD 2, Track 46]

- To explain *can*, say: "I can write." Then write a sentence on the board. Say: "I can't dance (or sing or draw)." Then dance (or sing or draw) badly.
- Play the audio program. Ss listen and read silently.

- Elicit or explain the meaning of any new vocabulary.

Vocabulary

enter (a contest): compete (in a contest)

really well: in a very good way

not . . . at all: not in any way

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

6 PRONUNCIATION

Learning objective: learn to sound natural when using *can* and *can't*


A ▶ [CD 2, Track 47]

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ask different Ss to read the sentence aloud.

B Pair work

- Explain and model the task. Then Ss complete the task in pairs. Go around the class and listen to Ss' pronunciation of *can* and *can't*.

Learning objective: ask and answer questions using *can* for ability

 [CD 2, Track 48]

Can for ability

- Focus Ss' attention on the Grammar Focus box. Point out the patterns for statements, yes/no questions, and Wh-questions:
 Subject + *can/can't* + verb.
Can + subject + verb?
 Yes, + subject + *can*.
 No, + subject + *can't*.
 What + *can* + subject + *do*?
 Subject + *can* + verb.
 Who + *can* + verb?
 Subject + *can*.
- Play the audio program. Ss listen and read silently.
- Point out that we pronounce *can* as /kæn/ in statements and questions. However, we pronounce it as /kən/ in short answers.
- Option:** Play the audio program again. Ss listen and repeat.

A

- Focus Ss' attention on the pictures. Read the verbs aloud. Ss repeat. Then elicit or explain any new vocabulary.
- Explain the task and ask a S to model the example sentence.
- Ss complete the sentences individually. Then they compare answers in pairs. Go around the class and encourage Ss to read the sentences aloud.

TIP To build Ss' confidence, have them compare answers in pairs or small groups. Then check answers as a class.

- Elicit the answers from the class and write them on the board.

Answers

- I **can't** draw.
- I **can** act.
- I **can't** sing.
- I **can** fix cars.
- I **can** play tennis.
- I **can't** ice-skate very well.
- I **can** play the piano.
- I **can't** cook at all.


B Pair work


- Explain the task. Ask two Ss to model the example conversation.
- Ss practice asking and answering the questions in pairs. Then they change roles and practice again. Go around the class and check Ss' pronunciation of *can* and *can't*.

C Group work


- Explain the task. Ask three Ss to model the example conversation.
- Ss complete the task in small groups.
- Option:** Write these patterns on the board:
Pedro can't draw, but he can sing.
Sachiko can't sing, but she can act.
 Ss use this pattern to write five sentences about the people in their group. Then they practice reading them aloud. Go around the class and check their pronunciation of *can* and *can't*.

TIP To develop proficiency in using grammar, it is often more effective for Ss to practice the structures in a speaking or writing activity than to complete a mechanical task.

 For a new way to practice making statements with *can* and *can't*, try **Circle Talk** on page T-158.

 For more practice asking and answering questions with *can* and *can't*, play **Hot Potato** on page T-147.

Learning objective: ask and answer questions using *can* for ability

 [CD 2, Track 48]

Can for ability

- Focus Ss' attention on the Grammar Focus box. Point out the patterns for statements, yes/no questions, and Wh-questions:
 Subject + *can/can't* + verb.
Can + subject + verb?
 Yes, + subject + *can*.
 No, + subject + *can't*.
 What + *can* + subject + *do*?
 Subject + *can* + verb.
 Who + *can* + verb?
 Subject + *can*.
- Play the audio program. Ss listen and read silently.
- Point out that we pronounce *can* as /kən/ in statements and questions. However, we pronounce it as /kæn/ in short answers.
- **Option:** Play the audio program again. Ss listen and repeat.

A

- Focus Ss' attention on the pictures. Read the verbs aloud. Ss repeat. Then elicit or explain any new vocabulary.
- Explain the task and ask a S to model the example sentence.
- Ss complete the sentences individually. Then they compare answers in pairs. Go around the class and encourage Ss to read the sentences aloud.

TIP To build Ss' confidence, have them compare answers in pairs or small groups. Then check answers as a class.

- Elicit the answers from the class and write them on the board.

Answers

1. I **can't** draw.
2. I **can** act.
3. I **can't** sing.
4. I **can** fix cars.
5. I **can** play tennis.
6. I **can't** ice-skate very well.
7. I **can** play the piano.
8. I **can't** cook at all.


B Pair work


- Explain the task. Ask two Ss to model the example conversation.
- Ss practice asking and answering the questions in pairs. Then they change roles and practice again. Go around the class and check Ss' pronunciation of *can* and *can't*.

C Group work

- Explain the task. Ask three Ss to model the example conversation.
- Ss complete the task in small groups.
- **Option:** Write these patterns on the board:
Pedro can't draw, but he can sing.
Sachiko can't sing, but she can act.
 Ss use this pattern to write five sentences about the people in their group. Then they practice reading them aloud. Go around the class and check their pronunciation of *can* and *can't*.

TIP To develop proficiency in using grammar, it is often more effective for Ss to practice the structures in a speaking or writing activity than to complete a mechanical task.

 For a new way to practice making statements with *can* and *can't*, try **Circle Talk** on page T-158.

 For more practice asking and answering questions with *can* and *can't*, play **Hot Potato** on page T-147.

8 LISTENING

Learning objective: develop skills in listening for specific information about people's abilities

▶ [CD 2, Track 49]

- Focus Ss' attention on the pictures. Elicit the verb for each picture and write it on the board. (Answers: play the piano, dance, sing, draw, swim, take pictures/photos, cook, use a computer)
- Explain the task. Then play the audio program two or three times. Ss listen and check (✓) the answers.

Audio script

- PETER: I'm a musician. So I can sing and play the piano really well.
- LIZ: I can cook really well – I'm a chef. And I love to take photos on weekends with my camera. I think I can do that really well, too.

- SCOTT: Well, I'm an artist, so I can draw really well. I often do my work on a computer, so I can use computers really well, too.

- Elicit the answers from the class.

Answers

- Peter: play the piano, sing
 - Liz: take photos, cook
 - Scott: draw, use a computer
- Option:** Ask: "What are their jobs?" Play the audio program again, and Ss listen for the answers. Elicit the answers. (Answers: Peter is a musician. Liz is a chef. Scott is an artist.)

9 WORD POWER

Learning objective: learn vocabulary for discussing different abilities and talents

A ▶ [CD 2, Track 50]

- Explain the task. Then read the abilities and talents aloud. Ss repeat.
- Elicit or explain the meaning of any new vocabulary. If needed, use mime or draw pictures.

Vocabulary

talent: natural ability to do something
musical: related to music
artistic: related to art
technical: related to industry or science
mechanical: related to machines
athletic: related to athletes and sports

- Ss complete the word map individually. Then they compare answers in pairs.
- Play the audio program. Ss listen and check their answers.

Answers

Musical or artistic: paint pictures, play the violin, sing English songs
Technical or mechanical: design a Web page, fix a car, fix a motorcycle
Athletic: do gymnastics, ride a horse, surf
Other: bake a cake, play chess, tell good jokes

B Group work

- Explain the task and focus Ss' attention on the example list. Point out that all Ss in each group should make a list. Also, point out that they should try to choose a different classmate for each talent or ability.
- Ask three Ss to model the example conversation. If needed, explain that *I bet* means I think.
- Ss complete the task in small groups.

C Class activity

- Explain the task. Ss take their list from part B, go around the class, and check their guesses. They check (✓) all the yes answers.
- Ss complete the task. Go around the class and encourage Ss to use complete short answers.
- When Ss finish, Ss sit down. Elicit the number of correct guesses for each group. Then ask: "Who can bake a cake in this class?" Elicit the answers. Continue with the remaining abilities and talents.

- For more practice with abilities and talents, play **Change Chairs** on page T-145. Begin with this sentence: "Change chairs if you can bake a cake."

TIP To help Ss remember new vocabulary, encourage them to keep a vocabulary notebook. They can record new words, definitions, pronunciation, parts of speech, and example sentences.

10 INTERCHANGE 10

See page T-124 for teaching notes.

I can't ice-skate very well. • T-68

Learning objectives: read and discuss an article about unique races; develop skills in reading for specific information

[CD 2, Track 51]

- Focus Ss' attention on the title and pictures. If needed, use the pictures to explain the meaning of *race*.
- Read the pre-reading question aloud. Elicit answers from the class and write them on the board. (Possible answers: biking, boating, car, motorcycle, running, skiing, swimming)
- Read the first sentence: "Read about four unique American races." Elicit or explain that unique means "special" or "one-of-a-kind."

A

- Explain the first part of the task. Ss read the article individually.
- Explain the second part of the task. Ss scan the article for specific information and complete the chart. Write this on the board:
Places (names with capital letters)
Distances (numbers + feet/miles/meters/kilometers)
Winning times (numbers + minutes/hours/days)
 Point out that Ss can find these things easily by scanning for the things in parentheses.
- Ss complete the task individually. While Ss work, copy the chart onto the board.
- Elicit the answers and ask different Ss to write them on the board. If needed, correct the answers with the class.

ANSWERS

- Empire State Building Run-Up**
 Place: New York City
 Distance: 1,050 feet (320 meters)
 Winning times: 10 to 11 minutes
- Race Across America**
 Places: Irvine, California, to Savannah, Georgia
 Distance: 2,900 miles (4,667 kilometers)
 Winning times: 8 to 10 days
- Downriver Race**
 Place: Arkansas River
 Distance: 25.7 miles (41.5 kilometers)
 Winning time: 2 hours
- Iditarod Sled Dog Race**
 Place: Anchorage to Nome, Alaska
 Distance: over 1,150 miles (over 1,850 kilometers)
 Winning times: 9 to 12 days

- Option:** Play the audio program. Ss listen and read silently.

- Ss read the article again and underline any new words. Then elicit or explain the meaning of any new words.

Vocabulary

climb the stairs: walk up the stairs
steps: stairs
reach the top: get to the highest part
cross: go across
time-out: time to rest
white waters: waves in a river that move very quickly and look white
downriver: in the direction a river moves
Take the challenge!: Try to do this difficult thing!
course: an area used for a race or other sports event
cash: money
prize: something you win

- Option:** Bring a map of the U.S. to class. Ask Ss to find the places in the article.

B Group work

- Explain the task and read the questions. If needed, elicit ideas for a new race.
- Ss complete the task in small groups. Go around the class and give help as needed.
- Ask a S from each group to tell the class about their race.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 4–10 on pages 57–60	Grammar, Vocabulary, and Writing
Lab Guide Exercises 5–8 on page 17	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 10	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 10	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss's understanding of Units 9 and 10 with the quiz on pages T-208 and T-209.

Units 9–10 Progress check

SELF-ASSESSMENT

Learning objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 9 and 10?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 CLASS PICNIC

Learning objective: assess one's ability to talk about food using some and any

Group work

- Set the scene and explain the task. Point out that all Ss should write the foods in their charts.
- If needed, elicit examples of each type of food and write them on the board. For example:
Main dishes: sandwiches, hamburgers, pizza
Salads: green salad, potato salad, pasta salad
Drinks: lemonade, soda, coffee
Desserts: cake, cookies, ice cream

- Read out the useful expressions. Point out that Ss should use these to talk about food they want and don't want.
- Ss complete the activity in small groups. Go around the class and help with vocabulary and spelling as needed.
- Ask each group to tell the class about the foods for its picnic.
- **Option:** Ask each group to write the foods for its picnic on the board. Then the class votes for the best picnic.

2 SNACK SURVEY

Learning objective: assess one's ability to talk about eating habits using adverbs of frequency

Pair work

- Explain the task and read out the snacks. Then ask two Ss to model the example conversation. Point out that Student B should use *always, usually, sometimes, hardly ever, or never* in the answers. Student A should check (✓) the adverb of frequency that Student B says.

TIP If you don't have enough class time for the speaking activities, assign each S a speaking partner. Then have Ss complete the activities with their partners for homework.

Learning objective: assess one's ability to listen to and understand questions about sports

[CD 2, Track 52]

- Explain the task. Ss read the two choices for each answer silently.
- Play the audio program once or twice. Ss listen and complete the task. Then elicit the answers.

Audio script

1.

JENNY: Do you play any sports, Ben?

BEN: Yes, I do.

JENNY: What do you play?

BEN: I play basketball.

2.

JENNY: So who do you play basketball with?

BEN: Some friends from work. We have a team.

3.

JENNY: When does your team practice?

BEN: We practice at 6:30 A.M.

JENNY: In the morning? That's early.

4.

JENNY: How often do you practice?

BEN: Every day. We practice before work.

JENNY: Wow!

5.

JENNY: And when do you play?

BEN: On the weekends. You can come and watch.

JENNY: That sounds great!

6.

JENNY: Where do you play?

BEN: We always play at the park.

Answers

1. I play basketball.
2. Some friends from work.
3. At 6:30 A.M.
4. Every day.
5. On the weekends.
6. At the park.

WHAT DO YOU LIKE?

Learning objective: assess one's ability to ask and answer simple present *Wh*-questions

A

- Explain the task. If needed, elicit examples of sports, foods, and clothes.
- Ss complete the chart individually.

B Pair work

- Explain the task. Ask two Ss to model the conversation. Then elicit follow-up questions Ss can ask with *where*, *how often*, and *when*.
- Ss complete the task in pairs.
- **Option:** Ask different Ss to share information about their partners.

JOB ABILITIES

Learning objective: assess one's ability to talk about job abilities using *can*

Group work

- Focus Ss' attention on the pictures and read out the jobs. Ss listen and repeat. Then explain the task and read out the abilities in the box.
- Write *chef* on the board. Ask the class: "What can a chef do?" Elicit Ss' answers and write them on the board. (Possible answers: plan meals, cook noodles, make salads, bake cakes, use a stove)

- Ask three Ss to model the example conversation. Encourage Student C to use an idea from the board.
- Ss make lists for the remaining three jobs in small groups. Then elicit ideas from the class and ask different Ss to write them on the board.

WHAT'S NEXT?

Learning objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

What are you going to do?

Cycle 1, Exercises 1–6

In Unit 11, students discuss future plans. In Cycle 1, they talk about evening, weekend, and birthday plans using statements and yes/no questions with *be going to*. In Cycle 2, they discuss how they plan to celebrate holidays, special occasions, and festivals using *Wh-questions with be going to*.

1 MONTHS AND DATES

Learning objectives: learn the months and dates; talk about classmates' birthdays

A [CD 2, Track 54]

- Set the scene. Write today's date on the board. Say: "Today is (date)." Focus Ss' attention on the months and dates.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Option:** Point out that we also call these dates *ordinal numbers*. Contrast ordinal numbers with cardinal numbers (e.g., *one, two, three*).

For a new way to practice dates, play **Bingo** on page T-147.

B Class activity

- Books closed. Write five dates (e.g., *July 21st, October 7th*) on the board. Point out that we write the month and then the number. Read the dates aloud and Ss repeat.
- Option:** Model other ways to write dates. For example:

July 21st	July 21	21 July
July twenty-first	7/21	21/7

- Write your birthday on the board. Say: "My birthday is . . ." To explain the meaning of *birthday*, focus Ss' attention on the picture in Exercise 2.
- Books open. Explain the task and focus Ss' attention on the example list. Ask two Ss to model the example conversation.
- Ss take their pencils and notebooks, go around the class and complete the activity. While Ss make their lists, list the names of the Ss on the board. Continue until most Ss have at least five birthdays in their list.
- Ask the class about each S on the board: When is (Juan)'s birthday? Ask different Ss to write the birthdays on the board. The class helps with spelling as needed.
- Option:** Make a list of ten dates (e.g., *January 21st, October 7th*). Dictate them to the class, and the Ss write them down. Then ask different Ss to write the correct dates on the board. Alternatively, Ss dictate dates to each other in pairs.

For more practice with months and dates, play **Line Up!** on page T-144. Ss line up in the order of their birthdays.

2 CONVERSATION

Learning objectives: practice a conversation about birthday plans; see the future with *be going to* in context

[CD 2, Track 55]

- Text covered. Focus Ss' attention on the picture and set the scene. Angie is asking Philip about his weekend plans. Philip is going to celebrate his birthday with his friend Kayla. If needed, refer Ss to Philip and Kayla in Unit 10, Exercises 5 and 7.
- Ask the class: "What is Philip saying? How does he feel?" Encourage Ss to make guesses.
- Text uncovered. Play the audio program. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

celebrate: have fun (at a special occasion)

Fabulous!: That's great!

take . . . out: take (someone) to dinner or a movie, like a date

order: ask for, like food in a restaurant

embarrassing: making you feel shy or uncomfortable

- Play the audio program again. Ss read and listen and repeat.
- Ss practice the conversation in pairs.

For another way to practice this conversation, try **What's Missing?** on page T-158.

Learning objectives: practice statements about the future using *be going to*; ask and answer yes/no questions using *be going to*

[CD 2, Track 56]

The future with *be going to*

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that we use *be going to* to talk about future plans.
- Write this on the board:
I'm going to study tonight. =
I'm planning to study tonight.
Point out that these sentences have the same meaning.
- Elicit or explain the pattern for statements and yes/no questions with *be going to*:
Subject + *be going to* + verb.
Be + subject + *going to* + verb?
Yes, + subject + *be*.
No, + subject + *be* + *not*.
- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss listen and repeat.
- **Option:** Write this on the board:
1. _____ *going to celebrate his birthday this weekend.*
2. _____ *going to take him out for dinner.*
3. _____ *going to order a cake.*
4. _____ *going to sing "Happy Birthday."*
Then Ss find the answers in the Conversation on page 72. Elicit the answers and ask a S to complete the sentences on the board. (Answers: 1. Philip is 2. Kayla is 3. Kayla is 4. The waiters are/Kayla and the waiters are)

A

- Focus Ss' attention on the pictures. Explain the task. Ask two Ss to model the example sentences.
- **Option:** Elicit the activities in the remaining pictures. Write possible phrases for each picture on the board. For example:
3. *swim, go swimming*
4. *walk, go for a walk*
5. *go to a restaurant, have/eat lunch*

6. *watch television, stay home*
7. *see a movie, go to the movies*
8. *work, go to the office*

- Ss complete the task individually. Go around the class and help with spelling and punctuation as needed.
- Ss compare sentences in pairs. Then elicit sentences from the class and ask different Ss to write them on the board.

Possible answers

1. They're going to go dancing.
2. She's going to read.
3. She's going to go for a walk.
4. He's going to go swimming.
5. They're going to go to a restaurant.
6. He's going to watch television.
7. They're going to see a movie.
8. He's going to work./
He's going to go to work.

B Pair work

- Explain the task. Ask two Ss to model the example conversation.
- Point out that Student A should ask follow-up questions and Student B should add more information. Elicit examples of follow-up questions and write them on the board. For example:
Are you going to do it alone?
Are you going to drive there?
Are you going to wear anything interesting?
- Ss complete the task in pairs. Go around the class and encourage Ss to ask follow-up questions and add more information.
- Ss share information about their partner's weekend plans.
- **Option:** Each pair joins another pair. Ss talk about their partner's weekend plans.

! For a new way to practice yes/no questions with *be going to*, try **Question Exchange** on page T-152.

⊞ For more practice using statements with *be going to*, play the **Chain Game** on page T-145. Begin with this sentence: "This weekend, I'm going to go swimming."

See page T-125 for teaching notes.

5 PRONUNCIATION

Learning objectives: notice the reduction of going to; learn to sound natural when talking about future plans

A [CD 2, Track 57]

- Explain the task and play the audio program. Ss listen and read silently.
- Point out that people use this reduction to talk about future plans (i.e., *be going to* + verb). They do not use it to talk about the present continuous (i.e., with *be going to* + noun). Contrast these two sentences:

I'm going to have a party. (future plans)

I'm going to a party. (now)

- Play the audio program again. Ss listen and repeat. Then they practice the conversations in pairs. Go around the class and check Ss' use of the reduction.

B Pair work

- Explain the task. Then Ss complete the task in pairs. Go around the class and check Ss' use of the reduction.

6 LISTENING

Learning objective: develop skills in listening for specific information

A

- Focus Ss' attention on the picture and explain the task. Ss complete the left-hand column of the chart individually. Elicit guesses from the class.

B [CD 2, Track 58]

- Explain the task. Then play the audio program once or twice, pausing after each interview. Ss listen and complete the right-hand column of the chart.

Audio script

INTERVIEWER: Good evening. I'm Al Rivers with KXQ News Radio. I'm talking with people waiting for the bus tonight. I'm finding out how they're going to spend their evening. What's your name?

MICHELLE: It's Michelle.

INTERVIEWER: I bet you're going to go to the gym tonight.

MICHELLE: No, not tonight. I'm going to meet a friend.

We're going to run together in the park.

INTERVIEWER: And what's your name?

KEVIN: Kevin.

INTERVIEWER: Are you going home now, Kevin?

KEVIN: No, not right now. First, I'm going to go to the video-game arcade.

INTERVIEWER: Oh, so you're going to play video games.

KEVIN: Yeah, I am.

INTERVIEWER: Can I ask your name?

ROBERT: Yes. My name's Robert.

INTERVIEWER: Are you going to do anything interesting tonight?

ROBERT: Well, my friend Chris is going to have a party, but I'm going to work at home. I have all my work right here in my briefcase.

INTERVIEWER: So you can't go to the party. You're going to work tonight.

ROBERT: That's right.

INTERVIEWER: And what's your name?

JANE: I'm Jane.

INTERVIEWER: Do you have any plans for this evening?

JANE: I just bought some new CDs, so I'm going to listen to music tonight.

INTERVIEWER: What kind of music is it?

JANE: Jazz. I always listen to jazz.

- Elicit the answers from the class.

Answers

Michelle is going to meet a friend.

Kevin is going to play video games.

Robert is going to work at home.

Jane is going to listen to music.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–6 on pages 61–65	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–6 on pages 18–19	Listening, Pronunciation, Speaking, and Grammar

Cycle 2, Exercises 7–12

7 SNAPSHOT

Learning objective: learn about holidays in the U.S.

[CD 2, Track 59]

- Focus Ss' attention on the pictures. Then play the audio program. Ss listen and read silently.

- Play the audio program again. Ss listen and repeat.
- Ss discuss the questions in small groups. Go around the class and help with vocabulary as needed. Then elicit information from each group.

Learning objective: learn vocabulary for discussing how to celebrate special occasions

A [CD 2, Track 62]

- Focus Ss' attention on the title and chart. Elicit or explain that a *special occasion* means a special time or event. Use the occasions and pictures as examples. Elicit or explain the meaning of any new vocabulary.
- Explain the task and play the audio program. Ss listen and repeat. Then play the audio program again. Ss listen and repeat.
- Ss check (✓) the things they do for each occasion individually.
- Write this model conversation on the board:
A: When do you send cards?
B: I send them for Mother's Day and Father's Day.
How about you?
A: I send them for weddings, too.
Ask two Ss to model the example conversation.
- Ss use the model conversation to compare their answers in pairs or small groups.

- Ask the class: "Who sends cards on Mother's Day?" Ss raise their hands. Continue with the remaining activities and special occasions.

B Group work

- Elicit other special occasions from the class (e.g., *baby shower, high school reunion*). Then write them on the board.
- Explain the task. Read the questions and ask three Ss to model the example conversation. Point out that the conversation is about future plans, so Ss should use *be going to*.
- Ss discuss the questions in small groups. Go around the class and encourage Ss to ask follow-up questions and give more information.
- Ask different groups to share their information.

Learning objective: discuss plans for holidays and festivals using *be going to*

A Pair work

- Focus Ss' attention on the title. If needed, explain that a *holiday* is a special day when people don't go to work or school (e.g., *New Year's Day*). A *festival* is a special day or days that people celebrate with special activities or food. Festivals can celebrate many things, including religious events, cultural events, and times of year (e.g., *Spring Festival*).
- Focus Ss' attention on the pictures. Read the names of the holidays and festivals aloud. Elicit or give information about each festival.

Vocabulary

Setsubun: /se•tsu•bun/ a Japanese festival that people celebrate before the beginning of spring. People wear costumes and throw beans.

Cinco de Mayo: /'siŋ•kou•dɔ•'ma•jou/ a Mexican and Mexican-American holiday that people celebrate on May 5th. People celebrate with special food, music, and parades.

Eid: /ei•'id/ a festival that Moslems celebrate after the Fast of Ramadan. People eat special food, send cards, and buy new clothes.

- Option:** Ask Ss to research information about these holidays before class.
- Explain the task and read the questions. Point out that Ss can choose any holiday or festival they plan to celebrate.
- Ask two Ss to model the example conversation.
- Ss work individually. They choose a holiday or festival and make notes about their plans for it. Go around the class and encourage them to answer all the questions. Help with vocabulary as needed.

TIP To build Ss' confidence and make discussions more successful, give Ss time to think about what to say before they begin the discussion.

- Ss work in pairs. They take turns asking and answering questions about the holiday or festival.

B Class activity

- Explain the task. Then Ss use their notes to tell the class about their partner's plans.
- Option:** Ss write sentences about their partner's plans before they speak.

Learning objectives: read and discuss an article about birthday celebrations in different countries; develop skills in scanning and reading for details

[CD 2, Track 63]

- Read the title aloud. Ask the class: "Who are the people? Where are they from?" Elicit the answers. (Answers: Elena Buenaventura, Madrid; Yan-ching Shi, Taipei; Mr. and Mrs. Aoki, Kyoto; Philippe Joly, Paris)
- **Option:** Ss find the places on a map or in an atlas.
- Focus Ss' attention on the pre-reading task. Ss complete the task individually. Tell Ss to raise their hands when they finish.
- To check answers, ask: "How old is Elena going to be?" Continue with the remaining people.

Answers

Elena Buenaventura: 21
 Yan-ching Shi: 16
 Mr. Aoki: 60
 Philippe Joly: 30

TIP To prepare Ss for a reading, use pre-reading activities. For example, have Ss discuss the title and the pictures.

A

- Explain the first part of the task. Ss read the article individually and underline any words they don't know.
- Ss complete the task individually.
- Elicit or explain any new vocabulary.

Vocabulary

wish: tell someone your good hopes for him or her
custom: something a group of people always do, especially on a special occasion
traditional: careful to follow traditions
ceremony: a formal event on a special occasion
lucky: bringing good luck

- **Option:** Play the audio program. Ss listen and read silently.
- Explain the second part of the task. Point out that each sentence has one error.
- Write the first sentence on the board. Point out that Ss can find the information quickly by looking for key words (e.g., *Elena, pull, ears*). Elicit the mistake and correction. Then model how to correct the sentence.

- Ss complete the task individually. Go around the class and give help as needed.
- Ss compare their answers in pairs. Then ask different Ss to write the correct sentences on the board.

Answers

1. To celebrate her birthday, **Elena's friends are going to pull on her ears.**
2. **Yan-ching's mother** is going to cook some noodles on her birthday.
3. On his birthday, Mr. Aoki is going to **get** something red.
4. **Philippe is going to take his friends** out to dinner on his birthday.

B Group work

- Read the questions and explain the task. Point out that Ss should take notes.
- Ss discuss the questions in small groups. If possible, put Ss from different countries in each group. Go around the class and help with vocabulary as needed.
- Ask Ss from each group to share information about their classmates.

- For a new way to practice reading for specific information, try **Reading Race** on page T-152. Include three questions about each person:
1. Where does (Elena Buenaventura) live?
 2. How old is (she) going to be?
 3. How is (she) going to celebrate (her) birthday?

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercise 7 on page 66	Grammar, Vocabulary, and Writing
Lab Guide Exercises 7-9 on page 19	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 11	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 11	Grammar, Vocabulary, Reading, Listening, and Speaking

What's the matter?

Cycle 1, Exercises 1–4

1 WORD POWER

Learning objective: learn vocabulary for discussing parts of the body

A [CD 3, Track 1]

- Focus Ss' attention on the picture. Write these questions on the board:
 - Where is the man?
 - What's he doing?
 - What's he wearing?
 - What's he like?

Ss discuss the questions in pairs. Then elicit answers from the class. (Possible answers: 1. He's on the beach. 2. He's playing volleyball. 3. He's wearing a T-shirt and shorts. 4. He's handsome/tall.)

TIP To focus Ss' attention on learning English, start each class with a warm-up activity.

- Focus Ss' attention on the vocabulary. Play the audio program. Ss listen and read silently.
- Play the audio program again, or model the words one by one. Ss listen and repeat.
- Point out the irregular plurals *teeth* and *feet*.
- Point out the silent letters *b* in *thumb*, *k* in *knee*, and *w* in *wrist*.
- Option:** Books closed. Say the parts of the body in random order. Ss repeat the words and point to their own bodies.

B Pair work

- Copy the model conversation on the board. Explain the task and model the example conversation with a S.

In Unit 12, students discuss health. In Cycle 1, they talk about the body and common ailments using *have* + *noun* and *feel* + *adjective*. In Cycle 2, they discuss common medications and give health advice using imperatives.

- If needed, remind Ss that we use *this* with singular nouns and *these* with plural nouns.
- Ask the class to stand up. Say: "Point to your head." The Ss point to their head as a class. Repeat the instructions with a few other body parts.
- Option:** Write the model conversation and the names of the body parts on the board.
- Books closed. Ss take turns giving instructions in pairs.

TIP Be sensitive to Ss' comfort levels when you talk about body parts. Some Ss are more comfortable working with classmates of the same gender. Others are more comfortable talking about pictures than themselves.

- For more practice with this vocabulary, play *Simon Says* on page T-145. Give instructions such as "Simon says touch your toes."
- Option:** Draw a picture of a "monster" on the board (e.g., with two heads and six arms). Ask Ss to describe the picture. For example, Ss say: "It has two heads. It has six arms." Ask Ss to draw pictures of monsters individually. Then they take turns describing each other's pictures in pairs.

Learning objectives: practice a conversation about health problems and feeling homesick; see have + noun and feel + adjective in context

▶ [CD 3, Track 2]

- Books closed. Set the scene. Brian and Kenichi are talking. Kenichi isn't feeling well. Ask: "What parts of the body does he talk about?" Play the audio program. Ss listen for the answers. (Answers: head, back)
- Books open. Focus Ss' attention on the title and picture. Elicit or explain the meaning of homesick.
- Ask the class: "What are Kenichi and Brian going to do?" Then play the audio program. Ss listen for the answer. Elicit the answer. (Answer: have lunch at a new Japanese restaurant)

GRAMMAR FOCUS

Learning objective: practice using have + noun and feel + adjective

▶ [CD 3, Track 3]

- Focus Ss' attention on the Grammar Focus box. Point out that we use *What's the matter?*, *What's wrong?*, *How are you?*, and *How do you feel?* to ask about people's health. However, we usually use *What's the matter?* and *What's wrong?* when we think there's a problem.
- Ask the class: "What does Brian ask Kenichi in Exercise 2?" Elicit the answer. (Answer: "What's the matter?")
- Write these patterns on the board:
have + noun
feel + adjective
Point out that we use *have* + noun for specific physical problems (e.g., *a headache*, *a backache*, *the flu*). We use *feel* + adjective for the way we feel in general (e.g., *homesick*, *better*, *well*).
- Option:** Write these sentences on the board:
1. Kenichi _____ a headache.
2. Kenichi _____ a backache.
3. Kenichi _____ the flu.
4. Kenichi _____ homesick.
Ss review the Conversation and complete the sentences. Then elicit the answers and write them on the board. (Answers: 1. has 2. has 3. doesn't have 4. feels)
- Play the audio program. Ss listen and read silently.
- Point out that the negative and positive adjectives get progressively stronger. In other words, miserable is the most negative adjective and fantastic is the most positive adjective.

- Elicit or explain the meaning of any new vocabulary. To explain *headache*, *backache*, and *flu*, use gestures or preview the vocabulary in Exercise 3.

Vocabulary

What's the matter?: What's the problem?; What's wrong?

homesick: unhappy because you're away from home
That's too bad.: a phrase used to express sympathy

- Play the audio program again. Ss listen and repeat. Then Ss practice the conversation in pairs.
 - Option:** Ask one or two pairs to role-play the conversation for the class.
- 🗨 For a new way to practice this Conversation, try **Say It With Feeling!** on page T-150.

- Option:** Play the audio program again. Ss listen and repeat.

A ▶

- Focus Ss' attention on the pictures. Point out that all these phrases include nouns, so the pattern is *have* + noun.
- Play the audio program. Ss listen and read silently. Then play the program again. Ss listen and repeat.
- Point out that we can use *sore* with other body parts that hurt (e.g., *sore leg*, *sore wrist*).

B Pair work

- Explain the task and model the example conversation with a S. Take the role of speaker B and mime an earache, and the S takes the role of speaker A.
- Point out that the pictures suggest ways to role-play the health problems, but Ss can use their own ideas. Then ask two other Ss to role-play the conversation with a different health problem.
- Ss complete the activity in pairs. They take turns role-playing health problems and guessing the problems. Go around the class and give help as needed.
- Option:** Complete the activity as a class. One S role-plays a health problem for the class. The other Ss take turns guessing the problem. The S who guesses the problem correctly role-plays the next health problem.

C Class activity

- Read the expressions in the box aloud. Ss repeat. Point out that people use the first two expressions when someone feels good and the second two expressions when someone feels bad.
- Explain the task. Then read the model conversation aloud, using intonation and mime, if possible. Ask two Ss to model the example conversation. Elicit other ways Ss can feel (e.g., *great, awful*).

4 LISTENING

Learning objective: develop skills in listening for specific information

A [CD 3, Track 4]

- Focus Ss' attention on the pictures and explain the task. Elicit possible answers from the class. Encourage Ss to guess.
- Play the first conversation in the audio program. Ss listen.
- Play the rest of the audio program once or twice. Ss listen and complete the task individually. Then they compare their answers in pairs.
- Play the audio program again. Ss check their answers. Elicit the correct answers and write them on the board.

Audio Script

1.
BEN: I think I'm going to go home early. I don't feel well.
WOMAN: What's the matter, Ben?
BEN: I think I have a cold. I have a headache and I have a sore throat.
WOMAN: Oh, that's too bad. Feel better.
2.
ALISON: Ow!
MAN: Oh, my gosh! Are you OK, Alison?
ALISON: Uh, not really. My back and my elbow feel terrible. Ouch!
MAN: Can you stand up?
ALISON: I think so. Yeah. Thanks for your help.
3.
WOMAN: Here. Have some ice cream, Jeffrey.
JEFFREY: Oh, I love ice cream, but I can't eat any cold food.

- Ss stand up, go around the class, and complete the activity. Go around the class and encourage Ss to use intonation and mime.
- ! For a new way to practice asking how people feel, try **Question Exchange** on page T-152. Ss exchange pieces of paper with different adjectives (e.g., *great, awful*).

WOMAN: Why not?
JEFFREY: I have a really bad toothache.
WOMAN: Oh, I'm sorry.
4.
MARTA: Ooh!
MAN: What's wrong?
MARTA: I have really sore eyes. And my wrists are sore, too.
MAN: Well, take a break, Marta. Finish typing your homework later.

Answers

1. head, throat
2. elbow, back
3. tooth
4. eyes, wrists

B Pair work

- Explain the task and model the example conversation with a S. Then Ss complete the task in pairs.

! For a new way to teach this Listening, try **Scrambled Dialogs** on page T-158.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1-3 on pages 67-69	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1-5 on page 20	Listening, Pronunciation, Speaking, and Grammar

Cycle 2, Exercises 5-11

5 SNAPSHOT

Learning objective: learn the names of common medications for health problems

[CD 3, Track 5]

- Focus Ss' attention on the picture. Then play the audio program. Ss listen and read silently.

- Play the audio program again. Ss listen and repeat.
- Read the questions aloud. Ss discuss them in small groups. Then elicit answers from the class.
- **Option:** Ask Ss to list other medications they have at home for different health problems.

Learning objectives: practice a conversation between a doctor and a patient; see imperatives in context

[CD 3, Track 6]

- Text covered. Set the scene and focus Ss' attention on the picture. Ms. West is talking to Dr. Young. Ask the class: "How does Ms. West feel? Why?" Encourage Ss to use the picture to make guesses.
- Play the audio program. Ss listen for the answers. Elicit the answers. (Answers: Ms. West feels exhausted. She can't sleep at night.)

- Text uncovered. Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary.

Vocabulary

exhausted: very, very tired

Let's take a look at you.: I'm going to examine you.

take one pill: eat or swallow one pill

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- Option:** Ask one or two pairs to role-play the conversation for the class.

Learning objective: develop skills in listening for specific information

[CD 3, Track 7]

- Set the scene and explain the task. Dr. Young from Exercise 6 is talking to the people from Exercise 4 on page 80. Ask the class: "What medication does she give each person?" Encourage Ss to make guesses.
- Play the audio program once or twice. Ss complete the task individually. Then they compare answers in pairs or small groups.

Audio script

1.

DR. YOUNG: What's the matter, Ben?

BEN: I think I have a cold. I feel awful. I have a sore throat and a headache.

DR. YOUNG: OK. Let's take a look. . . . Yes, you have a cold. Let me give you some cold pills. Take one every four hours.

BEN: Thanks, Dr. Young.

2.

DR. YOUNG: How do you feel today, Alison?

ALISON: A little better. But I have a sore elbow.

DR. YOUNG: Hmm. Let me see. Yes. Well, I'm going to give you some muscle cream. Rub some on your elbow three times a day.

ALISON: Three times a day. OK, Dr. Young. Thank you.

3.

DR. YOUNG: That's it, Jeffrey. Everything's fine.

Anything else?

JEFFREY: Well, I have a really bad toothache.

DR. YOUNG: Hmm. That's too bad. Well, go to a dentist soon. But here's some aspirin to take for the pain.

JEFFREY: OK.

4.

DR. YOUNG: What can I do for you, Marta?

MARTA: I have really sore eyes, and my wrists are sore, too.

DR. YOUNG: Well, let me look at you. Hmm. Do you use a computer a lot?

MARTA: Well, yeah – for homework and other school things.

DR. YOUNG: I see. Well, take breaks often. And use these eye drops for your sore eyes.

MARTA: OK. Thanks.

DR. YOUNG: You're welcome. Feel better, Marta.

- Play the audio program again. Ss check their answers. Elicit the correct answers and write them on the board.

Answers

- | | |
|-------------------------|---------------------|
| 1. Ben: cold pills | 3. Jeffrey: aspirin |
| 2. Alison: muscle cream | 4. Marta: eye drops |

Learning objectives: notice sentence intonation; learn to sound natural when saying sentences

[CD 3, Track 8]

- Explain the task and focus Ss' attention on the model sentences. Remind Ss that yes/no questions have rising intonation. Point out that sentences have falling intonation.
- Play the audio program. Ss listen and read silently. Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task. If needed, play the audio program for Exercise 6 again.
- Ss practice the conversation in pairs. Go around the class and check Ss' use of sentence intonation.

TIP To give Ss more pronunciation or intonation practice, ask them to practice the previous Conversation again. This time, encourage them to focus on using correct pronunciation or intonation.

Learning objective: practice positive and negative imperatives

▶ [CD 3, Track 9]

Imperatives

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that we use imperatives to give instructions or orders.
- Elicit or explain the pattern for making positive and negative imperatives:
Positive: Verb.
Negative: *Don't* + verb.
Point out that we can use imperatives to give instructions to one person or more than one person. Also, point out that imperatives use the base form of the verb.
- **Option:** Refer Ss to the Conversation in Exercise 6 on page 81. Ask the class: "What instructions does Dr. Young give Ms. West?" Ss underline the instructions. Elicit the instructions. (Answers: Take one pill every night after dinner. And don't drink coffee, tea, or soda. Don't work too hard.)
- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss repeat.

A

- Explain the task and go over the words in the box. Point out that four sentences will have positive imperatives and four sentences will have negative imperatives.
- Ask two Ss to model the example sentences.
- Ss complete the task individually. Then they compare answers in pairs.
- To check answers, ask different Ss to read the sentences aloud.
- If needed, explain that *aspirin* is a count noun, so the plural form (*aspirin*) does not have an *-s* ending.

Answers

1. **Call** a dentist.
2. **Don't worry** too much.
3. **Take** two aspirin.
4. **Don't go** to school.
5. **Listen** to relaxing music.
6. **See** a doctor.
7. **Don't drink** coffee.
8. **Don't eat** any candy.

B

- Explain the task and model the example sentence. Point out that more than two answers are possible. Ss can use the sentences from part A or their own ideas.
- Ss complete the task individually. Go around the class and help with vocabulary as needed.

Possible answers

1. Call a dentist.
Don't eat any candy.
Take some aspirin.
Put some ice on your teeth.
2. Take some aspirin.
Don't worry too much.
Close your eyes for a few minutes.
Take a rest.
3. Don't go to school.
See a doctor.
Drink orange juice.
Rest in bed.
4. Don't drink coffee.
Listen to relaxing music.
Drink warm milk.
Don't exercise late at night.

(Note: Additional possible answers are italicized.)

- Ss compare answers in small groups. While they work, write each problem on the board.
- Elicit answers from the class and ask different Ss to write them under the correct problem on the board.

C Pair work

- Explain the task. Model the example conversation aloud, using mime and intonation if possible. Ss repeat. Then ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and encourage Ss to use mime and intonation.
- **Option:** Ask one or two pairs to role-play their conversations for the class.

TIP ▶ To build confidence, at the end of class remind Ss what they learned. For example: "Now you know how to use imperatives and give advice about health problems."

! For a new way to practice part C of this Grammar Focus, try **Substitution Dialog** on page T-151. Tell Ss to underline *I have a terrible toothache!* and *Call a dentist.* Then elicit substitutions and write them on the board.

See page T-126 for teaching notes.

Learning objectives: read and discuss an article about how to improve your health; develop skills in scanning and reading for main ideas

[CD 3, Track 10]

- Books closed. Write the title on the board and read the pre-reading question.
- Ss work in small groups. They make a list of ways to improve their health. Then elicit ideas from the class and ask different Ss to write them on the board.
- Books open. Ss scan the headings in the article. Ask the class: "Are any of your ideas the same? Which ones?" Elicit answers from the class.

A

- Explain the first part of the task. Ss read the article and underline any new words.
- Ss work in pairs or small groups. They ask each other about the meaning of new words. Then elicit or explain the meaning of any remaining new words. Use props (e.g., dental floss, moisturizer, sunscreen) or mime where appropriate.

TIP To teach the vocabulary for small everyday objects (e.g., medications, toiletries), bring props to class.

Vocabulary

- simple:** easy
- improve:** make better
- believe it or not:** a phrase used to introduce something surprising
- challenge your brain:** make you think harder
- calcium:** a chemical element that is important for bones and teeth
- break:** a short time for rest

- Explain the second part of the task and model the example sentences.
- Point out that Ss can find the answers easily by scanning the article for key words in each sentence. Ask: "What are the key words in the sentences?" Elicit the answers. (Answers: 1. exercise 2. bones 3. muscles 4. gums, healthy 5. energy, morning 6. challenge, brain)
- Ss complete the sentences individually. Then they compare answers in pairs.
- Ask different Ss to write their completed sentences on the board. If needed, correct them with the class.

Answers

- To get exercise, **go for a walk.**
- To help your bones, **get enough calcium.**
- To help your muscles, **stretch for five minutes.**
- To keep your gums healthy, **floss your teeth.**
- To have enough energy for the morning, **eat breakfast.**
- To challenge your brain, **do a crossword puzzle or read a new book.**

- Option:** Play the audio program. Ss listen and read silently.

B Group work

- Read the questions and explain the task. If needed, elicit or explain that *regularly* means "as a routine." Ask Ss to take notes on their classmates' answers.
- Ss discuss the questions in small groups. While they work, write the numbers 1 through 10 on the board.
- Ask the class: "Who eats breakfast regularly?" Ss raise their hands. Write the number of Ss who raise their hands next to the number 1. Continue with the remaining items.
- Elicit other ways Ss improve their health and write them on the board.

For a different way to teach this Reading, try **Cloud Prediction** on page T-154. Write these key words in a cloud on the board: *breakfast, walk, teeth, water, muscles, seat belt, brain, skin, bones, break*. Explain the meaning of any new words. In small groups, Ss predict ten ways to improve your health using the key words.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 4–8 on pages 70–72	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6–9 on page 21	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 12	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 12	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss' understanding of Units 11 and 12 with the quiz on pages T-210 and T-211.

Units 11–12 Progress check

SELF-ASSESSMENT

Learning objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 11 and 12?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 HOLIDAY SURVEY

Learning objective: assess one's ability to ask and answer yes/no questions about holidays with *be going to*

A

- Focus Ss' attention on the chart and explain the task. Point out that Ss should choose popular holidays. If needed, elicit names of holidays from the class and write them on the board.
- Ss complete the questions individually. Go around the class and help with spelling if needed.

B Class activity

- Explain the task. To model the task, choose a holiday and ask different Ss the first question: "Are you going to dance on (holiday)?" When a S answers "Yes, I am," pretend to write the S's name in the textbook.
- Ss go around the class and ask their questions. Go around the class and encourage Ss to change partners often.
- **Option:** Elicit survey results from the class. Ask: "What did you find out about your classmates' holiday plans?"

2 PLANS, PLANS, PLANS

Learning objectives: assess one's ability to ask and answer *Wh*-questions about future plans with *be going to*; assess one's ability to use future time expressions

- Explain the task. If needed, elicit future time expressions (e.g., *tonight, tomorrow, next week*) and write them on the board.

- Ss complete the questions individually. Then they ask and answer their questions in pairs. Go around the class and check Ss' intonation and grammar.
- **Option:** Ss change partners and ask their questions again.

Learning objective: assess one's ability to listen and understand conversations about problems

[CD 3, Track 11]

- Explain the task and focus Ss' attention on the pictures. Point to the first picture and ask: "What is this person's problem?" Encourage Ss to make guesses. Continue with the remaining pictures.
- Play the audio program once or twice. Ss complete the task individually.

Audio script

1.

MAN: Hi. How are you?

WOMAN: Oh, not so good.

MAN: What's the matter? Are you sick?

WOMAN: No, I'm not sick. I just don't feel very happy.

2.

MAN: This hamburger isn't very good.

WOMAN: Really? What's wrong with it?

MAN: I don't know. It needs . . . something.

WOMAN: Well, it has lettuce and onions on it.

MAN: Yeah, but something is wrong. Oh, I know.

3.

MAN: How do you feel?

WOMAN: Terrible. I have a headache, and my whole body feels sore.

MAN: I think you have the flu. Go home early and go to bed.

WOMAN: Good idea.

4.

WOMAN: Are you going to go to Angela's party?

MAN: No, I don't think so.

WOMAN: Why not? It's going to be fun.

MAN: Well, it's a dance party, and everyone's going to dance. But I can't dance at all.

5.

MAN: How do you feel today?

WOMAN: Oh, about the same.

MAN: Can I help you with your briefcase? It looks really heavy.

WOMAN: Yes, thanks. I can't lift heavy things.

6.

WOMAN: What are you doing? Are you getting up?

MAN: Yeah, I can't sleep.

WOMAN: What are you going to do?

MAN: I think I'm going to study again. I can't remember anything!

- To check answers, elicit the problem with the person in each conversation.

Answers

- This person feels sad.
- This person needs some ketchup.
- This person has the flu.
- This person can't dance very well.
- This person has a headache.
- This person is going to take a test tomorrow.

THAT'S GREAT ADVICE!

Learning objectives: assess one's ability to talk about problems using *have + noun* and *feel + adjective*; assess one's ability to give advice using *imperatives*

A

- Explain the task. Then ask two Ss to model the example sentences. Point out that the problems can be real or imaginary.
- Ss complete the task individually. Go around the class and give help as needed.

B Class activity

- Explain the first part of the task. Collect problems and advice from each S. Put the problems in one box and the advice in another box.

- Explain the second part of the task. Each S takes a paper from each box. Make sure Ss don't take their own papers.
- Ask two pairs of Ss to model the example conversations. Point out that when Ss find great advice for their problems, they keep both papers. When they find great advice for their problems and give their advice to another S, they sit down.
- Ss go around the class and complete the activity. When most Ss are sitting down, ask the Ss to read out their problems and advice.

WHAT'S NEXT?

Learning objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

You can't miss it.

Cycle 1 Exercises 1-6

1 WORD POWER

Learning objectives: learn vocabulary for stores and other places; discuss where you can get different things

A [CD 3, Track 13]

- Focus Ss' attention on the list of things. Read out the things. Ss repeat. Elicit or explain any new vocabulary.

Vocabulary

gasoline: gas; a liquid that provides power for cars
traveler's checks: checks that people exchange for money when they travel

- Focus Ss' attention on the pictures. Read out the places. Ss repeat. Elicit or explain any new vocabulary.
- Explain the first part of the task. Ss match the items individually. Then they compare their answers in pairs.
- Play the audio program. Ss listen and check their answers. Then elicit the answers from the class.

Audio script

- You can buy aspirin at a drugstore.
- You can buy bread at a supermarket.
- You can buy a dictionary at a bookstore.
- You can buy gasoline at a gas station.
- You can buy a sandwich at a restaurant.
- You can buy stamps at a post office.
- You can buy a sweatshirt at a department store.
- You can buy traveler's checks at a bank.

Answers

1. b 2. h 3. f 4. d 5. e 6. c 7. g 8. a

- Play the audio program again. Ss listen and repeat.
- Option:** Ask the class: "Where can you get (stamps)?" Elicit the answer. Repeat with the other items, in random order.

B Pair work

- Explain the task. Elicit other things you can get or do in a bank (e.g., *get money, change money, deposit a check, pay a bill*) and write them on the board. Help with vocabulary if needed. Then ask two Ss to model the example conversation.

In Unit 13, students discuss places, things to buy there, and how to get there. In Cycle 1, they talk about stores and their locations using prepositions of place. In Cycle 2, they ask for and give directions to different tourist attractions.

- Ss complete the task in pairs. Go around the class and help with vocabulary as needed.
- Write the places in part A as headings on the board. Then elicit ideas from the class and ask different Ss to write them under each heading. If some ideas are true only in some countries, ask Ss to write the appropriate countries next to the idea.

Possible answers

a bank: get/change/deposit money, deposit a check, pay a bill
a drugstore: buy/get newspapers, candy, medications, or cards
a bookstore: buy/get magazines, books, newspapers, or maps
a gas station: buy/get drinks, candy, snacks, or maps
a restaurant: eat breakfast, lunch, or dinner; have coffee/tea and a dessert
a post office: mail a letter, send a package; rent/check a post office box
a department store: buy/get furniture, clothes, or personal items; have a snack
a supermarket: buy/get food, medications, or magazines

- For more practice with vocabulary for places, play **Sculptures** on page T-144. Teams form sculptures that illustrate activities in different places.

- For more practice with vocabulary for places and things, play **Vocabulary Tennis** on page T-147. Write nine places on the board, and each team says something you can get or do there.

TIP To regularly review vocabulary, make it part of your teaching routine. For example, ask each S to say a word from a previously taught category (e.g., *places, things you buy*) when you take attendance. Alternatively, you can start each class with a vocabulary warm-up activity.

Learning objective: develop skills in listening for specific information

A [CD 3, Track 14]

- Set the scene and explain the task. The Anderson family is talking about some places and things they need to buy. Ss listen to four conversations and complete the chart.
- Tell Ss to listen only for the things they need. Then play the audio program. Ss listen and complete the *What* column in the chart.
- Tell Ss to listen only for the places they buy them. Then play the audio program again. Ss listen and complete the *Where* column in the chart.
- Play the audio program again. Ss listen and check their answers.

Audio script

1.

MOM: Jean, are you going to come to the beach with us tomorrow?

JEAN: Yes, but I need a new swimsuit. I'm going to go to a department store this afternoon. Maybe I can find one.

MOM: Good. Can I go with you? I need to get some things, too.

2.

JEAN: Are you going to look for some clothes, Mom?

MOM: Oh, no. I'm going to go to the supermarket.

JEAN: What do you need?

MOM: I just need some cookies for dessert tomorrow.

We're going to take a picnic lunch to the beach.

JEAN: Oh, good. Can you get chocolate cookies?

MOM: Sure.

3.

MOM: What's wrong?

DAD: I have a terrible headache.

MOM: Oh, that's too bad.

DAD: Do we have any aspirin? I can't find any in the house.

MOM: No, we don't. Sorry.

DAD: Hmm. I need some right now. I'm going to go to the drugstore and get some.

4.

MIKE: Mom? Let's go to a movie tonight.

MOM: Good idea, Mike, but what movie?

MIKE: I don't know. We need to look in a newspaper.

MOM: Well, your father is going to the drugstore right now. Go with him and get a newspaper.

MIKE: Oh, great. . . . Dad? Dad!

- Ss compare their answers in pairs. Elicit answers from the class and write them on the board.

Answers

	<i>What</i>	<i>Where</i>
1. Jean	a swimsuit	a department store
2. Mom	some cookies	the supermarket
3. Dad	aspirin	the drugstore
4. Mike	a newspaper	the drugstore

B Pair work

- Read the questions and explain the task. Then model the example sentence. Ss complete the task in pairs.

Learning objectives: practice a conversation about finding a rest room; see prepositions of place in context

[CD 3, Track 15]

- Focus Ss' attention on the picture and set the scene. The man is asking the woman for directions.
- Write these focus questions on the board:
 - What is the man looking for?
 - Where is it?

- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. a rest room 2. in the department store on Main Street)
- Elicit or explain any new vocabulary.

Vocabulary

public rest room: a bathroom anyone can use

I'm sorry. I don't think so.: a polite way to say "no"

You can't miss it.: It's easy to find.

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

Learning objectives: notice the stress in compound nouns; learn to sound natural when saying compound nouns

[CD 3, Track 16]

- Focus Ss' attention on the compound nouns. Explain that *compound nouns* are two words that join together to make a new noun. Point out that we usually stress the first word in a compound noun.

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.

Learning objective: practice giving locations using prepositions of place

TIP To show Ss the purpose of your lesson, explain the connection between exercises. For example, say: "You practiced saying compound nouns for different places. Now you're going to talk about their locations in this Grammar Focus."

[CD 3, Track 17]

Prepositions of place

- Focus Ss' attention on the Grammar Focus box. If desired, remind Ss that we use the prepositions *next to* and *on* to talk about things. (See Unit 2, Exercise 9.) Explain that when we talk about places, the meaning of *next to* is the same, but the meaning of *on* is a little different.
- Focus Ss' attention on the pictures. Elicit or explain the rules for using each preposition:
 1. Use *on* with a street or avenue.
 2. Use *on the corner of* with two streets or avenues.
 3. Use *across from* with a place.
 4. Use *next to* with a place.
 5. Use *between* with two places.
- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss listen and repeat.

A

- Focus Ss' attention on the map. Read the names of the streets, avenues, and places aloud. Ss repeat. Elicit or explain any new vocabulary.
- Explain the task and model the example sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask Ss to raise their hands when they finish comparing answers in pairs. Go around the class and mark an *X* next to any wrong answers. Then Ss correct the wrong answers in pairs.

- Elicit the answers from the class.

Answers

1. The coffee shop is **on** Second Avenue. It's **next to** the shoe store.
2. The movie theater is **on** Park and Main. It's **across from** the park.
3. The gas station is **across from** the parking lot. It's **on the corner of** First and Center.
4. The post office is **on the corner of** Center and Second. It's **next to** the hospital.
5. The bank is **between** the restaurant and the department store. It's **on** Main Street.

- **Option:** For more practice, write these sentences on the board.

1. The drugstore is _____ the supermarket.
2. The supermarket is _____ Main and Second.
3. Maria's Restaurant is _____ Main Street.
4. The bank is _____ First and Second.
5. The bookstore is _____ the post office.

Ss write the sentences and complete them with the correct prepositions. Then elicit the answers from the class. (Answers: 1. next to 2. on the corner of 3. on 4. between 5. across from)

B Pair work

- Explain the task and ask a S to read the places. Model the example conversation with a S.
- Ss complete the task in pairs. They take turns asking about the places. Go around the class and give help as needed.
- **Option:** Ss ask their partners about additional places on the map.
- Elicit locations for each place from the class. Ask: "Where is . . . ?"
- **Option:** Bring in maps of the area around the school. Ss ask and answer questions about places near the school.

Learning objectives: develop skills in listening for details; develop inferencing skills

[CD 3, Track 18]

- Explain the task. Then play the audio program two or three times, pausing after each conversation. Ss listen, look at the map, and write down the places.

Audio Script

1.

MAN: Hmm. I think it's on Main Street.

WOMAN: Is it near the Regency Movie Theater?

MAN: Yes, it is. It's right across from the movie theater.

WOMAN: Oh, yeah, yeah. There's a restaurant there.

MAN: Right. It's between the restaurant and Luff's Department Store.

2.

WOMAN: Is it near María's Restaurant?

MAN: Yes, it is. It's on Second Avenue, next to the supermarket.

WOMAN: P & J Supermarket?

MAN: Yes, it's on Second Avenue, between Main and Center.

WOMAN: OK. Thank you very much.

3.

MAN: Where is it?

WOMAN: Well, it's near the movie theater.

MAN: So it's on Park Street?

WOMAN: No, it's on Main Street, next to the bank.

MAN: Is it on the corner of Main and Second?

WOMAN: Yes it is. It's across from the supermarket.

MAN: Thanks.

4.

WOMAN: Is it near the bookstore?

MAN: No, it isn't. It's on Second Avenue, across from the movie theater.

WOMAN: On the corner of Main and Second Avenue?

MAN: Yes, that's right. It's next to Al's Coffee Shop.

WOMAN: OK. Thanks!

- Ss compare their answers in pairs. Elicit the answers and write them on the board.

Answers

- the bank
- the drugstore
- María's Restaurant
- the shoestore

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–3 on pages 73–75	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–5 on pages 22 and 23	Listening, Pronunciation, Speaking, and Grammar

Cycle 2, Exercises 7–12

7 SNAPSHOT

Learning objective: learn about popular tourist attractions

[CD 3, Track 19]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen and repeat.

- Ss discuss the questions in small groups. Then elicit answers from the class. (Answers to first question: The Parthenon is in Greece. The Pyramid of the Sun is in Mexico. The Forbidden City is in China. The Golden Gate Bridge is in the U.S. Red Square is in Russia. Copacabana Beach is in Brazil.)


8 CONVERSATION

Learning objectives: practice a conversation between a tourist and a woman; see directions in context

[CD 3, Track 20]

- Focus Ss' attention on the picture and set the scene. A tourist in New York City is asking a woman for directions.
- Write these questions on the board:
 - What buildings is the man looking for?
 - Where are they?

- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. St. Patrick's Cathedral, the Empire State Building 2. across from Rockefeller Center, right behind him)
- Point out that in *on the right*, *right* means a direction. In *right across from* and *right behind you*, *right* means "exactly" or "directly."
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

 For a new way to teach this conversation, try **Hear the Differences** on page T-159.

Learning objective: practice asking for and giving directions

▶ [CD 3, Track 21]

Directions

- Focus Ss' attention on the Grammar Focus box. Point out that *How do I get to . . . ?* and *How can I get to . . . ?* have the same meaning. Also, point out that *Walk up* and *Go up* mean about the same thing.
- Option:** Point out that the avenues on this map go north and south. When people go north, they say "go/walk up." When they go south, they say "go/walk down." Use gestures to explain the meaning of *turn right*, *turn left*, *on the right*, and *on the left*.
- Play the audio program. Ss listen and read silently.

Pair work

- Set the scene. Ss imagine they are tourists in New York City. They are at Grand Central Terminal, and want to go to five places:
 - Empire State Building
 - New York Public Library
 - Bryant Park
 - Rockefeller Center
 - St. Patrick's Cathedral
 - (return to) Grand Central Terminal.
 Read out the names of the places. Ss repeat.
- Elicit the locations of the places on the map:
 - Empire State Building: on Fifth Avenue between 33rd and 34th Streets.
 - New York Public Library: on Fifth Avenue between 40th Street and 42nd Street
 - Bryant Park: on 6th Avenue between 40th Street and 42nd Street
 - Rockefeller Center: between 5th Avenue and 6th Avenue and between 48th Street and 51st Street
 - St. Patrick's Cathedral: on Fifth Avenue between 50th Street and 51st Street
 - Grand Central Terminal: on Park Avenue between 42nd Street and 44th Street.

- Explain the task. Ss take turns role-playing the tourist and the New Yorker. The tourist asks for directions and the New Yorker gives directions. Point out that they should follow the arrows to each place.
- Model the example conversation with a S, and ask the class to follow the arrows with their finger. The S role-plays the tourist, and you role-play the New Yorker:

S: Excuse me. How do I get to the Empire State Building?

T: Walk up 42nd Street. Turn left on Madison Avenue, and go down Madison Avenue. Then turn right on 34th Street. Walk up 34th Street and turn right on Fifth Avenue. It's between 33rd and 34th Streets.
- Ss complete the activity in pairs. S1 plays the tourist and S2 plays the New Yorker. Then they change roles and complete the activity again.
- Elicit directions to each place from the class. Encourage Ss to give alternate directions if possible.

Possible answers

- Empire State Building:** Walk up 42nd Street. Turn left on Madison Avenue, and go down Madison Avenue. Then turn right on 34th Street. Walk up 34th Street and turn left on Fifth Avenue. It's between 33rd Street and 34th Street.
- New York Public Library:** Walk up Fifth Avenue. Turn left. It's on Fifth Avenue, between 40th Street and 42nd Street.
- Bryant Park:** Walk up Fifth Avenue. Turn left on 42nd Street. It's behind the library, between Fifth Avenue and Sixth Avenue.
- Rockefeller Center:** Go up Sixth Avenue. It's between 48th Street and 49th Street.
- St. Patrick's Cathedral:** Go down 49th Street. Then turn left on Fifth Avenue. It's between 50th Street and 51st Street.
- Grand Central Terminal:** Go down 50th Street. Then turn right on Madison Avenue. Go down Madison Avenue. Turn left on 42nd Street. Then turn left on Park Avenue. It's right in front of you.

Learning objective: give directions to places in your neighborhood

A

- Explain the task and draw an example map on the board. Include labels for your home and a few places (e.g., *bookstore*, *supermarket*).
- Ss complete the task individually. Go around the class and help with vocabulary and spelling as needed.

B Pair work

- Explain the task. Using your drawing on the board, model the task with a S. The S reads part A and you read part B. Starting from your home, give directions to the bookstore.
- Ss work in pairs. They take turns asking for and giving directions to places on their maps.

See pages T-128 and T-129 for teaching notes.

Learning objectives: read and discuss tourist information; develop skills in reading for details and making inferences

[CD 3, Track 22]

- Set the scene and explain the task. The article has information for tourists in New York. Ss should refer to the map in Exercise 9 as they read the article.
- Ss read the article individually and refer to the map.
- **Option:** Ss listen to the audio program and read the article silently.

A

- Explain the first part of the task. Ss read the article again and underline any new words.
- Ss complete the task individually.
- Explain the second part of the task. Point out that Ss find most of the answers easily by scanning the article for the phrases.
- Ss complete the task individually. Then they compare answers in pairs. Elicit the answers from the class and write them on the board.

Answers

1. Bryant Park
2. Rockefeller Center
3. St. Patrick's Cathedral (or the New York Public Library)
4. the Empire State Building

- Elicit or explain the meaning of any new vocabulary.

Vocabulary

- blocks:** distances between streets
- entrance:** front door
- holds:** has
- in the middle:** in the center
- rink:** a large flat surface with ice for skating
- It's modeled after . . . :** It looks like . . .
- cathedral:** a very large church

- **Option:** Ss write four more *Where can you . . . ?* questions about the article in pairs. Then they exchange questions with another pair and answer the questions.

B Group work

- Explain the task. Then ask three Ss to model the example conversation. If Student C can't finish the sentence, elicit ideas from the class.
- Ss complete the task in small groups. Go around the class and help with vocabulary as needed.
- **Option:** If Ss are from different places, put Ss from different hometowns in the same group. They ask for information about each other's hometowns.
- Elicit information from each group.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 4-7 on pages 76-78	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6-8 on page 23	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 13	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 13	Grammar, Vocabulary, Reading, Listening, and Speaking

Did you have fun?

Cycle 1, Exercises 1–6

In Unit 14, students discuss their activities in the recent and distant past. In Cycle 1, they talk about their weekend activities using simple past statements with regular and irregular verbs. In Cycle 2, they discuss their vacation activities using simple past yes/no questions and short answers.

1 SNAPSHOT

Learning objective: learn vocabulary for talking about things people hate to do

▶ [CD 3, Track 23]

- Books closed. Write these headings on the board:
Love to do *Hate to do*
Elicit or explain that *hate* is the opposite of *love*.
- Elicit activities (e.g., *watch television, sing*) from the class and write them on the board.
- Ss make lists of things they love to do and hate to do individually. Then they compare answers in small groups.
- Books open. Focus Ss' attention on the title and pictures. Then play the audio program. Ss listen and read silently.
- Encourage Ss to use the pictures to guess the meaning of any new vocabulary. Explain the meaning of any remaining vocabulary.
- Play the audio program again. Ss listen and repeat.

- Read the focus questions aloud. Then Ss discuss them in small groups. Go around the class and help with vocabulary as needed.
- Write each activity in the Snapshot on the board. Then ask the class: "Who hates to stand in line?" Ss raise their hands. Write the number of Ss who raise their hands next to the activity. Continue with the remaining activities.
- Ask the class: "What other things do you hate to do?" Elicit answers from the class and write them on the board. Then ask: "Who hates to do this?" Write the number of Ss who raise their hands next to the activity and elicit Ss' reasons.

□ For a new way to practice the vocabulary in this Snapshot, try **Vocabulary Steps** on page T-154. Ss rank the activities from most favorite to least favorite.

□ For more practice with this vocabulary, play **Simon Says** on page T-145. Give instructions such as "Simon says stand in line."

2 CONVERSATION

Learning objectives: practice a conversation about last weekend; see simple past statements and regular verbs in context

▶ [CD 3, Track 24]

- Text covered. Set the scene. Michael and Jennifer are in class on Monday morning. They are talking about their weekends. If needed, remind Ss that Michael and Jennifer are classmates from Unit 1.
- Focus Ss' attention on the title and picture. Ask the class: "Who studied? Who didn't study?" Encourage Ss to guess. Then play the audio program. Ss listen for the answers. Elicit the answers. (Answers: Jennifer studied. Michael didn't study.)
- Write these activities on the board:
1. *exercise* 5. *visit parents*
2. *clean* 6. *study for the test*
3. *do laundry* 7. *watch television*
4. *shop*

Ask the class: "Who did each activity – Michael or Jennifer?" Play the audio program once or twice. Ss listen for the answers. Then elicit the answers. (Answers: 1. Jennifer 2. Jennifer 3. Jennifer 4. Jennifer 5. Jennifer 6. Jennifer 7. Michael)

TIP ▶ To give Ss a reason for listening, ask focus questions before playing the audio program.

- Text uncovered. Play the audio program again. Ss listen and read silently. Then elicit or explain any new vocabulary.
- **Option:** Point out that Michael and Jennifer are talking about activities in the past. Ask Ss to find and underline the simple past tense forms of the activities on the board. Then elicit the answers. (Answers: 1. exercised 2. cleaned 3. did laundry 4. shopped 5. visited . . . parents 6. studied for the test 7. watched television)
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

□ For a new way to practice this conversation, try the **Onion Ring** technique on page T-151.

Learning objective: practice positive and negative simple past statements with regular verbs

A [CD 3, Track 25]

Simple past statements

- Focus Ss' attention on the Grammar Focus box. Point out that we use the simple past to talk about actions that happened in the past.
- Elicit or explain the pattern for positive and negative simple past statements:
Positive: Subject + simple past form of verb.
Negative: Subject + *didn't* + base form of verb.
- Elicit or explain that *didn't* is the contraction of *did not*, and *did* is the past form of *do*. Point out that we use *didn't* for all subjects.
- Play the audio program for the first two columns. Ss listen and read silently.

Regular simple past verbs

- Point out that all the verbs in the Grammar Focus box end with *-ed*. Elicit or explain that regular simple past verbs end in *-ed*.
- Focus Ss' attention on the *Spelling* column. Explain these rules for spelling regular simple past verbs:
 - For most verbs, add *-ed* (e.g., *watched*).
 - For verbs ending with *e*, add *-d* (e.g., *exercised*).
 - For verbs ending with a consonant + *y*, change the *y* to *i* and add *-ed* (e.g., *studied*).
 - For some verbs ending with a vowel + a consonant, double the consonant and add *-ed* (e.g., *shopped*).
- Play the audio program. Ss listen and read silently.

- Option:** Play the audio program again. Ss listen and repeat.

A

- Explain the task and model the first sentence. Point out that Ss should use the verbs in parentheses.
- Ss complete the task individually. Then they compare their answers in pairs.
- Ask different Ss to write the answers on the board. Go over any grammar or spelling errors with the class.

Answers

On Friday night, I **waited** for a phone call, but my girlfriend **didn't call**. I just **stayed** home and **watched** television. On Saturday, I **visited** my friend Frank. We **talked** and **listened** to music. In the evening, he **invited** some friends over, and we **cooked** a great meal. I **didn't work** very hard on Sunday. I **didn't study** at all. I just **walked** to the mall and **shopped**.

B

- Explain the task and ask two Ss to model the example sentences.
- Ss complete the sentences individually. Go around the class and help with grammar and spelling. Then Ss compare answers in pairs.

Answers

- Yesterday, I **watched/didn't watch** television.
- Last night, I **stayed/didn't stay** home.
- Last week, I **exercised/didn't exercise** every day.
- Last month, I **shopped/didn't shop** for clothes.
- Last year, I **visited/didn't visit** a different country.

Learning objectives: notice the pronunciation of *-ed*; learn to sound natural when using regular simple past verbs

A [CD 3, Track 26]

- Explain the task and focus Ss' attention on the chart.
- Play the audio program. Ss listen and read silently.
- Option:** Explain these pronunciation rules:
 - ed* sounds like /t/ when the verb ends with voiceless consonant sounds such as /k/ and /tʃ/ (e.g., *worked*, *watched*).
 - ed* sounds like /d/ when the verb ends with vowel sounds or voiced consonant sounds such as /n/ (e.g., *stayed*, *cleaned*).
 - ed* sounds like /ɪd/ when the verb ends with the sounds /t/ or /d/ (e.g., *invited*, *visited*).
- Play the audio program again. Ss listen and repeat.

B

- Explain the task and play the audio program. Ss listen and complete the task.
- Play the audio program again. Ss listen and check their answers. Then they compare their answers in pairs.
- Copy the chart onto the board. Elicit the correct answers and write them in the chart. Then Ss practice pronouncing the verbs in pairs.

Answers

/t/	/d/	/ɪd/
worked	cleaned	invited
watched	stayed	visited
cooked	exercised	needed
shopped	listened	waited

- Option:** Ss work in pairs. They practice the conversation in Exercise 2 on page 92 again and concentrate on pronouncing *-ed* endings correctly.

Learning objective: practice simple past statements with irregular verbs

▶ [CD 3, Track 27]

Simple past statements: irregular verbs

- Remind Ss of the pattern for positive and negative simple past statements:
Subject + simple past form of verb. (positive)
Subject + *didn't* + base form of verb. (negative)
- Focus Ss' attention on the chart. Point out that the verbs *do, get, go, meet, come, and have* are irregular. We do not make the simple past form of these verbs by adding *-ed*.
- Play the audio program. Ss listen and read silently. Elicit the irregular past tense forms of *do, get, go, meet, come, and have*.
- Option:** Play the audio program again. Ss listen and repeat.

A ▶

- Focus Ss' attention on the chart and explain the task. Point out that the verbs in the *Past* columns are irregular simple past forms. Ss complete the *Present* columns with the simple present forms. Encourage Ss to guess.
- Ss complete the chart individually. Then they compare their answers in small groups. While they work, copy the chart onto the board.

Learning objective: discuss things you did and didn't do last weekend.

A

- Explain the task and focus Ss' attention on the model list. Point out that Ss can use regular and irregular simple past verbs on pages 92–94. They can also use irregular verbs in the appendix at the back of the book.
- Ss complete the task individually. Go around the class and help with vocabulary and spelling as needed.

B Group work

- Explain the task and ask three Ss to model the conversation.
- Ss discuss their weekends in small groups. Go around the class and note any grammar or pronunciation errors.
- Ask the class to share information about their classmates' weekends.

- Play the audio program once or twice. Ss listen and check their answers. Then elicit answers from the class and ask different Ss to write them in the chart on the board.

Answers

Present	Past	Present	Past	Present	Past
buy	bought	read	read	sit	sat
eat	ate	ride	rode	take	took
feel	felt	see	saw	wear	wore

- Option:** Ss check the spelling of their answers in the appendix at the back of the Student's Book.

B Pair work

- Explain the task and focus Ss' attention on the pictures in the Grammar Focus box. Then model the example sentences.
- Ss complete the task in pairs. Then they change partners and complete the task again.
- Option:** Ss complete the task in pairs. Then each pair joins another pair and talk about their partner's activities.
- Option:** To make the task more challenging, Ss also use the verbs in part A.

- Option:** Correct any grammar or pronunciation errors with the class.

For more practice with regular and irregular simple past verbs, play the **Chain Game** on page T-145. Start with this sentence: "Last weekend, I saw a movie."

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–4 on pages 79–88	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–5 on page 24	Listening, Pronunciation, Speaking, and Grammar

7 CONVERSATION

Learning objectives: practice a conversation about summer vacations; see simple past yes/no questions in context

[CD 3, Track 28]

- Focus Ss' attention on the picture and set the scene. Laura is asking Erica about her vacation last summer. Write these focus questions on the board:
 1. Did Erica go to the Grand Canyon last summer?
 2. Did she go with her brother?
 3. Did they go hiking there?
 4. Did they ride horses?

- Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. yes 2. no 3. no 4. yes)
- Elicit or explain the meaning of any new vocabulary. Use pictures or mime where appropriate.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

For a new way to practice this conversation, try **Musical Dialog** on page T-150.

8 GRAMMAR FOCUS

Learning objective: ask and answer simple past yes/no questions

[CD 3, Track 29]

Simple past yes/no questions

- Focus Ss' attention on the Grammar Focus box. Point out the pattern for simple past yes/no questions and short answers:

Did + subject + (simple present verb)?

Yes, + (subject) + *did*.

No, + (subject) + *didn't*.

Point out that we use *did* and *didn't* for all subjects.
- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss listen and repeat.

A

- Explain the first part of the task. Then model the example question in the first conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Tell Ss to raise their hands when they finish the exercise. Circle any wrong answers, and Ss correct them in pairs.
- To check the answers, ask different pairs to read each conversation. If needed, correct the answers with the class.

Answers

1. A: **Did** you **have** a good summer?
B: Yes, I **did**. I **had** a great summer. I just **relaxed**.
2. A: **Did** you **go** anywhere last summer?
B: No, I **didn't**. I **stayed** here. But my friends **visited** me, and on the weekends we **went** out a lot.
3. A: **Did** you **take** any classes last summer?
B: Yes, I **did**. I **took** tennis lessons, and I **played** tennis every day!
4. A: **Did** you **speak** English last summer?
B: No, I **didn't**. But I **read** English books and I **watched** English movies.

- Explain the second part of the task. Ss practice the conversations in pairs. Go around the class and help Ss with pronunciation and intonation.

B Pair work

- Write the four questions from part A on the board. Then explain the task and ask two Ss to model the example conversation.
- Books closed. Ss ask you the questions on the board one by one. Answer with your own information.
- Ss ask and answer the questions in pairs. Go around the class and encourage Ss to ask follow-up questions and give more information.

TIP To decide if your Ss need more grammar explanation or controlled practice, pay attention to how they use the grammar in speaking activities. If they make a lot of errors, review or further explain the grammar in a later class.

- For more practice with simple past yes/no questions, play **Hot Potato** on page T-147.

9 LISTENING

Learning objective: develop skills in listening for specific information

▶ [CD 3, Track 30]

- Set the scene. Different people are asking Andy, Gail, Patrick, and Fran about their summers.
- Explain the task. Then play the first conversation in the audio program. Ss listen.
- Play the rest of the audio program two or three times, pausing after each conversation. Ss listen and complete the chart individually.

Audio script

1.

WOMAN: Hello, Andy. Did you have a good summer?

ANDY: Oh, I had an OK summer, I guess. I visited my brother in Vancouver.

WOMAN: That's nice! Did you go to the beach very much?

ANDY: No, I didn't. It rained all summer, so we usually did things indoors.

2.

WOMAN: Hi, Gail. How are you? Did you have a good summer?

GAIL: Yes, I did, thanks. I just relaxed.

WOMAN: Did you see any good movies?

GAIL: Movies? Well, no, . . . but I read a lot of good books!

3.

WOMAN: So, Patrick, did you do anything interesting last summer?

PATRICK: Oh, yeah! You know how I love sports. I played tennis and went bike-riding every day!

WOMAN: Tennis and bike-riding! You're a really good athlete!

PATRICK: Yeah . . . Well, I try.

4.

MAN: Did you have a job last summer, Fran?

FRAN: Well, no, . . . but I did a lot of work.

MAN: Why? Did you take a class with a lot of homework?

FRAN: No. But I helped my parents paint our house. I also cleaned the basement and worked in the yard.

- To check answers, ask the class: "What did Andy do last summer?" Elicit the answer. Then ask about the remaining three people.

Answers

1. Andy: visited his brother
2. Gail: read books
3. Patrick: went bike-riding, played tennis
4. Fran: painted the house

10 WORD POWER

Learning objective: learn vocabulary for discussing summer activities

A ▶ [CD 3, Track 31]

- Explain the first part of the task and read out the words in the list. Then focus Ss' attention on the chart and read out the verbs. Point out that each verb goes with two words in the list.
- Ss complete the chart individually. Then they compare answers in pairs.
- Play the audio program. Ss check answers.

Answers

go: hiking, swimming

have: fun, a picnic

meet: new people, old friends

play: tennis, volleyball

see: a movie, a play

take: a class, pictures

- ▣ For more practice with summer activity vocabulary, play **Mime** on page T-148.

B Pair work

- Focus Ss' attention on the chart and explain the first part of the task. Ask different Ss to read each phrase in the chart. Elicit or explain any new vocabulary.
- Ss choose six questions individually.
- Explain the second part of the task and ask two Ss to model the example conversation. Point out that the Ss answering the questions should give more information about their summer activities. The Ss asking the questions should take notes.
- Ss take turns asking and answering questions in pairs. Go around the class and encourage Ss to add information to their answers.

C Class activity

- Explain the task and model the example sentences. Elicit other things Maria did. Encourage Ss to make guesses.
- Ask different Ss to tell the class about their partner's summers. Encourage them to use their notes.

- ▣ For a new way to teach this Word Power, try **Question Exchange** on page T-159.

11 INTERCHANGE 14

See page T-127 for teaching notes.

Learning objectives: read and discuss an article about people's weekends; develop skills in reading for main ideas and details

[CD 3, Track 32]

- Focus Ss' attention on the pictures. Read out the pre-reading questions.
- Point out that main ideas are usually at the beginning or end of a paragraph. Tell Ss to read the beginning and end of each paragraph only.
- Ss complete the task individually.
- Elicit the answers from the class. (Answers: Robert had a terrible weekend. Kelly enjoyed the weekend. Erin learned a lot over the weekend.)

A

- Explain the first part of the task. Ss read the article individually and underline any new words.
- Ss complete the task individually.
- Ss discuss the meaning of any new words they don't understand in small groups. Then elicit or explain any remaining new vocabulary. Use pictures or mime where appropriate.

Vocabulary

ceremony: a formal event people do on a special occasion

serve: give people food

broke down: stopped working

went camping: slept outdoors in a tent

campsite: the place where many people go camping

put up: built, put together

tent: a temporary small building made of cloth that people sleep under

built a fire: made a fire

went fishing: tried to catch a fish

caught a fish: got a fish (with a fishing rod)

- **Option:** Play the audio program. Ss listen and read silently.
- Explain the second part of the task. Ask a S to model the example sentence. Then ask different Ss to read the remaining sentences. Explain any new vocabulary, if needed.
- Ss correct the sentences individually. Then they compare answers in pairs.
- Ask different Ss to write the correct sentences on the board. Go over the sentences with the class and correct any errors.

Possible answers

1. Kelly's best friend got married.
2. Helen got married at home.
3. After the wedding, Helen's parents served a meal.
4. Robert went to a rock concert with his friends.
5. It took three hours to get to the concert.
6. Robert got home at ten this morning.
7. Erin went camping for the first time.
8. Erin and her friends went fishing on Sunday.
9. Erin didn't like camping.

B Group work

- Explain the task. Point out that Ss can write about a different event if they don't have a wedding, rock concert, or camping trip story.
- Ss write their sentences individually. Go around the class and help with vocabulary and spelling.
- **Option:** Ss write their sentences for homework.
- Ss share their stories with the class. Encourage Ss to ask follow-up questions.
- **Option:** In large classes, Ss share their stories in small groups.

TIP If you don't have enough class time, do only the pre-reading activity in class. Then have Ss read the article in detail and complete the remaining activities for homework.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 5-8 on pages 82-84	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6-9 on page 25	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 14	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 14	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss' understanding of Units 13 and 14 with the quiz on pages T-212 and T-213.

Units 13–14 Progress check

SELF-ASSESSMENT

Learning objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 13 and 14?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 LISTENING

Learning objective: assess one's ability to listen to and understand conversations about places and things

▶ [CD 3, Track 33]

- Explain the task and read out the focus questions. Then play the audio program once or twice. Ss listen and complete the chart individually.
- **Option:** For lower-level classes, play the audio program three times. First, Ss listen and complete the *What* column. Then, they listen and complete the *Where* column. Finally, they listen and check their answers.

Audio script

1.
MAN: What are you looking for?
WOMAN: I'm mailing some letters, and I need some stamps.
MAN: Well, you can get some at the drugstore. They sell stamps.
WOMAN: Oh. Great! Thanks!
2.
WOMAN: So what do we need?
MAN: I think we have everything – sandwiches, fruit salad, cookies. Oh, wait. We don't have any drinks.
WOMAN: Let's stop at the supermarket on the way there. We can get some lemonade.
MAN: Good idea.

3.

MAN: Excuse me. Is there a gas station around here?

WOMAN: Um, I think there's a gas station on the corner of Main and First. Just drive down Main Street for four blocks. It's on the left. You can't miss it.

MAN: I'm glad it's not far. I really need more gasoline!

4.

WOMAN 1: Can you help me? Is there a rest room around here?

WOMAN 2: Oh, sure. There's a restaurant not far from here. They have a rest room. Go up this street for two blocks and turn left.

WOMAN 1: Thanks a lot.

- To check answers, ask: "What does the woman in the first conversation need? Where can she find it?" Elicit the answers from the class. Continue with the remaining people.

Answers

What	Where
1. stamps	drugstore
2. drinks	supermarket
3. gasoline	gas station
4. rest room	restaurant

2 WHERE IS THE ... ?

Learning objectives: assess one's ability to ask and answer questions about places using prepositions of place; assess one's ability to ask for and give directions

A Pair work

- Explain the task and read out each place. Then ask two Ss to model the example conversation.
- Ss work in pairs. They take turns asking and answering questions about the places.

- To check answers, ask the class about each place: "Where is the ... ?" Then elicit the answers.

B Pair work

- Explain the task and ask two Ss to model the example conversation.
- Ss work in pairs. They take turns giving directions and making guesses.
- **Option:** Ss change partners and repeat the activity.

3

MY LAST VACATION

Learning objective: assess one's ability to talk about one's vacation using simple past

A

- Focus Ss' attention on the picture and explain the task. Then ask a S to model the example sentences. Ask: "What two sentences about the man are false?" Elicit the answer. (Answer: The false sentences are *I went to London* and *I didn't take any pictures*.)
- Ss write four statements individually. Go around the class and help with vocabulary and spelling as needed.

4

LAST WEEKEND

Learning objective: assess one's ability to ask and answer simple past yes/no questions about last weekend

A

- Explain the task and focus Ss' attention on the box. If needed, read out each phrase.
- Ss complete the task individually. Go around the class and help Ss with vocabulary and spelling as needed.

B Pair work

- Explain the task and ask two Ss to model the example conversation. Point out that Ss should ask about each phrase and add follow-up information. Also point out that Ss can ask: "What else did you do last weekend?" to find out about the additional activities.

B Pair work

- Explain the task and ask two Ss to model the example conversation. Tell Ss to check (✓) each correct guess.
- Ss complete the task in pairs.
- Elicit who got the more correct guesses. Ask the class: "Who has four correct guesses? three correct guesses? two correct guesses?" Ss raise their hands.

- Option:** For lower-level classes, elicit how to ask *Did you . . . ?* questions with each phrase.

- Ss complete the activity in pairs. Go around the class and give help as needed. Encourage Ss to change the order of the questions and take notes on their partner's answers.

C Group work

- Explain the task and ask a S to model the example sentences.
- Each pair joins another pair. Ss talk about their partner's weekend.
- Option:** Ss tell the class one or two interesting things their classmates did last weekend.

WHAT'S NEXT?

Learning objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Where were you born?

Cycle 1, Exercises 1-5

In Unit 15, students discuss personal history and childhood memories. In Cycle 1, they talk about celebrity, family, and personal history using the past of be. In Cycle 2, they discuss school experiences and memories using Wh-questions with did, was, and were.

1 SNAPSHOT

Learning objective: talk about where famous people were born

▶ [CD 3, Track 35]

- Focus Ss' attention on the title and pictures. Ask: "What do you know about these people?" Elicit information from the class.
- Play the audio program. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

designer: a person who draws plans for new clothes

actor: a man who acts in plays, movies, or television shows

actress: a woman who acts in plays, movies, or television shows

- Play the audio program again. Ss listen and practice.
- Read the first task. Ss match the people with the countries individually. Then they check their answers at the bottom of the Snapshot. Ask: "Who has five correct answers? four? three?" Ss raise their hands.
- Read the questions: "What famous people were born in your country? What do they do?" Ss discuss the questions in small groups. Then elicit information from the class.

2 CONVERSATION

Learning objectives: practice a conversation about a person's personal history; see was and were in context

▶ [CD 3, Track 36]

- Books closed. Set the scene. Melissa is a customer in a beauty salon. The hairstylist, Chuck, is asking her about her life. Write these focus questions on the board:
 1. Where is Melissa from?
 2. Where is Chuck from?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. Korea 2. the U.S.)
- Books open. Play the audio program again. Ss listen and read silently. Elicit or explain the meaning of any new vocabulary.

Vocabulary

right away: immediately; very soon afterward

pretty: quite; very

TIP If Ss ask about new structures in the Conversation, explain that they'll learn about them in the Grammar Focus. For now, they only need to pay attention to the meaning.

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
 - **Option:** Ask one or two pairs to role-play the conversation for the class.
- For a new way to practice this conversation, try **Moving Dialog** on page T-150.

Learning objectives: practice statements with the past of be; ask and answer questions with the past of be

[CD 3, Track 37]

Statements with the past of be

- Write this on the board:
I/He/She/It + was + complement.
You/We/They + were + complement.
If needed, explain that a *complement* goes after the verb at the end of a sentence.
- Elicit or explain that *was* and *were* are the past forms of *be*. We use *was* with the pronouns *I, he, she, and it*. We use *were* with the pronouns *you, we, and they*.
- Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Point out that *wasn't* is the contraction for *was not* and *weren't* is the contraction for *were not*.

TIP To demonstrate contractions, use your hands. For example, say "This thumb is *was*. This finger is *not*. When you push them together, you get *wasn't*."

- Option:** Play the audio program again. Ss listen and repeat.

A

- Set the scene and explain the task. Then model the example sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- To check answers, ask different Ss to read out the sentences.

Answers

My family and I **were** all born in Korea – we **weren't** born in the U.S. I **was** born in the city of Incheon, and my brother **was** born there, too. My parents **weren't** born in Incheon. They **were** born in the capital, Seoul.



Questions with the past of be

- Focus Ss' attention on the left-hand column of the grammar chart. Point out that this column has yes/no questions.
- Elicit or explain the pattern for yes/no questions and short answers with the past of *be*:
Was/Were + subject + complement?
Yes, + subject + *was/were*.
No, + subject + *wasn't/weren't*.
- Focus Ss' attention on the right-hand column of the grammar chart. Point out that this column has Wh-questions.

- Elicit or explain the pattern for Wh-questions and answers with the past of *be*:
Wh-word + *was/were* + subject + complement?
Subject + *was/were* + complement . . .
- Play the audio program for the grammar box. Ss listen and read silently.
- Focus Ss' attention on the years in the box. Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Option:** For more practice with years, Ss make a list of five years. Then they dictate the years to a partner, who writes them down. To check answers, they compare lists.

B

- Explain the task and model the example question. Point out that some items are yes/no questions and some are Wh-questions.
- Ss complete the task individually. Then they compare questions in pairs.
- Elicit the questions and ask different Ss to write them on the board.

Answers

- Were** you born in this city?
- When **were** you born?
- Where **were** your parents born?
- When **was** your mother born?
- When **was** your father born?
- Were** you and your family in this city last year?
- Were** you at this school last year?
- Who **was** your first English teacher?
- What nationality **was** your first English teacher?
- What **was** he or she like?

C Pair work

- Explain the task and ask two Ss to model the example conversation.
- Point out that Wh-questions need additional information. Ask two Ss to model the task with question 2.
- Ss take turns asking and answering questions in pairs. Go around the class and write down any errors.
- Option:** Write any common errors on the board. Then correct them with the class.

For more practice with the past tense of *be*, play **Run For It!** on page T-148. Read out sentences with *was, were, wasn't, and weren't*.

Learning objective: develop skills in listening for specific countries and years

▶ [CD 3, Track 38]

- Focus Ss' attention on the pictures. Ask: "What do these people do? What else do you know about them?" Elicit any answers from the class.
- Focus Ss' attention on the chart and explain the task. First, Ss listen and write the place (country) of birth. Then they listen again and write the year of birth.
- Play the audio program twice. Ss listen and complete the chart individually. Then play the audio program again. Ss listen and check their answers.

Audio script

1.

MAN: Do you know that actress Michelle Yeoh?

WOMAN: Yeah. She was in the movie *Crouching Tiger, Hidden Dragon*. That was a great movie!

MAN: I'm reading this article about her. Did you know she was born in Malaysia?

WOMAN: No, I didn't.

MAN: Yeah. She was born in Malaysia in 1962.

2.

MAN: Do you know very much about Apolo Ohno?

WOMAN: Apolo Ohno? I don't think so. Who's he?

MAN: He's a speed-skater. He got gold and silver medals in the Olympics.

WOMAN: Where's he from? Japan?

MAN: No, actually he was born in the U.S. – in Seattle.

WOMAN: Is he young?

MAN: Well . . . he was born in 1982.

3.

MAN: You know that really tall model, Gisele Bündchen? Is she from Australia?

WOMAN: I don't know. Let me check this Web site on celebrities. . . . No, it says here she was born in Brazil – in São Paulo.

MAN: Oh, yeah? What else does that Web site say? Like, how old is she?

WOMAN: Well, she was born in 1980, so this year she is . . .

4.

WOMAN: I just love Gael García Bernal. He's a terrific actor!

MAN: What? Who?

WOMAN: Gael García Bernal, the Mexican actor. He was in *The Motorcycle Diaries*. That was a great movie!

MAN: Hmm. I don't know that movie. How old is this . . . what's his name?

WOMAN: His name's Gael García Bernal. And he was born in 1978.

MAN: In 1978? He's just a baby. And I don't like the movies today. Now 20 years ago, they made some really good movies. . . .

- Copy the chart onto the board. Then elicit the answers and ask different Ss to write them in the chart.

Answers

	Place of birth	Year of birth
1. Michelle Yeoh	Malaysia	1962
2. Apolo Ohno	Seattle, Washington	1982
3. Gisele Bündchen	São Paulo, Brazil	1980
4. Gael García Bernal	Mexico	1978

Learning objective: learn to sound natural when using negative contractions

A ▶ [CD 3, Track 39]

- Focus Ss' attention on the chart. Point out that some contractions have one syllable and others have two syllables. Play the audio program. Ss listen and repeat.

B ▶

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Ask different Ss to read the sentences aloud. Check their pronunciation of negative contractions.

TIP To hear if Ss are using correct pronunciation or intonation, ask them to repeat the word, sentence, or question individually.

- For a different way to teach this Pronunciation, try **Stand Up, Sit Down** on page T-151.

C

- Explain the task. Then model the example sentence. Ss listen and repeat.
- Ss write four sentences individually. Go around the class and give help as needed.
- Ss read their sentences in pairs. Go around the class and listen for correct pronunciation.
- Option:** Ask different Ss to write their sentences on the board. Read each sentence aloud. Ss listen and repeat.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–4 on pages 85–88	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–3 on pages 6–8	Listening, Pronunciation, Speaking, and Grammar

6 CONVERSATION

Learning objectives: practice a conversation about a different person's personal history; see *Wh*-questions with *did*, *was*, and *were* in context

[CD 3, Track 40]

- Text covered. Focus Ss' attention on the picture and set the scene. Remind Ss that Chuck and Melissa were in Exercise 2 on page 100; Chuck asked Melissa about her life. Explain that now Melissa is asking Chuck about his life.
- Write this on the board:
 1. What was Chuck's major in college?
 - a) hair design
 - b) English
 - c) drama
 2. Why did he become a hairstylist?
 - a) He needed the money.
 - b) He liked hair design.
 - c) He liked people.

Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. c 2. a)

- Text uncovered. Play the audio program again. Ss listen and read silently.
- Elicit or explain the meaning of any new vocabulary.

Vocabulary

grow up: spend the years between being a child and being an adult
college: university
major: main subject someone studies
drama: acting

- Play the audio program again. Ss listen and practice. Then they practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.
- **Option:** Ss underline all the *Wh*-questions. Then elicit the *Wh*-questions from the class. (Answers: Where did you grow up? When did you come to Los Angeles? What was your major? Why did you become a hairstylist? What do you think?)

7 GRAMMAR FOCUS

Learning objective: ask and answer *Wh*-questions with *did*, *was*, and *were*

[CD 3, Track 41]

- Books closed. Write this on the board:
 1. *Wh*-word + *did* + subject + verb (+ complement)?
When did you come to Los Angeles?
 2. *Wh*-word + *was/were* + subject (+ complement)?
What was your major in college?

Point out that the first pattern is for simple past *Wh*-questions. The second pattern is for *Wh*-questions with the past of *be*.
- Books open. Focus Ss' attention on the Grammar Focus box. Then play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss listen and repeat.

A

- Explain the task. Then ask two Ss to model the first question and answers.
- Ss complete the task individually. Then they compare answers in pairs.

- Ask different pairs of Ss to read out the questions and matching answers. Then write the answers on the board.

Answers

- | | | | |
|------|------|------|------|
| 1. c | 3. g | 5. h | 7. b |
| 2. f | 4. a | 6. d | 8. e |

B Pair work

- Explain the task. To model the task, ask the class to ask you a few questions in part A. Answer with your own information.
- Ss complete the task in pairs. They take turns asking and answering the questions. Go around the class and check Ss' use of grammar.
- **Option:** Each pair joins another pair. Ss take turns sharing information about their partners.

For a new way to practice asking and answering *Wh*-questions with *did*, *was*, and *were*, try **Line Up!** on page T-159.

For more practice with *Wh*-questions and answers, play **Concentration** on page T-144. Ss match *Wh*-questions with answers.

Learning objective: learn vocabulary for discussing school

A [CD 3, Track 42]

- Explain the task and focus Ss' attention on the word map. Read the categories and the words in the list.
- Ss complete the word map individually. Then they compare their answers in small groups.
- Play the audio program. Ss listen and check their answers.

Answers

Classes	Schools	Places
history	college	classroom
math	elementary	gym
physical education	high	lunchroom
science	junior high	playground

- **Option:** Play the audio program. Ss listen and repeat.
- Elicit or explain any new vocabulary.

Vocabulary

college: university; community college

elementary school: a school for children

gym: a large room where people exercise or play sports

high school: a school for teenagers; secondary school

history: the study of important past events in the world

junior high school: a school between elementary school and high school for young teenagers

lunchroom: a large room in a school or office where people eat lunch

physical education: education in developing the body, especially through exercise and sports

playground: a large area outside a school where students play during lunch and breaks

science: the study of biology, chemistry, and physics

- **Option:** Ss work in small groups. They add other words to the categories. Elicit new words from each group and write them on the board.
- **Option:** Because the names and grades of schools differ from place to place, you may want to discuss this with the class. For example, other names for *elementary school* include *primary school*, *grade school*, or *grammar school*. Other names for *junior high school* and *high school* include *middle school* and *secondary school*. In addition, some places don't have separate junior high schools.

B Pair work

- Explain the first part of the task and focus Ss' attention on the chart. Ask different Ss to read the questions aloud. Point out that Ss should take notes on their partner's answers.
- Ss complete the task in pairs. They take turns asking and answering the questions. Go around the class and give help as needed.
- Explain the second part of the task and ask a S to read the example sentences.
- Ss tell the class about their partner's school days.
- **Option:** For large classes, Ss share information in groups.

- For more practice with words about school, play **Vocabulary Tennis** on page T-147. Call out different categories, such as *subjects*, *schools*, and *places*.

Learning objective: compare memories of the first day of class

A Group work

- Explain the task and read out the questions. Elicit or explain any new vocabulary. Point out that one S in each group should take notes.

- Ss complete the activity in small groups.
- **Option:** Each group votes for the S with the best memory.

B Class activity

- Explain the task. Then one S in each group shares their information with the class.

See page T-130 for teaching notes.

Learning objectives: read and discuss an article about a famous performer; develop skills in scanning, reading specific information, and sequencing events

[CD 3, Track 43]

- Focus Ss' attention on the title and picture. Ask: "Who is Ricky Martin? What do you know about him?" Elicit answers from the class.
- Read out the pre-reading task. Ask Ss to raise their hands when they find the cities. Point out that Ss can find the cities easily by looking for words that begin with capital letters.

TIP To help Ss decide what reading strategy to use, focus their attention on the purpose of the task. For example, say: "We're looking for cities, so scan the article for words that begin with capital letters."

- Ss complete the task individually. Elicit the answers and write them on the board.

Answers

San Juan, New York City, Mexico City

A

- Explain the first part of the task. Ss read the article individually and underline any new words.
- Ss discuss the meaning of any new words in pairs or small groups. Then elicit or explain any remaining new vocabulary.

Vocabulary

- performer:** an actor, musician, or singer
- commercials:** television or radio advertisements
- band:** a singing group
- well known:** famous
- frustrated:** unhappy because you can't get something you want
- part:** a role; a job acting in a television show or play
- soap opera:** a continuing television drama about people's lives and problems
- album:** a CD with many songs
- success:** doing well at something you work for
- forever:** always

- Explain the second part of the task and ask different Ss to read each answer. Then elicit the first question from the class.
- Ss complete the task individually. Then they compare their questions in small groups.
- Ask different Ss to write the questions on the board. If needed, correct the questions with the class.
- Option:** Play the audio program. Ss listen and read silently.

Possible answers

- Where was Ricky Martin born?
- When did he join Menudo?
- When did he leave the band?
- Why did he move to Mexico?
- What Broadway show did he appear in?
- What was his biggest hit?

B

- Explain the task. Ask different Ss to read each event.
- Ss complete the task individually. Then they compare their answers in pairs.
- To check answers, ask: "What was the first event? the second event?" Continue until Ss read out the tenth event.

Answers

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

C Group work

- Read the focus questions and explain the task.
- Ss discuss the questions in small groups. Then ask a few Ss to share their information with the class.

TIP To build Ss' confidence about talking to large groups, have them practice speaking in small groups first.

For a new way to teach this Reading, try **Cloud Prediction** on page T-154. Write these key words in a cloud on the board: *Puerto Rico, the U.S., Mexico, performer, television commercials, soap operas, band, Spanish-language albums, English-language albums.* Ask the class: "Who is the article about?" Ss make predictions.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 5-7 on pages 88-90	Grammar, Vocabulary, and Writing
Lab Guide Exercises 4-8 on page 26	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 15	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 15	Grammar, Vocabulary, Reading, Listening, and Speaking

Can she call you later?

Cycle 1, Exercises 1-4

In Unit 16, students make plans to do different activities together. In Cycle 1, they make phone calls and leave messages using subject and object pronouns. In Cycle 2, they make, accept, and decline invitations using Do you want to . . . ?, Would you like to . . . ?, and verb + to.

1 CONVERSATION

Learning objectives: practice a conversation about phone messages; see subject and object pronouns in context

▶ [CD 3, Track 44]

- Text covered. Focus Ss' attention on the pictures. Ask: "Who are these people?" Elicit or remind Ss that they are Michael and Nicole from Unit 1. Also, elicit or remind Ss that Nicole and Jennifer are roommates.
- Set the scene. Michael is phoning Jennifer, but she isn't at home. Write these focus questions on the board:
 - Who or what answers the phone first?
 - Who does Michael speak to?
 - Where is Jennifer?
- Play the audio program. Ss read and listen for the answers. Elicit the answers. (Answers: 1. the answering machine 2. Nicole 3. at the mall)
- Elicit or explain any new vocabulary. Use pictures where appropriate.

2 WORD POWER

Learning objective: learn prepositions of place with at, in, and on

A ▶ [CD 3, Track 45]

- Books open. Focus Ss' attention on the chart. Play the audio program. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

beach: the shore of an ocean or lake

trip: vacation

break: a short pause from work

- Option:** Explain the rules for using these prepositions:
 - Use *at* with *home*, *work*, and *school*.
 - Use *at the* with places in cities or towns (e.g., *mall*, *library*, *beach*).
 - Use *in* with *bed*, *class*, and countries, cities, or towns (e.g., *Mexico*, *Toronto*).
 - Use *in the* with *hospital* and places in houses or apartments (e.g., *shower*, *yard*).
 - Use *on* with *vacation*, *a trip*, and *his/her break*.

Vocabulary

answering machine: a machine that takes phone messages

leave us a message: give us a message

tone: a long sound

message: information for a different person

shower: a device in the bathroom that sprays water over you

call: phone

- Play the audio program again. Ss listen and repeat.
- Ss take turns practicing the conversation in groups of three. "Jennifer" and "Nicole" leave the answering machine message, and "Nicole and Michael" practice the rest of the conversation.
- Option:** Ask one or two groups to role-play the conversation for the class.

For a new way to practice this conversation, try **Disappearing Dialog** on page T-151.

- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the first part of the task. Elicit the names of different family members and write them on the board.
- Ss make lists of people they know individually.
- Explain the second part of the task and ask two Ss to model the example conversation.
- Ss exchange lists in pairs. Then they ask and answer *Where* questions about the people on the lists.

For a new way to practice prepositional phrases, try **Preposition Board Game** on page T-159.

For more practice with prepositional phrases, play **Run For It!** on page T-148.

3 LISTENING

Learning objective: develop skills in listening for specific information

A [CD 3, Track 46]

- Explain the task. Point out that Ss should complete the sentences with prepositional phrases. Then play the audio program once or twice, pausing after each conversation. Ss listen and complete the task.

Audio script

1.

MAN: Hello?

WOMAN: Hello. Is Lisa there, please?

MAN: Yes, but she can't come to the phone right now.

She's working in the yard. Can I give her a message?

WOMAN: Yes, this is Sue. Please ask her to call me.

MAN: OK, sure.

WOMAN: Thank you. Good-bye.

2.

WOMAN: Hello?

MAN: Hello. Is Jeff there, please?

WOMAN: I'm sorry, he can't come to the phone right now.

He's in the shower.

MAN: OK. Thanks. Good-bye.

3.

MAN: Hello?

WOMAN: Hello. Can I talk to Brenda?

MAN: Sorry. She's at work. Do you have her number at the office?

WOMAN: Yes, I do. Thank you.

MAN: You're welcome. Bye.

4.

WOMAN: Hello?

MAN: Uh, hello. Can I speak to Eric?

WOMAN: Well, Eric's not here right now. He's on vacation.

MAN: Oh. When is he going to come home?

WOMAN: He's going to come home Saturday.

MAN: OK. Thanks. Bye.

WOMAN: Good-bye.

- Ss compare their answers in pairs. Then elicit the answers from the class.

Answers

- Lisa is **in the yard**.
- Jeff is **in the shower**.
- Brenda is **at work/in the office**.
- Eric is **on vacation**.

B Pair work

- Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs.

4 GRAMMAR FOCUS

Learning objective: practice using subject and object pronouns

[CD 3, Track 47]

- Write this on the board:
Michael called Jennifer. = He called her.
- Elicit or explain that subjects go before verbs and objects go after verbs. *He* is a subject pronoun and *her* is an object pronoun.
- Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- If needed, point out that *you* is both a subject pronoun and an object pronoun. *They* and *them* can refer to people or things. *It* refers only to things, and is both a subject and object pronoun.

A

- Ss complete the conversations individually. Elicit the answers. Then Ss practice the conversations in pairs.

Answer

- A: Can I speak with Ms. Fee, please?
B: **She's** not here. But maybe **I** can help you.
A: Please give **her** my new phone number. It's 555-2981.
- A: Hi, this is David. Is Mr. Roberts there?
B: I'm sorry, but **he's** not here right now. Do you want to leave **him** a message?

A: Yes. Please tell **him** to call me at work.

3. A: Hello, this is Carol's Café. Are Kate and Joe in?

B: No, **they're** not. Can I help you?

A: I found Kate and Joe's keys. **They** left **them** on the table.

B: Just bring **me** the keys. I can give **them** to Kate and Joe.

A: I'm sorry, but I can't. Can Kate and Joe call **me**?

B: OK.

B

- Explain the first part of the task. Ss write messages individually. Go around the class and give help as needed.
- Explain the second part of the task and ask two Ss to model the example conversation. Then Ss leave messages for three classmates in pairs.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1-4 on pages 91-94	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1-3 on page 27	Listening, Pronunciation, Speaking, and Grammar

Learning objectives: notice and practice the reductions of *want to* and *have to*; learn to sound natural when making, accepting, and declining invitations

A [CD 3, Track 50]

- Focus Ss' attention on the picture and set the scene. Speaker A is inviting Speaker B to a party.
- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Elicit other things people invite each other to do and write them on the board. If needed, refer Ss to Exercise 5 on page 108.

Learning objectives: make, accept, and decline invitations; practice using *verb + to*

[CD 3, Track 51]

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that that we use *Do you want to . . . ?* and *Would you like to . . . ?* to make invitations. Point out that *Would you like to . . . ?* is more formal than *Do you want to . . . ?*
- Ask: "What words have the pattern *verb + to*?" Elicit the answer. (Answer: *want to, have to, need to, would like to, would love to*) Point out that *I'd* is the contraction for *I would*. Also, point out that another verb usually follows this pattern (e.g., *I need to work*.)
- Play the audio program. Ss listen and read silently.

A

- Explain the first part of the task and model the example invitation.
- Option:** For lower-level classes, point out that all answers are either *want to* or *like to*.
- Ss complete the invitations individually. Then they compare answers in pairs.
- Ask different Ss to read out the invitations. Encourage Ss to use reductions with the questions with *want to*.

Answers

- Would you **like to** visit an amusement park this weekend?
- Do you **want to** go to a basketball game tomorrow night?
- Would you **like to** see a movie tonight?
- Do you **want to** go swimming on Saturday?
- Do you **want to** play soccer after school today?
- Would you **like to** go to an art festival on Sunday afternoon?

- Ss practice the short conversation in pairs. Encourage them to substitute other activities. Go around the class and listen to Ss' pronunciation of *want to* and *have to*.

TIP To help Ss use reductions in a fun way, ask them to practice conversations faster and faster. This reduces anxiety and makes pronunciation sound more natural.

B Pair work

- Focus Ss' attention on the Conversation on page 108. Play the audio program. Ss pay attention to the pronunciation of *want to* and *have to*.
- Ss practice the conversation in pairs. Go around the class and help with pronunciation as needed.

- Explain the second part of the task. Ask a S to model the example invitation and a different S to read the response.
- Ss match the invitations with the responses in pairs.
- To check answers, ask different pairs to read each invitation and response.

Answers

- d. I'd like to, but I can't. I'm going to go on a trip this weekend.
- c. I don't really like basketball. Do you want to do something else?
- f. Tonight? I can't. I need to help my parents.
- a. I'd like to, but I don't have a swimsuit!
- b. I'm sorry, but I have to talk to the teacher after school.
- e. Yes, I'd love to. I love art festivals!

- Ss practice the conversations in pairs. Go around the class and check Ss' pronunciation and intonation.

B Pair work

- Write these time expressions on the board:
tomorrow night
tonight
on Saturday
after school today
this weekend
on Sunday afternoon
Tell Ss to copy the time expressions and write their plans next to each one.
- Explain the task and ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and encourage Ss to use their own information.

EXCUSES, EXCUSES!

Learning objective: practice making invitations and giving excuses with *have to*, *need to*, and *want to*

A

- Focus Ss' attention on the title. Elicit or explain that an *excuse* is a reason for not doing something. Point out that an excuse can be true or false.
- If needed, explain that it's not polite to decline an invitation by just saying "no." To politely decline an invitation, people usually say, "I'm sorry, but (excuse)."
- Explain the task and ask different Ss to read out the excuses. Elicit or explain any new vocabulary.

Vocabulary

babysit: take care of someone's baby or child
already: at this time

- Ss check (✓) *Often*, *Sometimes*, or *Never* individually. Then they compare answers in pairs.
- Option:** While Ss complete the task, copy the chart onto the board. Then elicit the number of responses for each excuse and write them in the chart.

- Option:** Elicit other excuses and write them on the board.

B

- Explain the task and model the example sentence. Then Ss write three sentences individually. Go around the class and help with vocabulary, grammar, and spelling as needed.

C Class activity

- Explain the task. Then ask two Ss to model the example conversation. Point out that Student B should complete the response with an excuse (e.g., *I have to babysit.*).
- Ask two Ss to model the conversation using a different invitation and excuse. For example:
 S1: Do you want to go to a concert on Friday night?
 S2: I'm sorry, but I can't. I have to study.
- Ss go around the class, making invitations and responding with excuses.

10 LISTENING

Learning objective: develop skills in listening for main ideas and details

A [CD 3, Track 52]

- Set the scene and explain the task. Then play the audio program. Ss listen and check (✓) *Can come* or *Can't come*. Then play the audio program again. Ss listen and check their answers.

Audio script

STEVEN: Hello, Jennifer and Nicole. This is Steven. Thanks for the invitation. I'd love to come. So . . . uhh . . . well, see you Saturday around eight o'clock.

ANNA: Hello, Jennifer. This is Anna. Thanks for inviting me to your party. I'm going to be a little late. I hope that's OK. Can I bring some food or soda? Call me at 914-555-2714.

DAVID: Hey, Jennifer and Nicole. This is David. Thanks for the invitation. I'd love to come, but I have to go out to dinner with my parents. It's my mother's fiftieth birthday, so it's kind of important. Sorry. Talk to you soon.

SARAH: Hi, Nicole. This is Sarah. I'm really sorry, but I can't come to your party on Saturday. I'm going to go to a concert with my friend Robert. Sorry I can't change my plans. He bought the tickets already. Again, I'm really sorry. Talk to you soon.

MICHAEL: Hi, Jennifer. This is Michael. Thanks for inviting me to your party on Saturday. I'd love to come. I'm going to bring some potato chips and soda. I hope that's OK. If not, call me. You have my number!

- Ss compare their answers in pairs. Then go over the answers with the class.

Answers (for parts A and B)

	Can come	Can't come	Excuse
Steven	✓		
Anna	✓		
David		✓	having dinner with parents
Sarah		✓	going to a concert
Michael	✓		

B

- Play the audio program for David and Sarah's messages again. Ss listen and write their excuses. Play the audio program again if needed.
- Elicit the answers from the class.

TIP To help Ss focus on a complex listening task, have them listen two or three times. Each time they listen for a different thing.

11 INTERCHANGE 16

See page T-131 for teaching notes.

Learning objectives: read and discuss a Web page about city shows and events; develop skills in skimming and scanning

[CD 3, Track 53]

- Focus Ss' attention on the Web page. Point out that it gives information about things to do in Miami, Florida, on Saturday.
- Explain the pre-reading task. If needed, explain that a *jungle* is a tropical forest and *fashions* are styles of clothes.
- Ss skim the Web page and complete the task individually. Then they compare their answers in small groups.

A

- Explain the first part of the task. Ss read the Web page individually and underline any new words.
- Ss complete the task individually. Then they discuss the meaning of any new words in small groups. Elicit or explain any remaining new vocabulary.

Vocabulary

experience: learn about (something) firsthand
seats ... sell out quickly: people buy all the tickets for seats quickly
exotic: strange and unusual
nature park: a park with a lot of animals and plants
trick: a funny act that entertains people
under the stars: outdoors at night
seating is still available: you can still get a seat
latest: newest
multicultural: having many cultures
jewelry: earrings, necklaces, bracelets, and rings

- **Option:** Play the audio program. Ss listen and read silently.
- Explain the second part of the task. If needed, point out that a *live performance* is a performance you see while it is happening.
- Point out that Ss can find the places quickly by scanning the Web page for words related to each phrase.
- Ss skim the article for a few minutes. When most Ss raise their hands, elicit the places and words. Then elicit the answers.
- Ss complete the task individually. Then they compare the answers in small groups. While Ss work, copy the chart onto the board.

- Elicit answers from the class. Ask different Ss to write their answers on the board.

Answers

1. *buy clothes or jewelry:* Dolphin Mall; Broward Community College
2. *buy food:* South Beach; Broward Community College
3. *sit indoors:* Museum of Discovery and Science; Dolphin Mall
4. *be outdoors:* Parrot Jungle Island, South Beach
5. *see a live performance:* Parrot Jungle Island, South Beach

B Group work

- Read the questions and explain the task. Then Ss discuss the questions in small groups. Go around the class and encourage Ss to ask follow-up questions.
- **Option:** Ss work in small groups. They conduct Internet research about things in their city or town (or in a different city or town). Then they design a Web page with things to do in the city or town.

TIP To motivate younger Ss, have them work together on projects (e.g., Web pages, posters) related to the unit theme.

For a new way to teach this reading, try **Reading Race** on page T-152.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 5–8 on pages 94–96	Grammar, Vocabulary, and Writing
Lab Guide Exercises 4–8 on page 27	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 16	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 16	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss' understanding of Units 15 and 16 with the quiz on pages T-214 and T-215.

Assess Ss' understanding of Units 9–16 with one of the tests on pages 117–124 of the *Interchange Third Edition / Passages Placement and Evaluation Package*.

Units 15–16 Progress check

SELF-ASSESSMENT

Learning objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 15 and 16?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 WHERE WERE YOU IN...?

Learning objective: assess one's ability to talk about one's past using the past of be

A Pair work

- Explain the task and focus Ss' attention on the chart. Point out that Ss should complete the chart with information about their partners.
- To model the class, choose a year. Then tell different Ss to ask you each question about the year. Answer the questions with information about your life.

- Ss work in pairs. They choose three years and write them down. Then they take turns asking and answering questions to complete the chart.

B Class activity

- Explain the task and ask a S to model the example sentence.
- Elicit information from different Ss in the class.
- **Option:** For large classes, Ss can tell about just one year. Alternatively, Ss can share information in groups.

2 WHO WAS SHE?

Learning objective: assess one's ability to ask about famous people using simple past yes/no questions

Group work

- Focus Ss attention on the pictures. Ask: "Who were these people? What do you know about them?"
- Explain the first part of the task. Point out that the people should be living.
- Model the example questions. Elicit other possible questions and write them on the board. Then ask three Ss to model the example conversation.

- To model the task, think of a famous person. The class asks simple past yes/no questions to guess the person.
- Ss play the game in small groups. The S who guesses the person correctly thinks of the next person.
- **Option:** Tell Ss they can ask only ten questions to guess the person.
- **Option:** Ss research information about famous people from the past before class.

3 LISTENING

Learning objective: assess one's ability to listen to and understand phone calls with subject and object pronouns

[CD 3, Track 54]

- Explain the task. Ss listen to statements and questions from six phone conversations. They choose the best response to each statement or question.
- Ss read the answer choices silently. Then play the audio program once or twice. Ss listen and complete the task.

Audio script

1. Can I give her a message?
2. Can you ask him to call me?
3. Do you have my number?

4. We had a great barbecue on Sunday. Why didn't you go?
5. There's an interesting new movie at Cinema City. Do you want to go tonight?
6. Hi. This is Sandra. Is David there, please?

- Elicit the answers from the class.

Answers

1. Yes. Please tell her to call me.
2. Yes. Does he have your number?
3. No, I don't.
4. I had a terrible headache.
5. I'm sorry, but I can't go.
6. I'm sorry, he's not here right now.

4 FIND SOMEONE WHO . . .

Learning objective: assess one's ability to ask yes/no questions using verb + to

A Class activity

- Explain the task and focus Ss' attention on the chart. Then elicit yes/no questions for each phrase from the class.
- Ask two Ss to model the example conversation. Point out that when Student B answers "Yes, I do," Student A should write his or her name in the chart.
- Ss go around the class and complete the chart. Go around the class and encourage Ss to change partners often and try to write different names on each line.

B Pair work

- Explain the task and write this model conversation on the board:
A: *Megumi needs to do laundry this weekend.*
B: *Ivan needs to do laundry, too.*
Ss use the model conversation to compare their answers in pairs.
- Elicit answers from the class. Ask: "Who needs to do laundry this weekend? Who doesn't want to do homework tonight?" Continue with the remaining questions.

5 INVITATIONS

Learning objectives: assess one's ability to ask yes/no questions using verb + to; assess one's ability to make, accept, and refuse invitations; assess one's ability to give excuses

A

- Elicit summer activities from the class (e.g., *go to the beach, have a picnic*). Write them on the board.

- Explain the task. Then Ss complete the task individually. Go around the class and give help as needed.

B Class activity

- Explain the task. Ask two different pairs of Ss to model the example conversations.
- Ss go around the class and complete the task.

WHAT'S NEXT?

Learning objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Interchange activities

interchange 1

Learning objective: develop fluency exchanging names, phone numbers, and e-mail addresses

A

- Explain the task. If needed, explain that a famous person is a person many people know. Elicit examples of famous people.
- Focus Ss' attention on the example card. Ask Ss to spell the name and say the phone number. Then read out the e-mail address: "B-E-N-A-F-F-L-E-C-K at C-U-P dot O-R-G." Point out that this is not his real phone number and e-mail address.
- Ss complete the task individually. Go around the class and give help as needed.

B Class activity

- Explain the activity and model the conversation with a strong S. Take the role of Student B, and the S takes the role of Student A.
- Focus Ss' attention on the useful expressions in the box. Write them on the board and read them aloud. Ss repeat.
- Ss practice the conversation in pairs. Then they change roles.
- Ss complete the activity. They take their books, go around the class, introduce themselves to three "famous people," and complete the cards.

Interchange activities

interchange 1 FAMOUS CLASSMATES

A Imagine you are a famous person. Write your name, phone number, and e-mail address on the card.

Name: <i>Ben Affleck</i>	Name: _____
Phone: <i>(646) 555-0831</i>	Phone: _____
E-mail: <i>benaffleck@cup.org</i>	E-mail: _____

at dot

B Class activity Go around the class. Introduce yourself to three "famous people." Ask and answer questions to complete the cards.

- A: Hi, my name is Drew Barrymore.
 B: I'm Ben Affleck. Nice to meet you, Drew.
 A: Ben, what's your e-mail address?
 B: It's B-E-N-A-F-F-L-E-C-K at C-U-P dot O-R-G.
 A: I'm sorry. Can you repeat that?

useful expressions

I'm sorry.
 Can you repeat that?
 How do you spell that?

Name: _____
Phone: _____
E-mail: _____

Name: _____
Phone: _____
E-mail: _____

Name: _____
Phone: _____
E-mail: _____

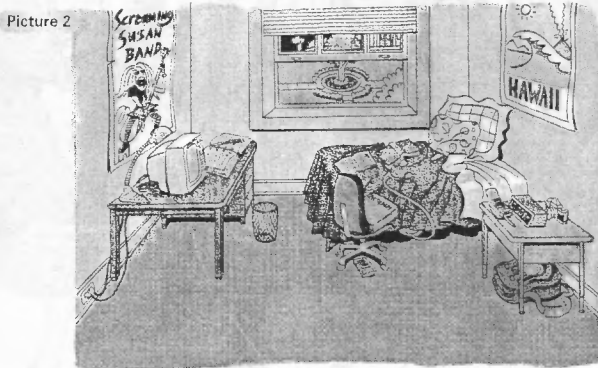
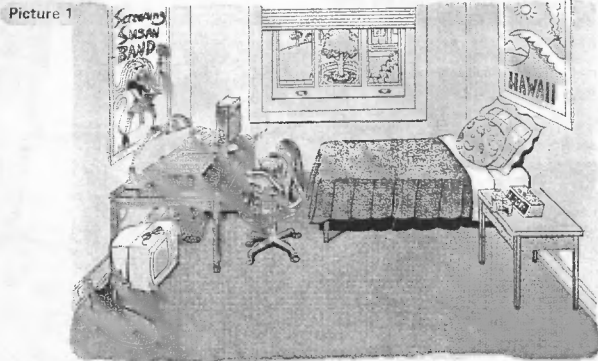


Interchange 1

Interchange 2 FIND THE DIFFERENCES.

A Pair work How are the two pictures different? Ask questions to find the differences.

- A: Where are the sunglasses?
 B: In picture 1, they're on the television.
 A: In picture 2, they're behind the television.



B Class activity Talk about the differences with your classmates.

"In picture 1, the sunglasses are on the television. In picture 2, they're ..."

Interchange 2

Interchange 2

Learning objective: compare the locations of things in a room

A Pair work

- Focus Ss' attention on the pictures. Elicit the names of the things in the pictures and write them on the board (e.g., *backpack, bed, books, calculator, camera, CD player, chair, clock, desk,*

dictionary, lamp, notebook, pen, phone, sunglasses, table, television, wastebasket).

- Explain that there are 18 differences between the pictures. Many things on the board are in both pictures, but they are in different locations.
- Explain the activity and model the conversation with a S. Then Ss complete the activity in pairs.

B Class activity

- Write the headings *Picture 1* and *Picture 2* on the board. Ask a S to read the model sentences and write the items and locations under the headings:

	<u>Picture 1</u>	<u>Picture 2</u>
sunglasses:	on the television	behind the television

- Elicit other differences from the class. Encourage Ss to use complete sentences, and correct them if needed. Ask different Ss to go to the board and write the locations under each heading.

Possible answers

	<u>Picture 1</u>	<u>Picture 2</u>
sunglasses:	on the television	behind the television/ on the desk
television:	next to the desk	on the desk
wastebasket:	under the desk	in front of the desk
CD player:	on the desk/ next to the dictionary	under the bed
dictionary:	on the desk/ next to the phone/ next to the CD player	on the chair
phone:	on the desk/ next to the dictionary	on the table/ in front of the clock
backpack:	on the chair	under the table
books:	in the backpack	on the bed
calculator:	in the backpack	on the floor/ under the chair
chair:	in front of the desk	next to the bed
camera:	in front of the clock	behind the clock

interchange 4

Learning objective: discuss famous people, colors, and clothing

Group work

- Focus Ss' attention on the picture. Ask: "Who are the people? Where are they?" Elicit answers from the class. (Answers: celebrities, a party) Point out that a *celebrity* is a famous person.
- Read the names of the celebrities aloud. Ss listen and repeat.
- Option:** Ask Ss to share information about the celebrities.
- Explain the task. Ask three Ss to model the example conversations.
- Point out that the conversations use present continuous yes/no questions and short answers. Explain that we usually ask "Is it . . .?" in guessing games about people.
- Ss complete the activity in small groups.
- Option:** To make the game more challenging, Ss give very little information. The other Ss ask more questions about the clothes. Write this example conversation on the board:
A: He's wearing a suit.
B: Is he wearing a white tie?
A: No, he isn't.
C: Is the suit brown?
A: Yes, it is.
C: Is it Denzel Washington?
A: Yes, it is.

TIP To increase Ss' talking time, introduce challenging rules. For example, Ss must ask at least two questions about a person's clothes before they guess the person's identity.

interchange 4 CELEBRITY FASHIONS

Group work Take turns. Describe the people at the party. Don't say the person's name. Your classmates guess the person.

- A: He's wearing blue jeans, a yellow shirt, and a black jacket. Who is it?
B: Is it Marc Anthony?
A: No, it isn't.
C: Is it Will Smith?
A: That's right.
- B: They're wearing dresses. Who are they?
C: Are they Reese Witherspoon and Nicole Kidman?
B: That's right.



Interchange 4



Interchange 4

[Faint, illegible text from the reverse side of the page, appearing as bleed-through.]

interchange 3

Learning objective: ask and answer personal questions using a board game

A Pair work

- Explain and model the steps in the game. Explain that Ss can use erasers, paper clips, or other small objects as markers.
- Elicit or point out the *Start* and *Finish* squares. Model how to toss a coin. Elicit or point out the *heads* and *tails* sides. Then model how to move coins one or two spaces.

TIP In lower-level classes, it is more effective to model a new game or activity with several steps than to explain it.

- Write this on the board:
? first What's name your.
Say: "Make a question with these words." Then elicit the correct question. (Answer: What's your first name?)
- Option:** With lower-level Ss, elicit the question for each square before Ss play the game.
- Read the useful expressions in the box aloud. Ss repeat.
- Model the example conversation with a S.
- Ss play the game in pairs. Go around the class and give help as needed.
- Option:** If Ss finish early, they can play again with new partners.
- Option:** While Ss play the game, write down any errors you hear. After they finish, write the errors on the board. Ss correct them as a class.

interchange 3 BOARD GAME

A Pair work: Play the board game. Follow these instructions.

- Choose a marker. Place it on **Start**.
- Student A tosses a coin and moves one or two spaces.

"Heads" means move two spaces.
"Tails" means move one space.



- Student A makes a question with the words in the space. Student A asks Student B, and Student B answers.
- The game continues. Student B tosses a coin and moves one or two spaces.
- Continue until both markers are on **Finish**.

A: It's "heads." I move two spaces. What's your last name?
B: It's Lee. Now it's my turn!

useful expressions

It's your turn.
It's my turn.
I don't know.



B Class activity: Tell the class two things about your partner.

"Mario's from Rome. Rome is very exciting and crowded."

Interchange 3

B Class activity

- Explain the task. Ask a S to read the example aloud.
- Ss tell the class two things about their partners.
- Option:** For very large classes, Ss can share information in large groups.

Interchange 5 WHAT'S WRONG WITH THIS PICTURE?

Group work What's wrong with this picture? Tell your classmates.

"Ellen is swimming, but she's wearing high heels and a hat!"



Interchange 5

Interchange 5

Learning objective: talk about people's actions in a funny picture

Group work

- Focus Ss' attention on the picture. Elicit or explain any new vocabulary (e.g., park, tree, lake, tiger, dog, carry).

- Explain the task and read the model statement.
- Set a ten-minute time limit. Ss complete the task in small groups.

TIP To challenge Ss to work more quickly, set a time limit. Write the time limit on the board. Every few minutes, revise the number and tell the class how much time they have left.

- Elicit answers from different groups.

Possible answers

Ellen is swimming, but she's wearing high heels and a hat. Mark and Randy are riding their bikes, but they're in a lake. It's a hot day, but Mrs. Smith is wearing a coat, a hat, a scarf, and boots. She's carrying an umbrella. A tiger is driving a car, and it's wearing sunglasses. Mr. Frank is reading a newspaper, but he's sitting on a car. Mr. Garcia, Mrs. Garcia, Gina Garcia, and Alex Garcia are eating pizza, but they're wearing pajamas. A dog is eating pizza, and it's using chopsticks. Bob and Lynn are playing tennis, but they're using umbrellas. They're wearing suits. Tracy is cooking on a television. Peter is sleeping in the rain. It's sunny in the park, but it's raining on Peter. Anna is running, but she's wearing high heels. She's carrying a briefcase.

- Option:** Ss write sentences about the picture for five minutes. Encourage them to use the conjunctions *and* and *but*. The group with the most grammatically correct sentences wins.

Interchange 6

Learning objective: find out more about classmates' daily and weekly routines in a survey

A Class activity

- Explain the task and focus Ss' attention on the chart. Ask different Ss to read the phrases. Use the illustrations to explain new vocabulary. Then ask three Ss to model the example conversation.
- Point out that Ss must change the phrases to yes/no questions. For example, they change *Find someone who . . . gets up at 5:00 A.M.* to *Do you get up at 5:00 A.M. on weekdays?*
- If needed, elicit how to change two or three more phrases in the chart to yes/no questions. Point out that Ss must use positive questions for phrases with *doesn't*. For example, *Find someone who . . . doesn't have a cell phone* changes to *Do you have a cell phone?*
- **Option:** For lower-level classes, tell the Ss to write Wh-questions for all the phrases first.
- Ss go around the class and complete the chart. Go around the class and encourage them to look at each other, change partners often, and write different names on each line.

TIP To control large classes during *Find someone who . . .* activities, divide the class in half. Ask each half to stay on one side of the classroom.

- Continue until most Ss complete the chart.

Interchange 6 CLASS SURVEY

A Class activity Go around the class and find this information. Try to write a different name on each line.

Find someone who		Name	Name
gets up at 5:00 A.M. on weekdays	.....	goes to class by bus	.....
gets up at noon on Saturdays	.....	rides a motorcycle to class	.....
has breakfast in bed	.....	walks to class	.....
works at night	.....	speaks three languages	.....
works on weekends	.....	has two brothers	.....
lives downtown	.....	doesn't have a cell phone	.....
lives in the suburbs	.....	doesn't have a computer	.....
lives alone	.....	doesn't like the Internet	.....

have breakfast in bed ride a motorcycle to class speak three languages

A: Do you get up at 5:00 A.M. on weekends, Jung Ho?
B: No, I get up at 7:00 A.M.

A: Do you get up at 5:00 A.M. on weekdays, Keiko?
C: Yes, I get up at 5:00 A.M. every day.

B Group work Compare your answers.

A: Keiko gets up at 5:00 A.M.
B: Maria gets up at 5:00 A.M., too.
C: Jung Ho gets up at . . .

Interchange 6

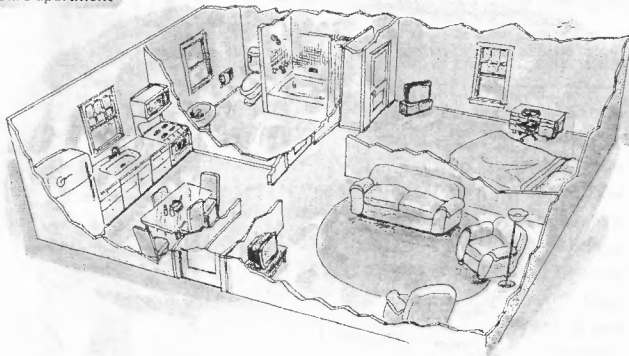
B Group work

- Explain the task. Then ask three Ss to model the example conversation. Point out that they can also ask *Who* questions to compare information (e.g., *Who gets up at 5:00 A.M. on weekdays?*).
- Ss complete the task in small groups. Go around the class and encourage Ss to use complete sentences.
- **Option:** Ss take notes of the answers. Then ask *Who* questions to elicit the answers for each phrase.

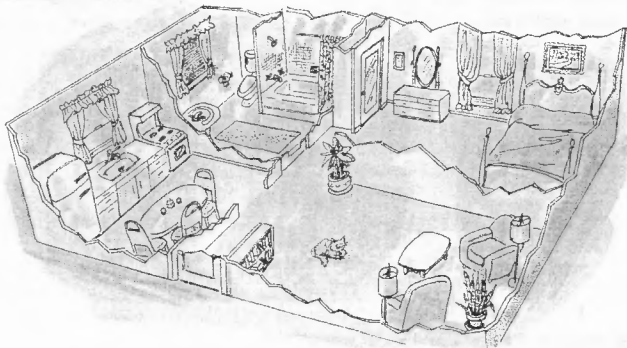
Interchange 7 FIND THE DIFFERENCES.

A Pair work Find the differences between Bill's apartment and Rachel's apartment.

Bill's apartment



Rachel's apartment



A: There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.

B: There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.

B Group work Compare your answers.

Interchange 7

interchange 7

Learning objective: compare rooms and furniture

A Pair work

- Focus Ss' attention on the pictures. Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs.

B Group work

- Each pair joins another pair and compares their answers.

Possible answers

Kitchen

- There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.
- There are some curtains in Rachel's kitchen, but there aren't any curtains in Bill's kitchen.

- There's a microwave in Bill's kitchen, but there's no microwave in Rachel's kitchen.

Bathroom

- There are some curtains in Rachel's bathroom, but there are no curtains in Bill's bathroom.
- There's a rug in Rachel's bathroom, but there's no rug in Bill's bathroom.

Bedroom

- There's a dresser in Rachel's bedroom, but there's no dresser in Bill's bedroom.
- There's a mirror in Rachel's bedroom, but there isn't a mirror in Bill's bedroom.
- There's a television in Bill's bedroom, but there isn't a television in Rachel's bedroom.
- There's a desk in Bill's bedroom, but there isn't a desk in Rachel's bedroom.
- There's a chair in Bill's bedroom, but there isn't a chair in Rachel's bedroom.
- There are some curtains in Rachel's bedroom, but there aren't any curtains in Bill's bedroom.
- There's a picture in Rachel's bedroom, but there's no picture in Bill's bedroom.

Living room

- There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.
- There are two blue chairs in Bill's living room, but there are two orange chairs in Rachel's living room.
- There's one lamp in Bill's living room, but there are two lamps in Rachel's living room.
- There's a coffee table in Rachel's living room, but there isn't a coffee table in Bill's living room.
- There's a bookcase in Rachel's living room, but there's no bookcase in Bill's living room.
- There's a television in Bill's living room. There isn't a television in Rachel's living room.
- There are some plants in Rachel's living room, but there are no plants in Bill's living room.
- There's a cat in Rachel's living room, but there's no cat in Bill's living room.

Interchange 8

Learning objective: speak more fluently about job preferences in a survey

A Pair work

- Explain the first part of the task.
- If needed, explain the patterns for simple present statements and yes/no questions with *want to*:
Subject + *want to* + verb.
Do/Does + subject + *want to* + verb?
- Ask different Ss to read the survey questions aloud. Elicit or explain any new vocabulary. Use the pictures as needed.

Vocabulary

perform: act, sing, or dance in front of people

uniform: clothing that everybody wears to a job or to school

outdoors: outside a building

- Ss check *Yes* or *No* in the *Me* column individually.
- Explain the second part of the task. Ss take turns asking a partner the questions and check *Yes* or *No* in the *My partner* column. Model the task with a S.
- Ss complete the task in pairs.
- Option:** Ask: "Do you want to talk to people? Who says 'yes'? Who says 'no'?" Elicit responses from the class and write the number of *Yes* and *No* answers on the board. Continue with the remaining questions.


B Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss complete the task in pairs. Then they share the information with the class.
- Option:** Ss write about a good job for themselves or their partners.


Interchange 8 THE PERFECT JOB

A Pair work Imagine you're looking for a job. What do you want to do? First, check (✓) your answers to the questions. Then ask your partner the same questions.


Do you want to ... ?	Yes	No	Yes	No
talk to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perform in front of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work from 9 to 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have your own office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear a uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear a suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear blue jeans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have an exciting job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a relaxing job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




work from 9 to 5




work outdoors



work at home



perform in front of people



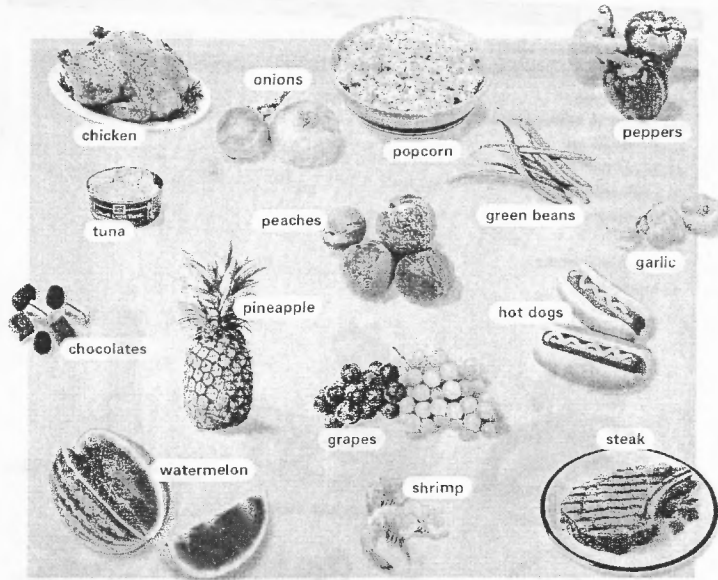
travel

B Pair work Think of a good job for your partner.

- A: You want to perform in front of people, travel, and wear blue jeans. Do you want to be a pop singer?
 B: No, a pop singer's job is very stressful.
 A: Well, do you want to be ...

interchange 9 FOOD SURVEY

A Complete the food survey. Use these foods and other foods you know.



Things	eat every day	eat twice a week	eat once a week	never eat
meat/fish
dairy
fruits
vegetables
snacks

B Pair work Compare your information.

A: I eat onions every day.

B: I never eat onions, but I eat chocolates every day.

Interchange 9

B Pair work

- Explain the task and ask two Ss to model the example conversation.
- Point out that Ss should talk about each type of food.
- Ss compare their answers in small groups. Go around the class and give help as needed.
- **Option:** Copy this chart onto the board:

Most Least
popular popular

Meat/fish
Dairy
Fruits
Vegetables
Snacks
Other foods

Elicit or explain the meaning of *most popular* and *least popular*. Then elicit answers from the class and write them in the chart.

interchange 9

Learning objective: discuss food and eating habits

A

- Focus Ss' attention on the picture. Read the name of each food aloud. Ss repeat.

- Explain the task and focus Ss' attention on the survey.
- If needed, elicit or explain that a *snack* is food you eat between meals. Snacks include foods like apples and potato chips.
- Ss complete the chart individually. Go around the class and give help as needed.

interchange 10

Learning objective: learn more about classmates' hidden abilities and talents

A Class activity

- Focus Ss' attention on the chart. Ask different Ss to read the questions. Use the pictures to explain new vocabulary.
- Explain the task. Ask two Ss to model the example conversation. Elicit possible follow-up questions for each answer. For example, to follow the first question:
B: Yes, I can.
A: What instruments can you play?
OR
B: No, I can't.
A: Can you play any musical instruments?
- Point out that Ss should write the names of classmates who answer "yes" in the *Can* column. They should write the names of classmates who answer "no" in the *Can't* column.
- Ss complete the activity. Go around the class and encourage Ss to change partners often and ask follow-up questions.
- Continue until most Ss complete their charts.

B Class activity

- Explain the task and ask a S to model the example sentences. Point out that Ss should change the pronoun *your* in "sew your own clothes" to *his* or *her*.
- Ask different Ss to share answers about their classmates.
- Option:** In large classes, Ss can share their answers in groups.

interchange 10 HIDDEN TALENTS

A Class activity Go around the class. Find someone who *can* and someone who *can't* do each thing. Try to write a different name on each line.

Can you ... ?	Can	Can't
play three musical instruments
dance the tango
say "Hello" in five languages
swim underwater
write with both hands
do a handstand
fix a computer
juggle
sew your own clothes
do magic tricks



dance the tango



write with both hands



do a handstand



juggle



sew your own clothes



do magic tricks

A: Can you play three musical instruments?
B: Yes, I can. OR No, I can't.

B Class activity Share your answers with the class.

"Mei-Li can't play three musical instruments, but Claudia can. She can play the guitar, violin, and piano."

Interchange 10

Interchange 11 **GUESSING GAME**

A Pair work Is your partner going to do any of these things? Check (✓) your guesses.

Is your partner going to...	Image	My guesses		My partner's answers	
		Yes	No	Yes	No
1. watch television tonight		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. study English this evening		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. use a computer tomorrow		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. cook dinner tomorrow night		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. go out with friends this weekend		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. eat at a restaurant this weekend		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. go to the gym next week		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. buy something expensive this month		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. go on a trip next month		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. visit family next summer		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

B Pair work Ask and answer questions to check your guesses.

A: Are you going to watch television tonight?
B: Yes, I am. I'm going to watch a movie.

C Class activity How many of your guesses are correct?
Who has the most correct guesses?

Interchange 11

Interchange 11

Learning objective: find out about classmates' plans in a guessing game

A Pair work

- Explain the task and focus Ss' attention on the chart. Ask different Ss to read the activities aloud. Point out that Ss should check (✓) the answers in the *My guesses* column.

- Ss complete the task in pairs. Go around the class and make sure Ss complete the task without asking their partners questions.

TIP To check Ss' understanding of your instructions, ask questions regularly. For example: "So who are you working with? In what column do you check (✓) the answers?"

B Pair work

- Explain the task and ask two Ss to model the example conversation. Point out that Ss should check the answers in the *My partner's answers* column.
- Option:** For lower-level Ss, elicit how to change the remaining activities into yes/no questions.
- Ss complete the task in pairs.

C Class activity

- Explain the task. Ss count the number of guesses in each column that match.
- Ask: "Who has ten correct guesses? How about nine? eight?" Ss raise their hands.

interchange 12

Learning objective: give advice for different problems in a discussion

A Pair work





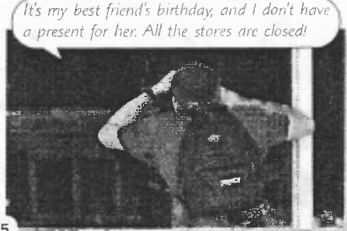
- Explain the task and ask different Ss to read the problems.
- Ask two Ss to model the example conversation. Elicit other advice from the class.
- Ss complete the activity in pairs. Go around the class and give help as needed. Then elicit possible advice from the class.

Possible advice

1. Don't eat cake every day. Eat it only on special occasions.
Eat only a little cake.
Eat fruit for dessert.
Exercise more.
 2. Get a new job.
Don't work on weekends.
Get more exercise.
Take breaks often.
 3. Get a louder alarm clock.
Go to bed early.
Don't exercise late at night.
Don't drink tea or coffee at night.
 4. Talk to people at work or at school.
Join a club.
Meet people in your neighborhood.
Get a dog or a cat.
 5. Make her a present.
Give her a picture of a present.
Then get her the present later.
Take her to dinner or a movie.
Give her money as a present.
 6. Study at a friend's house.
Ask your family to be quiet.
Use a CD player with headphones, so you don't hear the noise.
Go to bed early. Then get up early in the morning to study.
- **Option:** Write the advice for each problem on the board. Then Ss vote for the best advice.

interchange 12 HELPFUL ADVICE

A Pair work: Imagine you have these problems. Your partner gives advice.

<p>1</p>  <p>I can't lose weight. I really like dessert. Cake is my favorite food!</p>	<p>2</p>  <p>My job is very stressful. I usually work 10 hours a day and on weekends.</p>
<p>3</p>  <p>I can never get up on time in the morning. I'm always late for school.</p>	<p>4</p>  <p>I'm new in town, and I don't know any people here. How can I make some friends?</p>
<p>5</p>  <p>It's my best friend's birthday, and I don't have a present for her. All the stores are closed!</p>	<p>6</p>  <p>I have a big test tomorrow. My family is very noisy, and I can't study!</p>

A: I can't lose weight. . . .
B: Exercise every day. And . . .

B Class activity Think of two problems you have. Then tell the class. Your classmates give advice.

A: I don't understand this activity.
B: Read the instructions again.
C: Don't worry! Ask the teacher.

Interchange 12

B Class activity

- Explain the first part of the task. Point out that the problems can be real or imaginary.
- Ss write down two problems individually. Go around the class and help with vocabulary. If Ss have trouble thinking of ideas, elicit ideas from the class.
- Explain the second part of the task and ask two Ss to model the example conversation.
- Elicit problems from different Ss. The class gives advice.
- **Option:** Ss sit in a circle, write a problem at the top of a piece of paper, and pass it to the left. Then they write advice for the problem on their new paper and pass it to the left. Ss continue the activity for ten minutes, and then find the papers with their original problems. Elicit problems and advice from the class.

Interchange 14 PAST AND PRESENT

A Pair work Ask your partner questions about his or her past and present. Check (✓) the answers.

A: Did you clean your room as a child? A: Do you clean your room now?
 B: Yes, I did. OR No, I didn't. B: Yes, I do. OR No, I don't.

*Did you . . . as a child?
Do you . . . now?*

	Yes	No	Yes	No
clean your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make your bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sleep late on Saturdays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fight with your friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
argue with your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to rock music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to classical music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play a sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear glasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear braces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



play a musical instrument



fight with your friends



make your bed



wear braces

B Group work Join another pair. Tell them about changes in your partner's life.

"Paulo didn't clean his room as a child, but he cleans his room now."

Interchange 14

Interchange 14

Learning objective: learn more about your classmates' childhoods and current lives

A Pair work

- Explain the task and ask two Ss to model the example conversations.
- Focus Ss' attention on the chart. Ask different Ss to read the simple past and simple present forms of each question. For example:

S1: Did you clean your room as a child? Do you clean your room now?

S2: Did you make your bed as a child? Do you make your bed now?

- Elicit or explain the meaning of any new vocabulary. Use the pictures or mime where appropriate.
- Ss complete the task in pairs. Go around the class and make sure both Ss check (✓) the answers in their charts.

B Group work

- Explain the task and ask a S to model the example sentence.
- Each pair joins another pair. Ss complete the activity in groups of four.
- **Option:** Each group of four joins another group of four. They share information as a group.

TIP To help Ss develop fluency during a speaking activity, don't interrupt them to correct errors. Instead, take notes of any errors you hear and go over them later.

interchange 13A/B

Learning objective: practice using maps in an information gap activity

A Pair work

- Ss work in pairs. Student A in each pair looks at *Interchange 13A*. Student B in each pair looks at *Interchange 13B*. Point out that Ss should not look at each other's pages.

TIP For information gap activities, tell Ss to sit across from each other and place a large upright book between them. That way, they can hear each other but not see each other's pages.

- Set the scene and explain the task. Student A asks Student B for directions to the garage, the supermarket, and the flower shop. Student B gives directions and Student A labels the correct buildings.
- Ask two Ss to model the example conversation. Then go over the meaning and pronunciation of any new words.
- Ss complete the activity in pairs.

B Pair work

- Explain the task. Student B asks Student A for directions to the coffee shop, the shoe store, and the bookstore. Student A gives directions and Student B labels the correct buildings.
- Ss complete the activity in pairs.
- To check answers, each pair compares maps and labels.

TIP To check answers at the end of an information gap activity, ask each pair to compare information. It is not necessary to go over the answers as a class.

interchange 13A GIVING DIRECTIONS

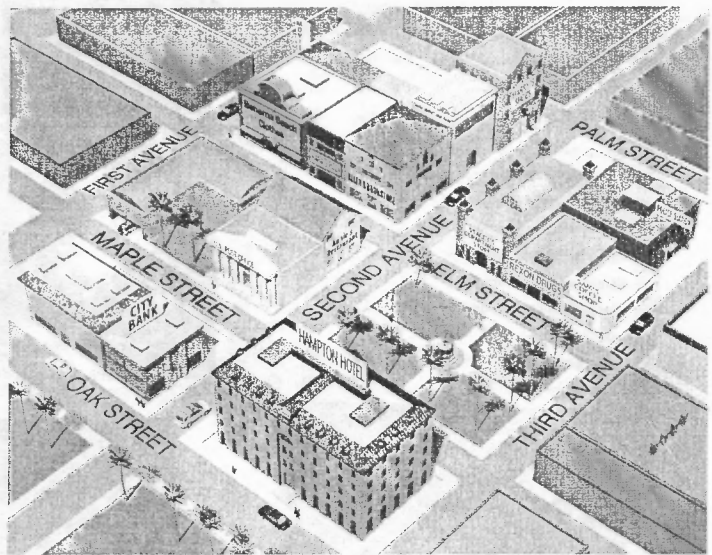
Student A

A Pair work Look at the map. You are on Third Avenue between Maple and Oak Streets. Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

garage supermarket flower shop

A: Excuse me. How do I get to the garage?

B: Walk down Third Avenue to . . .



B Pair work Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
	It's across from . . .	

Interchange 13A

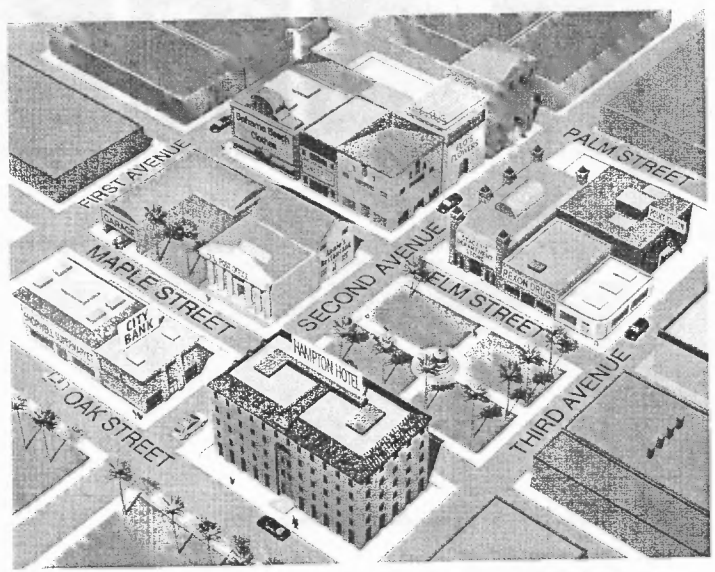
Interchange 13B GIVING DIRECTIONS

Student B

A Pair work Look at the map. You are on Third Avenue between Maple and Oak Streets. Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

A: Excuse me. How do I get to the garage?
 B: Walk down Third Avenue to ...

Go up/Go down ...	It's on the corner of ... Street	It's next to ...
Walk up/Walk down ...	and ... Avenue.	It's behind ...
Turn right/Turn left ...	It's between ... and ...	It's in front of ...
	It's across from ...	



B Pair work Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

- coffee shop
- shoe store
- bookstore

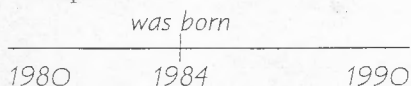
Interchange 13B

interchange 15

Learning objective: talk about important life events

A

- Focus Ss' attention on the pictures. Ask different Ss to read the phrases.
- Focus Ss' attention on the time line and explain the first part of the task. Then draw a time line on the board and show Ss how to mark down years and events. For example:



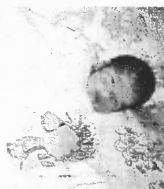
- Elicit other important life events from the class and write them on the board (e.g., started a job . . . , visited Australia, . . .).
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss write sentences about each year and event on their time line. Ask a S to model the example sentence.
- Ss complete the task individually. Go around the class and give help as needed.

B Pair work

- Explain the task and ask two Ss to model the example conversation.
- Point out that Ss should ask follow-up questions and take notes on their partner's answers. Elicit possible follow-up questions for each picture in part A and write them on the board (e.g., *How old were you? What kind of bicycle did you get? Where was your elementary school?*).

interchange 15 LIFE EVENTS

A What were five important events in your life? Mark the years and events on the time line. Then write a sentence about each one.



I was born . . .



I got a bicycle . . .



I started elementary school . . .



I graduated from high school . . .



I moved to a new place . . .



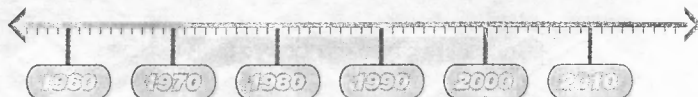
I won a prize . . .



I fell in love . . .



I got married . . .



- I was born in 1984.*
-
-
-
-

B Pair work Ask your partner about his or her time line.

A: What happened in 2003?

B: I fell in love.

A: How old were you?

B: I was twenty-three.

Interchange 15

- Ss complete the task in pairs. Go around the class and encourage Ss to ask follow-up questions.
- Ask different Ss to share information about one or two important events in their partner's life.
- Option:** In large classes, Ss can share information about their partner's life in small groups.

Interchange 16 LET'S MAKE A DATE!

A Imagine this is next month's calendar. Write ten plans on the calendar. Use these expressions and your own ideas.

- | | |
|---------------------------------------|---------------------------------------|
| go to (the movies/a party) | play (tennis/basketball) |
| go (dancing/shopping) | meet (my friend/teacher) |
| go on vacation | have dinner with (my brother/parents) |
| study for (a test/an exam) | visit (my parents/grandparents) |
| go out with (my girlfriend/boyfriend) | see (the dentist/doctor) |

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

B Group work Look at your calendars. Agree on a date to do something together.

- A: Do you want to do something on March third?
 B: I'd like to, but I can't. I'm going to play volleyball. How about March fourth?
 C: March fourth? Sorry, I have to . . .

C Group work Make a plan to do something together. Then share your plans with the class.

- A: We can all do something on March seventh. Would you like to play tennis?
 B: No, I don't play tennis very well. Do you want to go to a museum?
 C: Well, I really don't like museums. . . .

Interchange 16

- Tell Ss to talk about their plans for the remaining days if they finish early.

TIP To help Ss complete a task at about the same time, assign another task for students who finish early. Then go around the class and help slower Ss.

- Ss complete the task in small groups. Go around the class and make sure groups choose a date only.

C Group work

- Explain the task. Ask three Ss to model the example conversation. Point out that Ss should work in their groups from part B.
- Ss complete the task in small groups. If some groups finish early, have them agree on another date and plan a different activity.
- Elicit dates and plans from each group.

Interchange 16

Learning objective: make a date with your classmates in a group discussion

A

- Set the scene and explain the task. Read out the expressions in the box. If needed, explain that an *exam* is usually longer and more formal than a *test*.

- Ss complete the task individually. Go around the class and give help as needed. If Ss have difficulty thinking of ideas, suggest different activities they can write down.

B Group work

- Explain the task. Ask three Ss to model the conversation. Point out that Student C should answer with a plan from his or her own calendar.

Units 1-16 Self-study

1 PERSONAL INFORMATION

A Listen to the conversations. Check (✓) the correct names.

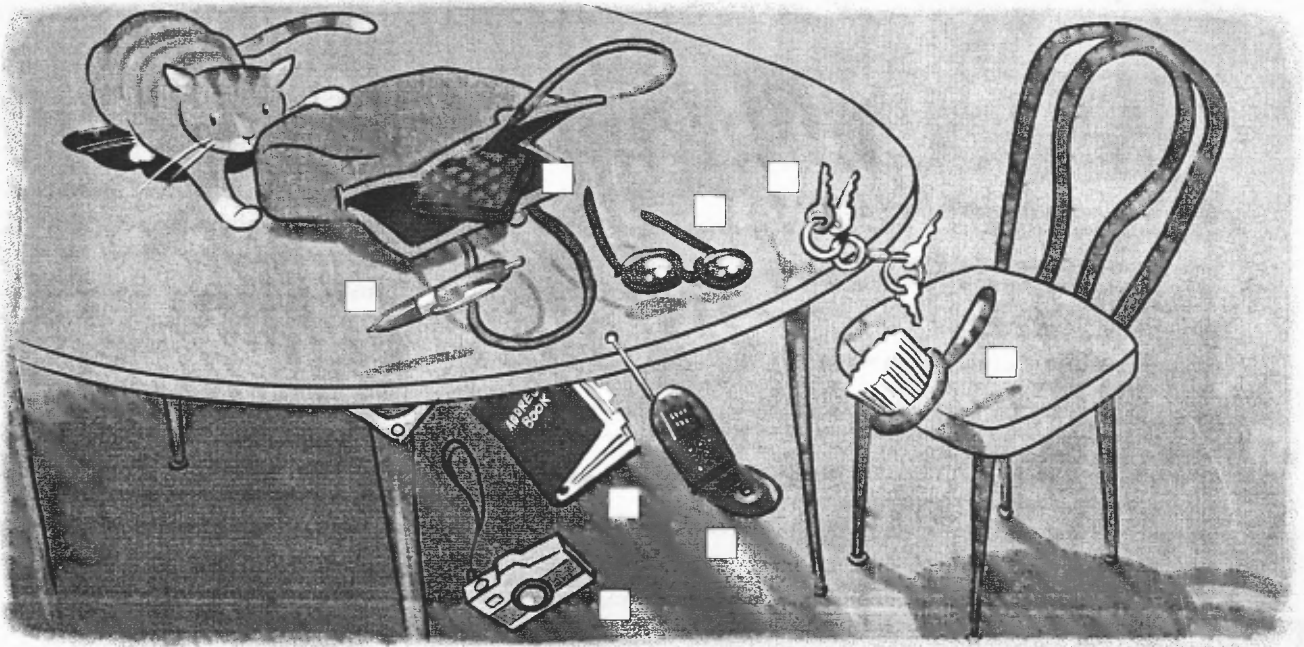
- | | | | |
|--|---------------------------------------|--|---------------------------------------|
| 1. <input type="checkbox"/> Kathy Conner | 2. <input type="checkbox"/> John Wood | 3. <input type="checkbox"/> Steven Allen | 4. <input type="checkbox"/> Ms. Lewis |
| <input checked="" type="checkbox"/> Cathy Conner | <input type="checkbox"/> John Woods | <input type="checkbox"/> Stephen Allen | <input type="checkbox"/> Mrs. Louis |
| <input type="checkbox"/> Cathy Connor | <input type="checkbox"/> Jon Wood | <input type="checkbox"/> Steven Allan | <input type="checkbox"/> Ms. Louis |

B Listen again. Correct the phone numbers.

1. (6⁴56) 555-8890 2. (212) 555-9113 3. (618) 555-1037 4. (319) 555-4037

2 WHERE ARE MY THINGS?

A Listen to the conversation. Check (✓) the things the people talk about.



B Listen again. Where are the things? Complete the sentences.

1. The *sunglasses* are on the table.
2. The next to the table.
3. The on the chair.
4. The under the table.
5. The in the purse.

3 WHO'S THAT?

A Listen to Helen describe her friends. Number the pictures from 1 to 4.



Age:
Country:

Age:
Country:

Age:
Country:

Age: 19
Country: Japan

B Listen again. Write the ages and countries of Helen's friends.

4 FASHION SHOW

A Listen to the fashion show. Check (✓) the things each person is wearing.

	dress	heels	sandals	shirt	shorts	skirt	suit	sweater	T-shirt
1. Kyle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Nicki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Josh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. Write the colors of each person's things.

- Kyle yellow, dark green, light brown
- Nicki
- Josh
- Tina

5 AROUND THE WORLD

A Listen to the television show. Write the correct times for each city.

	Time	What are they doing?
1. Natalie (Moscow)	<u>4:00 P.M.</u>	<u>working</u>
2. Ross (Sydney)	.....	.....
3. Maria (Los Angeles)	.....	.....
4. Lucy (Paris)	.....	.....

B Listen again. What are the people doing? Complete the chart.

6 YOUR WEEKLY ROUTINE

▶ Listen to the questions. Check (✓) the best answers.

- | | | |
|--|--|--|
| 1. <input type="checkbox"/> It's downtown. | <input checked="" type="checkbox"/> Yes, I do. | <input type="checkbox"/> In the suburbs. |
| 2. <input type="checkbox"/> At 7 A.M. | <input type="checkbox"/> On weekends. | <input type="checkbox"/> In the morning. |
| 3. <input type="checkbox"/> In the city. | <input type="checkbox"/> I take the bus. | <input type="checkbox"/> Every weekday. |
| 4. <input type="checkbox"/> I walk. | <input type="checkbox"/> No, I don't. | <input type="checkbox"/> Early. |
| 5. <input type="checkbox"/> Yes, I do. | <input type="checkbox"/> At noon. | <input type="checkbox"/> Every day. |
| 6. <input type="checkbox"/> No, I don't. | <input type="checkbox"/> At 7:00. | <input type="checkbox"/> Late. |
| 7. <input type="checkbox"/> All day. | <input type="checkbox"/> At home. | <input type="checkbox"/> In the evening. |
| 8. <input type="checkbox"/> On Saturdays. | <input type="checkbox"/> At 8 P.M. | <input type="checkbox"/> Yes, I do. |

7 KATHY'S APARTMENT

A ▶ Listen to the conversation. What does Kathy like about her apartment? Check (✓) the best answer.

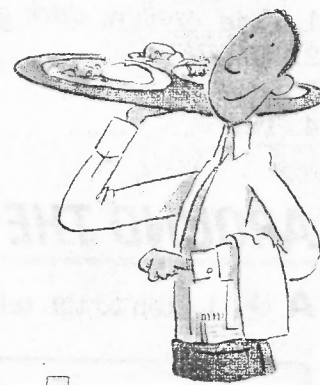
- The apartment is big. There is a good view. She has nice furniture.

B ▶ Listen again. Cross out the things Kathy doesn't have.

bathroom	books	coffee table	kitchen	sofa
bedroom	bookshelves	dining room	living room	windows

8 MY NEW JOB

A ▶ Listen to the conversation. Check (✓) the correct picture of Bob.

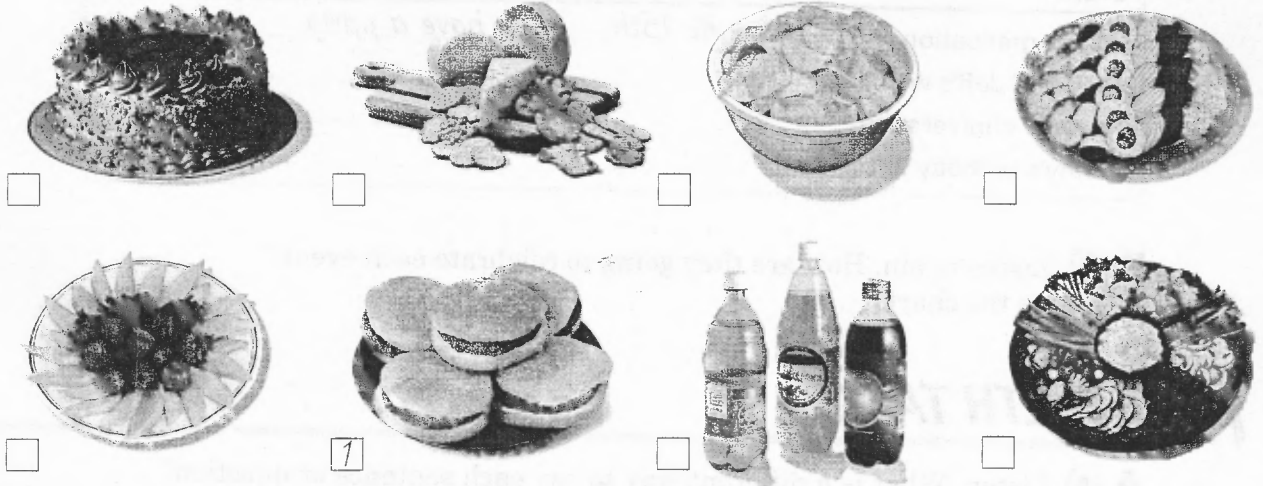


B ▶ Listen again. Answer the questions.

- Where does Bob work?
- What days does he work?
- When does he start work?
- When does he finish work?
- What does he do after work?

9 PARTY MENU

A Listen to Sue and Fred talk about foods for a party. Number the foods from 1 to 8.

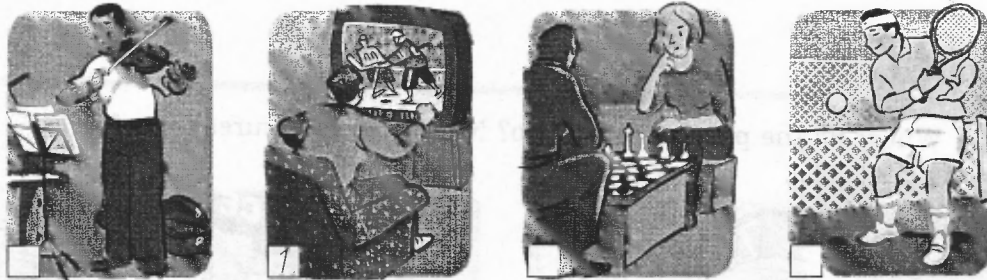


B Listen again. Cross out the foods Sue and Fred don't get.

- | | | | |
|---------|---------------------|--------------|------------|
| cake | crackers and cheese | hamburgers | soda |
| cookies | fruit | potato chips | vegetables |

10 SPORTS AND ACTIVITIES

A Listen to the conversations. Number the pictures from 1 to 4.



B Listen again. Check (✓) the questions you hear.

- What sports do you play?
 What sports do you watch?
- What time do you practice?
 How often do you practice?
- When do you practice?
 Who do you practice with?
- Where do you play?
 When do you play?

11 A BUSY SUMMER

A Listen to Jill and Kenny's conversation. Write the dates for each event.

Event	Date	What are they going to do?
John's graduation	June 15th	have a party
Amy and Jeff's wedding	.....	.....
Parents' anniversary	.....	.....
Kenny's birthday	.....	.....

B Listen again. How are they going to celebrate each event? Complete the chart.

12 HEALTH TALK

A Listen. What is a different way to say each sentence or question? Number these sentences or questions from 1 to 6.

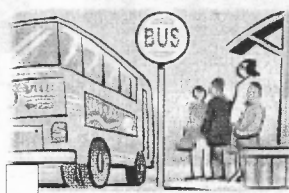
..... Go to bed early. I have a stomachache. I don't feel well.
 How do you feel? My eyes are sore. What's wrong?

B Listen again. Check (✓) the best response.

- | | | |
|---|--|---|
| 1. <input checked="" type="checkbox"/> I'm just fine, thanks. | 3. <input type="checkbox"/> I feel better. | 5. <input type="checkbox"/> That's good advice. |
| <input type="checkbox"/> What's wrong? | <input type="checkbox"/> I have a cold. | <input type="checkbox"/> I don't think so. |
| 2. <input type="checkbox"/> That's good. | 4. <input type="checkbox"/> Take some antacid. | 6. <input type="checkbox"/> I'm sorry to hear that. |
| <input type="checkbox"/> Maybe I can help. | <input type="checkbox"/> Buy some aspirin. | <input type="checkbox"/> Try some cough drops. |

13 WHERE IS IT?

A Listen. Where do the people want to go? Number the pictures from 1 to 4.



B Listen again. Where are the places? Correct the mistakes.

- It's on Center Street, ~~across from~~ ^{between} the drugstore and the gas station.
- It's on Main Street, next to the department store.
- It's on the corner of Center Avenue and First Street, across from the hotel.
- It's on the corner of Center Avenue and Fourth Street, across from the drugstore.

14 LAST WEEKEND

A Listen to the conversations. Did Gary, Debra, and Brian have good weekends? Check (✓) Yes or No.

Gary Yes No Debra Yes No Brian Yes No

B Listen again. Put each person's activities in time order from 1 to 4.

Gary	Debra	Brian
..... had a party	..... did laundry	..... met friends
..... cooked food	..... shopped for groceries	..... played volleyball
..... 1. played basketball	..... studied for a test	..... went swimming
..... watched a movie	..... cleaned the house	..... had a picnic

15 TIME LINE

A Listen to an interview with an actress. Write the years you hear on the time line.



B Listen again. Complete the sentences with the correct years.

- The actress was born in 1983.
- She graduated from high school in
- She got her first acting job in
- She moved to the U.S. in
- She started acting in
- She was in her first movie in

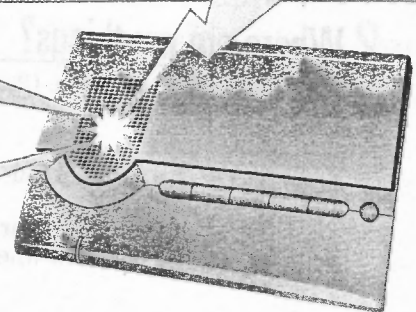
16 HI, KATE!

Listen. There are three mistakes in each message. Correct the mistakes.

1. Hi, Kate! This is Don. My ~~brother~~^{sister} is visiting me, and we're going to see a movie tomorrow night. Do you want to come? Please call me by 5:00 today.

3. Hi, Kate. This is Howard. I was in Mexico last week, so I missed our math class. What did we study? Please call me at home. The number is 555-4509. Thanks.

2. Hi, Kate. This is Bill. Sorry I missed your call. I was in the yard. I'd love to have lunch with you tomorrow, but I can't. I have to study for a test. Sorry!



Self-study audio scripts

1 Personal information

A Listen to the conversations. Check the correct names.

1. MAN: What's your name, please?
WOMAN: I'm Cathy Conner.
MAN: Is that C-A-T-H-Y?
WOMAN: Yes, that's right.
MAN: And how do you spell your last name?
WOMAN: It's C-O-N-N-E-R.
MAN: And what's your phone number, please?
WOMAN: It's (646) 555-8890.
MAN: I'm sorry. What's your phone number again?
WOMAN: (646) 555-8890.
MAN: Thank you.
2. WOMAN: Are you Jon Woods?
MAN: No, I'm Jon Wood. W-O-O-D.
WOMAN: OK, Mr. Wood. And how do you spell your first name?
MAN: It's J-O-N.
WOMAN: OK. Now, what's your phone number, please?
MAN: It's (212) 555-9913.
WOMAN: Is that (212) 555-9113?
MAN: No, 9913.
WOMAN: 9913. Thank you.
3. WOMAN: Hi. What's your name, please?
MAN: It's Steven Allan.
WOMAN: How do you spell your first name?
MAN: It's S-T-E-V-E-N.
WOMAN: OK. And your last name?
MAN: It's A-L-L-A-N.
WOMAN: Great. And your phone number, please?
MAN: It's (718) 555-1037.
WOMAN: Is that (718) 555-1037?
MAN: Yes, that's right.
4. MAN: Is your name Mrs. Lewis?
WOMAN: No, actually, it's Ms. Lewis.
MAN: I'm sorry. Ms. Lewis. Now, how do you spell your name? Is that L-O-U-I-S?
WOMAN: No. It's L-E-W-I-S.
MAN: OK. And what's your phone number, please?
WOMAN: It's (319) 555-4073.
MAN: (319) 555-4703?
WOMAN: No, 4073.
MAN: 4073. OK.

B Listen again. Correct the phone numbers.

2 Where are my things?

A Listen to the conversation. Check the things the people talk about.

WOMAN: Oh, no!
MAN: It's OK. Let me help you.
WOMAN: Oh, thank you.
MAN: OK. Uh, . . . here are your sunglasses, on the table.
WOMAN: Thanks. Um, now where's my cell phone?

MAN: Is this your cell phone, next to the table?

WOMAN: Yes. Thanks. Oh, look. Here are my keys, on the chair.

MAN: And, hey, what's this, under the table?

WOMAN: Oh, it's my address book. Uh-oh. Where's my wallet? Is it behind the chair?

MAN: Uh, no.

WOMAN: Oh, wait a minute. Here it is. It's in my purse!

MAN: Is that it?

WOMAN: I think so. Thanks for your help.

B Listen again. Where are the things? Complete the sentences.

3 Who's that?

A Listen to Helen describe her friends. Number the pictures from 1 to 4.

1. MAN: Who's that?
HELEN: Oh, that's my friend Maiko.
MAN: She's very pretty. Is she from China?
HELEN: No, she's not. She's from Japan.
MAN: How old is she?
HELEN: She's 18 – no, 19 years old.
2. MAN: Who's he? He looks very serious.
HELEN: That's my friend David. He's 16.
MAN: Where's he from? Is he American?
HELEN: No, he's not. He's Australian.
MAN: Where in Australia? Sydney?
3. MAN: And who's that?
HELEN: That's Carlos. He's from Spain.
MAN: I see. How old is he?
HELEN: Um, he's 28.
MAN: Twenty-eight? He looks young.
4. MAN: And who's that?
HELEN: Oh, that's Carmen.
MAN: Where is she from?
HELEN: Colombia. She's really funny.
MAN: How old is she?
HELEN: She's 20. She's great.

B Listen again. Write the ages and countries of Helen's friends.

4 Fashion show

A Listen to the fashion show. Check the things each person is wearing.

1. SAM: Welcome to our fashion show. I'm Sam Carson . . .
BRENDA: . . . and I'm Brenda Black. [*applause and music*] Let's look at our first model. Kyle is wearing a yellow T-shirt and dark green shorts.
SAM: Yes, his T-shirt is yellow and his shorts are dark green. And Kyle is wearing sandals.
BRENDA: Yes, he is. Light brown sandals. Very nice. [*applause*]

2. SAM: Here comes our second model, Nicki. She's wearing a skirt and a sweater.
BRENDA: Ah, yes. Her skirt is beige and her sweater is orange. Great spring colors! *[applause]*
3. BRENDA: Now here's Josh. Josh is wearing a purple suit and a red shirt!
SAM: Yes, his suit is purple and his shirt is red. Wow!
4. BRENDA: Our last model today is Tina. Tina is wearing a black dress and high heels.
SAM: Oh, very nice. What color are her shoes?
BRENDA: They're white. Tina's dress is black and her shoes are white.
SAM: Black and white! Very exciting! *[applause]*

B Listen again. Write the colors of each person's things.

5 Around the world

A Listen to the television show. Write the correct times for each city.

1. PAM: *[music]* Hello, and welcome to "Around the World." I'm your host, Pam Dayburn. Today we're calling people around the world. We're asking them, "What time is it and what are you doing?" First, we're calling Natalie in Moscow. *[phone rings]* Hello, Natalie.
NATALIE: Hello, Pam.
PAM: What time is it in Moscow, Natalie?
NATALIE: It's 4 P.M.
PAM: Four o'clock, huh? And what are you doing?
NATALIE: I'm at the office. I'm working.
2. PAM: Next, we're calling Ross in Sydney, Australia. *[phone rings]* Hello, Ross!
ROSS: Hi, Pam.
PAM: Ross, what time is it in Sydney?
ROSS: It's five after eleven.
PAM: 11:05 P.M.?
ROSS: Yes!
PAM: And what are you doing?
ROSS: I'm watching television.
3. PAM: Now, we're talking to Maria in Los Angeles. *[phone rings]* Hi, Maria.
MARIA: Hi, Pam.
PAM: What time is it in Los Angeles?
MARIA: Um, it's 5:10 A.M.
PAM: Ten after five in the morning! Wow, you're up early. What are you doing?
MARIA: I'm studying for a test.
PAM: Oh! Well, good luck on the test!
4. PAM: Last, we're calling Lucy in Paris. *[phone rings]* Hi, Lucy!
LUCY: Hi, Pam.
PAM: What time is it in Paris, Lucy?
LUCY: It's 2:15 P.M.
PAM: A quarter after two, huh? And what are you doing?
LUCY: I'm making lunch. I'm really hungry!
PAM: I see. Well, have a good lunch!

B Listen again. What are the people doing? Complete the chart.

6 Your weekly routine

Listen to the questions. Check the best answers.

1. Do you live with your parents?
2. What time do you get up?
3. When do you go to school?
4. How do you get to school?
5. What time do you have lunch?
6. Do you eat dinner with your family?
7. When do you do your homework?
8. When do you sleep late?

7 Kathy's apartment

A Listen to the conversation. What does Kathy like about her apartment? Check the best answer.

MAN: How's your new apartment, Kathy?

KATHY: Well, it's not very big. I have a small bedroom, a kitchen, and a bathroom. But there's no dining room or living room.

MAN: No dining room or living room? That's too bad. What are the other rooms like?

KATHY: Well, I love my bedroom. It has three windows. On a sunny day, I have a really nice view of the city.

MAN: Do you have a lot of furniture?

KATHY: No, not really. I have a sofa and a small coffee table. They're not great, but they're OK. There's also a television. But there are no bookshelves. I have a lot of books, so I really need bookshelves!

B Listen again. Cross out the things Kathy doesn't have.

8 My new job

A Listen to the conversation. Check the correct picture of Bob.

BOB: Guess what, Jenny? I have a new job.

JENNY: Congratulations, Bob! Where do you work?

BOB: At the French restaurant on Center Street.

JENNY: Oh, I know that place. There's a singer at that restaurant on weekends. . . . So, are you a waiter?

BOB: No, I'm the chef!

JENNY: The chef? Wow! So, when do you work?

BOB: I work on Fridays, Saturdays, and Sundays.

JENNY: Great! What time do you start work?

BOB: I start work at 4 P.M.

JENNY: At four in the afternoon? That's late. Do you work late, too?

BOB: Yes. It's a very busy restaurant. I usually finish at one in the morning.

JENNY: One A.M.? Wow! What do you do after work?

BOB: I go home and sleep! I like my job, but after work I'm always tired!

B Listen again. Answer the questions.

9 Party menu

- A** Listen to Sue and Fred talk about foods for a party. Number the foods from 1 to 8.
- SUE: What do you want for the party? We don't have any food – and the party is tomorrow!
- FRED: Hmm. How about hamburgers?
- SUE: Oh, I don't want hamburgers. Let's just have snacks.
- FRED: Like what?
- SUE: How about some crackers and cheese?
- FRED: Good idea! I love crackers and cheese! And let's get some potato chips.
- SUE: Hmm. I don't really want potato chips. They aren't very good for you. I know! Let's have some vegetables. How about carrots and celery?
- FRED: Oh, no. I don't want any carrots and celery. People hardly ever eat vegetables at parties.
- SUE: OK, then. No carrots and celery. But let's get some fresh fruit. Everyone likes fruit. Maybe strawberries and mangoes?
- FRED: Yeah, I like strawberries and mangoes. . . . And we need dessert. I know! Let's get some cake.
- SUE: No, cake is too difficult to eat. Let's get some cookies.
- FRED: Oh, OK. Anything else?
- SUE: Oh, yeah! Do we need any drinks?
- FRED: Yeah, we do. Let's get some soda.
- SUE: I think that's it. Now let's make a shopping list.
- B** Listen again. Cross out the foods Sue and Fred don't get.

10 Sports and activities

- A** Listen to the conversations. Number the pictures from 1 to 4.
1. WOMAN: Do you play any sports?
MAN: No, I don't. But I like to watch sports.
WOMAN: What sports do you watch?
MAN: Hockey. It's always exciting!
 2. WOMAN: Wow! I didn't know you can play the violin.
MAN: Yes. I can play pretty well.
WOMAN: How often do you practice?
MAN: Every day.
 3. MAN: I love tennis. I play almost every day.
WOMAN: When do you practice?
MAN: I practice at 6:30 A.M.
WOMAN: Six-thirty in the morning? That's early!
 4. MAN: Can you play chess?
WOMAN: Yes, I can. I'm on the chess team at school.
MAN: Great. Where do you play?
WOMAN: We usually play in a classroom.
- B** Listen again. Check the questions you hear.

11 A busy summer

- A** Listen to Jill and Kenny's conversation. Write the dates for each event.
- JILL: This summer is going to be busy.
- KENNY: You're right! John's graduation is on June 15th.
- JILL: Yes. And Amy and Jeff's wedding is just a week later. On June 22nd.
- KENNY: Are we going to have a party for John's graduation?
- JILL: Yes, remember? We're going to have a party for all his friends.
- KENNY: Oh, yeah. And what about Amy and Jeff's wedding?
- JILL: Oh, yes, on June 22nd. Well, I know we're going to give them a present . . . Then, look here. Our parents' anniversary is the next month.
- KENNY: Oh, right. When is it again?
- JILL: On July 10th. Don't you remember?
- KENNY: Right, right. July 10th. So what are we going to do? Are we going to have a party?
- JILL: No, I don't think they want a party. I think they want to go out for dinner in a nice restaurant. And what are we going to celebrate on August 9th?
- KENNY: My birthday! August 9th is my birthday!
- JILL: So, how are we going to celebrate?
- KENNY: Are we going to have a picnic? I want to have a picnic!
- JILL: That sounds fun.
- KENNY: Yeah! It's going to be a great birthday!
- B** Listen again. How are they going to celebrate each event? Complete the chart.

12 Health talk

- A** Listen. What is a different way to say each sentence or question? Number these sentences or questions from 1 to 6.
1. How are you?
 2. I feel awful.
 3. What's the matter?
 4. My stomach hurts.
 5. Don't stay up late.
 6. I have sore eyes.
- B** Listen again. Check the best response.

13 Where is it?

A Listen. Where do the people want to go? Number the pictures from 1 to 4.

1. WOMAN: Excuse me, where's the supermarket?
MAN: Oh, um, it's on Center Street.
WOMAN: Is it on the corner of First and Center?
MAN: No. It's on Center Street, between the drugstore and the gas station.
2. WOMAN: Can you help me? I'm looking for the movie theater.
MAN: Oh, sure. It's not far from here, on Main Street.
WOMAN: Where on Main Street?
MAN: Let's see . . . It's across from the department store.
3. MAN: Excuse me. Where's the bus stop?
WOMAN: Um, it's on the corner of Center Avenue and First Street.
MAN: Is it across from the drugstore?
WOMAN: No, no, it's next to the hotel.
MAN: Next to the hotel. Thanks a lot.
4. WOMAN: Excuse me. I think I'm lost. I need the post office.
MAN: The post office? It's on the corner of Center Avenue and First Street. It's across from the drugstore.
WOMAN: Thanks a lot!

B Listen again. Where are the places? Correct the mistakes.

14 Last weekend

A Listen to the conversations. Did Gary, Debra, and Brian have good weekends? Check Yes or No.

WOMAN: Hi, Gary. Did you have a good weekend?

GARY: Yeah, it was great. On Saturday, my friends and I played basketball. Then, in the evening, we watched a movie on television.

WOMAN: That sounds like fun. So what did you do on Sunday?

GARY: Oh, Sunday was my dad's birthday.

WOMAN: Great! Did you have a party?

GARY: Yeah. In the afternoon my mom and I cooked a lot of food. Then we had the party in the evening. We all had a great time.

MAN: Did you have a good weekend, Debra?

DEBRA: Well . . . not really. I did laundry on Saturday morning. Then I shopped for groceries on Saturday afternoon.

MAN: Did you go out Saturday night?

DEBRA: No. I didn't. I studied for a test. And I cleaned the house all day on Sunday.

MAN: Wow! You worked hard over the weekend.

WOMAN: Did you go anywhere this weekend, Brian?

BRIAN: Yes, I did. On Saturday, my girlfriend and I went to the beach.

WOMAN: Oh? Did you have a good time?

BRIAN: Oh, yeah! In the morning, we went swimming. Then we had a picnic on the beach.

WOMAN: Sounds nice.

BRIAN: Then we met some friends and played volleyball. We had a great game!

B Listen again. Put each person's activities in time order from 1 to 4.

15 Time line

A Listen to an interview with an actress. Write the years you hear on the time line.

INTERVIEWER: So, Lana, when were you born?

LANA: I was born in 1983.

INTERVIEWER: Were you born in the U.S.?

LANA: No, actually I was born in China.

INTERVIEWER: Interesting. Did you start acting in China?

LANA: No, I didn't. I started acting here, in the U.S.

INTERVIEWER: Tell me, when did you move here?

LANA: Let's see, I was 7 years old. So I moved here in 1990.

INTERVIEWER: And then when did you start acting?

LANA: In 1994.

INTERVIEWER: Wow, you were pretty young.

LANA: Yes, I was only 11. I actually got my first acting job just two years later. I was only 13.

INTERVIEWER: So you got your first acting job in 1996?

LANA: That's right.

INTERVIEWER: What did you do?

LANA: Oh, I did small roles for television on weekends. I did that until I graduated from high school – in 2001.

INTERVIEWER: And then what did you do?

LANA: Well, for two years I did more small roles for television. And then I got my first movie role in 2003.

INTERVIEWER: Was that exciting?

LANA: Oh, yes. It changed my life. . . .

B Listen again. Complete the sentences with the correct years.

16 Hi, Kate!

Listen. There are three mistakes in each message. Correct the mistakes.

1. [beep] Hi, Kate. This is Don. My sister is visiting me, and we're going to see a movie tonight. Do you want to come? Please call me by four o'clock today.
2. [beep] Hi, Kate. This is Bill. Sorry I missed your call. I was in the shower. I'd love to have dinner with you tomorrow, but I can't. I have to work late. Sorry!
3. [beep] Hi, Kate. This is Howard. I was in the hospital last week, so I missed our English class. What did we study? Please call me at home. The number is 555-4590. Thanks.

Self-study answer key

1

- A** 1. Cathy Conner 3. Steven Allan
2. Jon Wood 4. Ms. Lewis
- B** 1. (646) 555-8890 3. (718) 555-1037
2. (212) 555-9913 4. (319) 555-4073

2

- A** Check: sunglasses, cell phone, keys, address book, wallet
- B** 1. The **sunglasses** are on the table.
2. The **cell phone is** next to the table.
3. The **keys are** on the chair.
4. The **address book is** under the table.
5. The **wallet is** in the purse.

3

- A** 3, 4, 2, 1
- B** 1. 19, Japan
2. 16, Australia
3. 28, Spain
4. 20, Colombia

4

- A** 1. Kyle: sandals, shorts, T-shirt
2. Nicki: skirt, sweater
3. Josh: shirt, suit
4. Tina: dress, heels
- B** 1. Kyle: yellow, dark green, light brown
2. Nicki: beige, orange
3. Josh: purple, red
4. Tina: black, white

5

- A/B** Natalie (Moscow): 4:00 P.M. / working
Ross (Sydney): 11:05 P.M. / watching television
Maria (Los Angeles): 5:10 A.M. / studying for a test
Lucy (Paris): 2:15 P.M. / making lunch

6

1. Yes, I do. 5. At noon.
2. At 7 A.M. 6. No, I don't.
3. Every weekday. 7. In the evening.
4. I walk. 8. On Saturdays.

7

- A** There is a good view.
B bookshelves dining room living room

8

- A** Check the first picture.
- B** 1. at a French restaurant
2. on Fridays, Saturdays, and Sundays
3. at 4:00 P.M.
4. at 1:00 A.M.
5. sleep

9

- A** Top row: 6, 2, 3, 7; Bottom row: 5, 1, 8, 4
- B** eake hamburgers potato-chips vegetables

10

- A** 2, 1, 4, 3
- B** 1. What sports do you watch? 3. When do you practice?
2. How often do you practice? 4. Where do you play?

11

A/B	Event	Date	What are they going to do?
	John's graduation	June 15th	have a party
	Amy and Jeff's wedding	June 22nd	give them a present
	Parents' anniversary	July 10th	go out for dinner
	Kenny's birthday	August 9th	have a picnic

12

- A** 1. How do you feel?
2. I don't feel well.
3. What's wrong?
4. I have a stomachache.
5. Go to bed early.
6. My eyes are sore.
- B** 1. I'm just fine, thanks.
2. Maybe I can help.
3. I have a cold.
4. Take some antacid.
5. That's good advice.
6. I'm sorry to hear that.

13

- A** 2, 3, 4, 1
- B** 1. ~~across from~~ between
2. ~~next to~~ across from
3. ~~across from~~ next to
4. Fourth First

14

- A** Gary: Yes Debra: No Brian: Yes
B Gary: 4, 3, 1, 2 Debra: 1, 2, 3, 4 Brian: 3, 4, 1, 2

15

- A** 1983, 1990, 1994, 1996, 2001, 2003
- B** 1. 1983 3. 1996 5. 1994
2. 2001 4. 1990 6. 2003

16

1. brother sister
tomorrow night tonight
5:00 4:00
2. yard shower
lunch dinner
study for a test work late
3. Mexico the hospital
English math
555-4509 555-4590



Games

How can you create a fun and lively atmosphere in the classroom?

Games provide stimulating ways to practice a variety of skills, including vocabulary, grammar, speaking, and listening. Classic and innovative games, such as Twenty Questions, Hot Potato, and Change Chairs, add enjoyment to learning. Depending on the teacher's goals, games can be used as a warm-up, as additional practice, or as a review.

These 20 Games can be adapted for use with different skills and with different levels. Unlike the Photocopiables, handouts are not usually required.

Games	Use to practice	Use with
1. Kim's Game	Vocabulary	Intro Level
2. Line Up!	Vocabulary, Grammar, Speaking	Levels Intro - 1
3. Sculptures	Vocabulary, Grammar	Levels Intro - 1
4. Concentration	Vocabulary, Grammar	Levels Intro - 1
5. Simon Says	Vocabulary, Listening	Levels Intro - 1
6. Change Chairs	Vocabulary, Listening	Levels Intro - 1
7. Chain Game	Vocabulary, Grammar, Listening	Levels Intro - 2
8. Twenty Questions	Grammar, Speaking, Listening	Levels 1 - 2
9. Ask the Right Question	Grammar	Levels 2 - 3
10. Split Sentences	Grammar	Levels 2 - 3
11. Just One Minute	Speaking, Listening	Levels 2 - 3
12. Prediction Bingo	Listening, Reading	Level 3
13. Bingo	Listening, Vocabulary	All levels
14. Hot Potato	Grammar, Speaking	All levels
15. Picture It!	Vocabulary	All levels
16. Vocabulary Tennis	Vocabulary	All levels
17. Run For It!	Grammar	All levels
18. Mime	Vocabulary, Grammar	All levels
19. Tic-Tac-Toe	Vocabulary, Grammar, Pronunciation	All levels
20. True or False?	Grammar, Speaking, Listening	All levels

1 KIM'S GAME

Aim: Improve Ss' ability to remember vocabulary.

Level: Intro

Preparation: Bring objects (or pictures of objects) to class.

Comment: Use to review vocabulary.

- Put the objects on your desk and cover them.
- Explain the task. Uncover the objects and ask Ss to look at them for three minutes. Then cover them. In pairs, Ss list the objects they remember. Set a three-minute time limit.
- Ss complete the task.
- Uncover the objects. The pair with the most correct words wins.

Variation 1: Write words on the board. Then erase them.

Variation 2: Put a picture with a lot of details on your desk. Ss use a specific structure (e.g., *there is/there are*, prepositions of place) to write sentences about the objects.

2 LINE UP!

Aim: Give Ss practice using a variety of skills in an active way.

Levels: Intro and 1

Preparation: None

Comment: Use to review vocabulary and practice grammar and speaking.

- Review or teach these expressions:
You're in front of/behind me.
- Write a question on the board. For example:
What time do you get up?
- Explain the task. Ss go around the class and ask each other the question on the board. Then they stand in line according to the answers (e.g., in time order). Point out that the board is the beginning and the other end of the classroom is the end (e.g., of the day).
- Model the task with a few Ss.
- Explain that when two answers are the same, Ss stand in alphabetical order of their first names.
- Ss complete the task.
- Ask Ss to explain their position in line. For example: "I'm number 1. I get up at 5:00."

Variations: Use this game to practice the alphabet (e.g., *What's your last name?*), dates (e.g., *When's your birthday?*), lengths of time (e.g., *How long do you sleep each night?*), and structures (e.g., *How many phone calls have you made today?*).

Acknowledgment: Idea adapted from *The Grammar Activity Book* by Bob Obee, Cambridge University Press.

3 SCULPTURES

Aim: Give Ss practice reviewing vocabulary in an active way.

Levels: Intro and 1

Preparation: List vocabulary you want to review.

Comment: Use to review vocabulary and grammar.

- Divide the class into teams of three.
- Explain the task. Whisper an activity to one S (e.g., *play soccer*). This S whispers the activity to the other Ss on his or her team. The team has one minute to form a sculpture that illustrates the activity (e.g., S1 pretends to kick a ball, S2 pretends to be a goalkeeper). The other teams guess the activity. The first team to guess correctly gets a point.
- Model the task with one team.
- Play the game until you use all the vocabulary. The team with the most points wins.

Variation 1: Use this game to review vocabulary such as household chores, celebrations, or entertainment.

Variation 2: Ask Ss to use specific grammar structures when guessing the activity (e.g., present continuous, simple past).

4 CONCENTRATION

Aim: Give Ss practice reviewing vocabulary and grammar in a fun way.

Levels: Intro and 1

Preparation: Make one set of cards for each group of Ss. Two cards in each set match (e.g., *word + picture*, *word + definition*, *word + opposite*).

Comment: Use to review vocabulary and grammar.

- Ss work in groups of four. Give each group a set of cards. Ask the Ss to put all their cards face down on a desk.
- Explain the task. Ss take turns choosing two cards, turning them over, and saying the words. If the two cards match, they keep the pair of cards and take another turn. If the cards don't match, they put them face down again, and the next S takes a turn.
- Model the task with one group.
- Ss play the game. The S in each group with the most cards wins.

Variation: After Ss match cards, they use the word in a sentence with a specific verb tense (e.g., simple present).

5 SIMON SAYS

Aim: Give Ss active practice developing listening skills.

Levels: Intro and 1

Preparation: None

Comment: Use to review vocabulary and practice listening.

- Ss stand up.
- Explain the task. Give an instruction. If you start the instruction with "Simon says" (e.g., "Simon says touch your toes."), Ss follow the instruction. If you give the instruction without "Simon says" (e.g., "Touch your toes."), Ss do nothing.
- Explain that Ss sit down if they follow the instruction when you don't say "Simon says." They also sit down if they do the wrong action (e.g., they touch their knees instead of their toes).
- Model the game with a few instructions.
- Play the game. The last student standing wins.

Variation 1: Use this game to review action verbs (e.g., *sing*, *swim*) or sports (e.g., *play tennis*).

Variation 2: The winning S stands at the front of the class and gives the instructions for the next game.

6 CHANGE CHAIRS

Aim: Review vocabulary and improve listening in an active way.

Levels: Intro and 1

Preparation: None

Comment: Use with classes of six or more Ss to review vocabulary and improve listening.

- Ask Ss to move their chairs in a circle, facing the center. Stand in the middle.
- Explain the task. Give an instruction that starts with "Change chairs" (e.g., "Change chairs if you are wearing jeans."). All Ss wearing jeans stand up and change chairs.
- Model the task a few times.
- Ask one S to stand up. Take away his or her chair.
- Explain the task. The S without a chair stands in the center and gives the next instruction (e.g., "Change chairs if you have one brother."). This time, the S in the center also tries to sit down. The S left without a chair stands in the center and gives the next instruction.
- Model the task.
- Ss play the game.

Variation: Use this game to review specific categories of vocabulary (e.g., clothes, hobbies).

7 CHAIN GAME

Aim: Give Ss listening practice while reviewing vocabulary.

Levels: Intro, 1, and 2

Preparation: None

Comment: Use to review vocabulary and practice grammar and listening.

- Ss sit in circles in small groups.
- Explain the task. S1 makes a sentence. S2 repeats the sentence and adds to it. S3 repeats S2's sentence and adds to it. For example:
S1: Last weekend I went dancing.
S2: Last weekend I went dancing and read a book.
S3: Last weekend I went dancing, read a book, and . . .
Ss continue until a S can't remember what to say. Then the next S continues the sentence.
- Point out that the information in the sentence can be false.
- Model the game with one group.
- Ss play the game.

Variations: Use this activity to review specific groups of vocabulary, such as food (e.g., *I like . . .*), clothes (e.g., *I went to the store and I bought . . .*), or family members (e.g., *Tonight I'm going to call . . .*).

8 TWENTY QUESTIONS

Aim: Give Ss practice asking yes/no questions.

Levels: 1 and 2

Preparation: None

Comment: Use to practice grammar, speaking, and listening.

- Ss work in small groups.
- Explain the task. One S in each group thinks of a famous person. The other Ss ask yes/no questions to guess the person. For example: "Is it a man? Is he a singer? Is he from Canada?" The S only answers "yes" or "no." The S who correctly guesses the person gets a point and thinks of the next famous person.
- Model the task. Think of a famous person and the class asks yes/no questions.
- Ss play the game. The S in each group with the most points wins.

Variation 1: Write famous people's names on pieces of paper (one name per paper, one paper per S). Attach the papers to the Ss' backs. Ss go around the room and ask yes/no questions to guess the name (e.g., "Am I a man?").

Variation 2: Use this game to practice present tense (e.g., *Is she an actress?*), past tense (e.g., *Was she an actress?*), or infinitives and gerunds (e.g., *Is it used to send information? Is it used for sending information?*).

9 ASK THE RIGHT QUESTION

Aim: Give Ss practice making Wh-questions.

Levels: 2 and 3

Preparation: Bring three index cards for each S.

Comment: Use to practice grammar.

- Write this statement on the board:
Evan's a chef at Ricky's Restaurant.
- Elicit Wh-questions that the statement could answer (e.g., "Where does Evan work? What does Evan do? Who's the chef at Ricky's Restaurant?").
- Give each S three index cards. Ss write one statement on each card that could answer several Wh-questions. Go around the class and give help as needed.
- Collect all the cards and mix them up. Then divide the class into two teams (A and B).
- Explain the game. S1 from Team A chooses a card and reads the statement aloud. S1 from Team B makes a Wh-question for it. If the question is correct, Team B gets a point. If it is not correct, S1 from Team A makes a Wh-question. If the question is correct, Team A gets a point. Then S2 from Team B chooses a card.
- Model the game a few times.
- Play the game until you use all the cards. The team with the most points wins.

10 SPLIT SENTENCES

Aim: Help Ss understand complex sentences.

Levels: 2 and 3

Preparation: Write ten complex sentences and split them in half. Make sets of the split sentences (one per three Ss). Put each set in an envelope.

Comment: Use to practice grammar.

- Model the task with split sentences.
For example:
- | | |
|-----------------------------|---------------------------------|
| <i>If I found a wallet,</i> | <i>I would call the police.</i> |
| <i>If I saw a ghost,</i> | <i>I would scream.</i> |
| <i>If I were rich,</i> | <i>I would share my wealth.</i> |
- Ss work in teams of three. Give each group a set of split sentences.
 - Ask each group to match the split sentences.
 - Ss complete the task.
 - The first team to match the split sentences correctly wins.

Variations: Use this game to practice specific complex structures, such as conditionals, passives, two-part verbs, and tag questions.

11 JUST ONE MINUTE

Aim: Help Ss develop oral fluency and listening skills.

Levels: 2 and 3

Preparation: Bring a clock or watch with a second hand to class.

Comment: Use to practice speaking and listening.

- Write a topic on the board (e.g., customs, food, transportation).
- Explain the game. Ss work in pairs. S1 talks about the topic for one minute. Point out that S1 cannot repeat ideas, change the topic, or hesitate for more than five seconds. S2 listens for repetition, topic changes, or hesitations. After one minute, say, "Stop!" If S1 talked without any repetition, topic changes, or hesitations, he or she gets a point.
- Play the game. S2 tells S1 about any repetition, topic changes, or hesitations. If there are none, S1 gets a point.
- The Ss in each pair change roles. Write another topic on the board and S2 talks for one minute.
- Play the game with a few more topics. The S in each pair with the most points wins.

Variation 1: Write several topics on the board. S1 chooses a topic from the board.

Variation 2: At the end of each game, a S chooses the next topic.

12 PREDICTION BINGO

Aim: Give Ss practice predicting the content of an audio program or text.

Level: 3

Preparation: None

Comment: Use to practice listening or reading.

- Tell Ss the topic of the audio program they will listen to or the text they will read (e.g., our lives in the future).
- Explain the task. Each S draws a bingo card with nine squares. Ss predict content words (i.e., nouns, verbs, adjectives) related to the topic individually. Then they write one word in each square.
For example:

<i>robots</i>	<i>cell phones</i>	<i>computers</i>
<i>school</i>	<i>work</i>	<i>cars</i>
<i>money</i>	<i>travel</i>	<i>time</i>

- Ss listen to the audio program or read the text. When Ss hear or see a word that's on their bingo card, they circle it.
- The S with the most circled words wins.

Variation: Ss make bingo cards in pairs. Then they exchange cards with another pair.

13 BINGO

Aim: Help Ss improve listening and vocabulary in a fun way.

Levels: All

Preparation: Prepare a list of at least 15 words you want to review.

Comment: Use to practice listening and vocabulary.

- Tell Ss to draw a bingo card on a piece of paper:

- Read and spell each word on your list. Then make a sentence with it. For example, say: "Family. F-A-M-I-L-Y. There are three people in my family."
- Ss listen and write each word in a different square on their bingo cards. Point out that they can write the words in any order.
- Play the game. Read out the words from your list in a different order. As you read each word aloud, spell it and use it in a sentence. Ss circle the words on their cards. (Note: Cross the words off your list, so you can check Ss' cards later.) The first S to circle all the words in one row shouts "Bingo!" If the words are correct, the student wins.

Variation 1: Use this game to review vocabulary, the alphabet, sounds, numbers, or grammar (e.g., verb forms).

Variation 2: Instead of reading out the word, read out a definition. For example, when you say "This is the opposite of *hot*," Ss circle *cold*.

14 HOT POTATO

Aim: Give Ss practice asking and answering questions.

Levels: All

Preparation: Write questions on ten pieces of paper (one per paper). Then wrap the papers around each other to make a paper ball. Bring music and a cassette or CD player to class.

Comment: Use to practice grammar and speaking.

- Ss sit in a circle.
- Explain the game. While you play music, Ss throw the paper ball to each other. When you stop the music, the S holding the ball takes off the outside piece of paper, reads the question, and answers it. Then start the music and the Ss throw the paper ball again.
- Model the game, then play the game until Ss answer all ten questions.

Variation: Use this game to practice specific structures (e.g., conditionals, present perfect, passives, and conditionals).

15 PICTURE IT!

Aim: Help Ss understand vocabulary in a visual way.

Levels: All

Preparation: Make sets of vocabulary cards (one per four Ss). Put each set in an envelope.

Comment: Use to review vocabulary.

- Ss work in groups of four. Give each group a set of cards.
- Explain the rules. One S in each group chooses a card and draws a picture of the word on a piece of paper. The other Ss try to guess the word. The first S to guess the word correctly gets a point and chooses the next card.
- Point out that the S drawing the picture cannot write numbers or letters, talk, or make gestures.
- Model the task by drawing a picture of a word on the board. The class guesses the word.
- Play the game until Ss use all the cards. The S in each group with the most points wins.

Variation: Use one set of cards. Divide the class into two teams (A and B). One S from Team A chooses a card and draws the picture on the board. The Ss in Team A have two minutes to guess the word. If they guess correctly, Team A gets a point. Repeat with Team B and continue until Ss use all cards. The team with the most points wins.

16 VOCABULARY TENNIS

Aim: Help Ss review categories of words in a fun way.

Levels: All

Preparation: None

Comment: Use to review vocabulary.

- Divide the class into two teams (A and B).
- Explain the game. Call out a category (e.g., jobs). Team A "serves" by saying a word in that category (e.g., teacher). Team B "returns the serve" by saying a different word from that category (e.g., nurse). The teams take turns saying words from the category.
- The game continues until one team can't think of any more words. The other team gets a point.
- Call out a different category (e.g., colors, furniture, leisure activities, adjectives) and play the game again.
- The team with the most points wins.

Variation: Bring a balloon to class. Teams A and B stand on opposite sides of the room. When Team A says a word, it "serves" the balloon to Team B. Team B must say a different word before the balloon reaches its side of the room. If Team B doesn't say a word or drops the balloon, Team A gets a point.

17 RUN FOR IT!

Aim: Help Ss practice prepositions of time.

Levels: All

Preparation: Prepare a list of sentences with missing prepositions. Write each missing preposition on a separate card and post the cards around the classroom walls.

Comment: Use to practice grammar.

- Divide Ss into two teams (A and B). Assign each member of the teams a number (e.g., S1, S2).
- Read out the first sentence without saying the preposition (e.g., "I always get up BLANK 6 A.M. on weekdays."). S1 from each team runs to find the card containing the missing preposition. The first S to reach the correct card gets a point for his or her team.
- Play the game until you use all the sentences. The team with the most points wins.

Variation 1: Use this game to review prepositions of place or time, modals, and auxiliaries (e.g., *do, did, have*).

Variation 2: If Ss cannot move freely around the room, they can point to the correct wall.

18 MIME

Aim: Help Ss personalize and review vocabulary and grammar in an active way.

Levels: All

Preparation: Make sets of vocabulary cards (one per four Ss). Put each set in an envelope.

Comment: Use to review vocabulary and grammar.

- Ss work in groups of four. Give each group a set of cards.
- Explain the rules. One S in each group chooses a card and mimes the activity (e.g., wash your hair, watch a comedy on TV). The first S to guess the activity correctly keeps the card and chooses the next one.
- Point out that Ss cannot speak while they are miming words.
- Ss continue until they use all the cards. The S with the most cards wins.

Variation 1: Use this game to review specific structures, such as present continuous (e.g., *She is washing her hair.*) or simple past vs. past continuous (e.g., *He was cooking when the phone rang.*).

Variation 2: Ss make sets of vocabulary cards in small groups. Then they exchange cards with another group, and mime the activities on the new cards.

19 TIC-TAC-TOE

Aim: Help Ss review words in a fun way.

Levels: All

Preparation: Make a list of words you want to review.

Comment: Use to review vocabulary and practice grammar and pronunciation.

- Draw a chart with nine squares on the board. Write one word in each square. For example:

know	give	think
fall	feel	buy
catch	sing	swim

- Divide the class into two teams (X and O).
- Explain the game. Team X chooses a word on the board (e.g., *buy*) and uses it in a specific way (e.g., changes the verb tense or uses it in a sentence). If the answer is correct, replace the word *buy* with an X. If the answer is incorrect, Team O tries to give the correct answer. If Team O's answer is correct, replace the word *buy* with an O. If neither team gives the correct answer, tell Ss the answer. Then replace the word *buy* with a different word.
- Play the game. The first team to get a straight line of three Xs or Os (across, down, or diagonally) wins.

Variation: Use this game to review question words (e.g., *what, where*) modals (e.g., *would, could*), adverbs of frequency, pronunciation (e.g., pronunciation of words, rhyming words), and vocabulary.

20 TRUE OR FALSE?

Aim: Give Ss practice using grammar in a personalized way.

Levels: All

Preparation: None

Comment: Use to practice grammar, speaking, and listening.

- Each S writes six statements about themselves. Three statements are true and three are false. For example:
I can sing really well.
I have three sisters.
- Explain the game. Ss take turns reading their statements aloud in small groups. The other Ss guess which statements are true and which are false. Ss get one point for each correct guess.
- Ss play the game. The S in each group with the most points wins.

! Fresh ideas

How can you tailor your classes to your students' needs, learning styles, and ages?

Fresh ideas provide innovative ways to teach a variety of exercises in the Student's Book. Techniques such as Disappearing Dialog, Onion Ring, and Jigsaw Learning make classes livelier, more interactive, and more varied. Depending on the exercise, these techniques can either supplement or replace the suggestions in the page-by-page teaching notes.

These 20 Fresh ideas can be adapted for use with different exercises and with different levels. Unlike the Photocopiables, handouts are not usually required.

Fresh ideas	Use with	Use with
1. Look Up and Speak!	Conversations	All levels
2. Say It With Feeling!	Conversations	All levels
3. Moving Dialog	Conversations	All levels
4. Musical Dialog	Conversations	All levels
5. Substitution Dialog	Conversations, Grammar Focuses	All levels
6. Disappearing Dialog	Conversations, Grammar Focuses	All levels
7. Onion Ring	Conversations, Discussions	All levels
8. Stand Up, Sit Down	Listenings	All levels
9. Walking Stress	Pronunciations	All levels
10. Question Exchange	Grammar Focuses	All levels
11. Reading Race	Readings, Perspectives	All levels
12. Jigsaw Learning	Readings, Listenings	Levels 1 - 3
13. Running Dictation	Readings, Perspectives	Levels 1 - 3
14. Vocabulary Mingle	Readings, Perspectives	Levels 1 - 3
15. Time Out!	Role Plays	Levels 1 - 3
16. Pass the Paper	Writings	Levels 1 - 3
17. Mind Mapping	Writings, Word Powers	Levels 1 - 3
18. Picture Dictation	Snapshots, Word Powers	Levels 1 - 3
19. Vocabulary Steps	Snapshots, Word Powers	All levels
20. Cloud Prediction	Conversations, Listenings, or Readings	All levels

1 LOOK UP AND SPEAK!

Aim: Encourage Ss to look at their partners while practicing Conversations.

Levels: All

Preparation: None

Comment: Use with Conversations.

- Point out that it's important to look at your partner when speaking.
- Explain the task. Ss work in pairs. S1 looks briefly at the first line of the conversation and tries to remember it. Then S1 looks up at S2 and says the line. S2 looks briefly at the next line of conversation, tries to remember it, and then looks up and says it.
- Model the task with one or two Ss.
- Ss complete the task in pairs.

Note: This technique works best when Ss stand up and face each other. It's a useful way to help Ss develop eye contact while speaking.

2 SAY IT WITH FEELING!

Aim: Improve Ss' pronunciation, intonation, and understanding of a Conversation in an enjoyable way.

Levels: All

Preparation: None

Comment: Use with Conversations.

- Explain the task. Ss listen to the audio program, focusing on the speakers' intonation and emotions (e.g., anger, surprise).
- Play the audio program. Ask Ss to repeat selected phrases with the correct intonation. Encourage them to exaggerate the intonation. They can also add gestures, if appropriate.
- Ss practice the conversation in pairs, using lots of intonation. Then they change roles and practice again.

Option: Ask pairs of Ss to perform the conversation in front of the class. The class votes for the best performance.

3 MOVING DIALOG

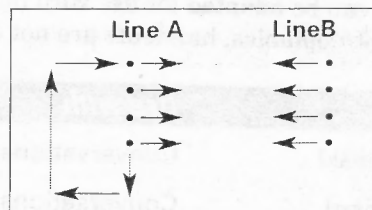
Aim: Give Ss more speaking practice with different Ss.

Levels: All

Preparation: None

Comment: Use with Conversations.

- Explain the task. Ss stand in two lines (A and B), facing each other. Then they practice the conversation.
- When you clap, the Ss in line A all move one step to their right. One S at the end of line A will not have a partner. He or she runs quickly to the beginning of line A.
- Ss practice the conversation with new partners.
- Continue as many times as needed.



4 MUSICAL DIALOG

Aim: Give Ss conversation practice in a natural and fun setting.

Levels: All

Preparation: Bring party music and a cassette or CD player to class.

Comment: Use with Conversations that could take place at a party (e.g., introductions, invitations, or discussions about childhood, daily routines, or families).

- Explain the task. Ss move around the room while you play music. When you stop the music, they begin conversations with the S closest to them. They use the conversation in the Student Book as a model, substituting information about themselves.
- Model the task with one or two Ss.
- Play the party music. Stop the music every 20 or 30 seconds for Ss to complete the task.
- Continue as many times as needed.

Variation: Play the music without stopping. When you turn up the volume, Ss shout to begin conversations with the Ss closest to them.

Aim: Raise Ss' awareness of sentence stress in an active and fun way.

Levels: All

Preparation: None

Comment: Use with Pronunciations that focus on sentence stress.

- Play the audio program. Focus Ss' attention on the sentence stress.
- Explain the task. Ss stand up and move to a place where they can move freely. Then model the task. Say: "I always go jogging on Sundays." Step forward on the first syllable in the words *always*, *jogging*, and *Sundays*.
- Read or play the other sentences. Check that Ss walk forward on the correct syllables.

Acknowledgment: Idea adapted from *The Standby Book* by Seth Lindstromberg, Cambridge University Press.

Aim: Give Ss practice making and answering questions.

Levels: All

Preparation: Write one verb or phrase for each S on pieces of paper.

Comment: Use with Grammar Focuses that involve questions.

- After presenting the Grammar Focus, write the grammar structure on the board. For example:
How often do you _____ ?
- Give each S a piece of paper with a different verb or phrase (e.g., *play sports*).
- Explain the task. Ss go around the room and find a partner. They take turns asking and answering questions using the structure on the board and the word or phrase on their piece of papers. For example:
How often do you play sports?
Then Ss exchange papers and find a new partner.
- Model the task with one or two Ss.
- Ss complete the task. Continue until Ss exchange papers with most of their classmates.
- Elicit interesting answers from the class.

Option: Encourage Ss to ask follow-up questions.

Acknowledgment: Idea adapted from *Teaching Multilevel Classes* by Natalie Hess, Cambridge University Press.

Aim: Give Ss practice reading for specific information.

Levels: All

Preparation: Photocopy and enlarge the text. Cut the copy into paragraphs and post the paragraphs around the classroom walls. Prepare and copy a handout with 6 to 12 comprehension questions about the text (one handout per S).

Comment: Use with Readings or Perspectives that have several short texts.

- Books closed. Distribute the handout and explain the task. Ss go around the class with their handouts, scan the texts, and answer the questions. The first S to correctly answer all the questions wins.
- Model the task with the first question. Then Ss complete the task.
- Ss check their answers by reading the texts in their Student's Books.

Aim: Give Ss practice using all four skills in a collaborative way.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Readings or Listeners that can be divided into three or four short texts.

- Draw a chart on the board. List the texts at the top and things you want Ss to find on the left. For example:

	Text A	Text B	Text C
Topic			
Problem			

Ss copy the chart on a piece of paper.

- Divide the class into three groups (A, B, and C).
- Explain the task. Ss complete the chart for their group only. For example, Group A only reads Text A and completes column A.
- Ss complete the task.
- Divide the class into new groups of three. Each group has one S each from groups A, B, and C. Ss share information to complete their charts.

Variation for Listeners: Bring three audio programs and cassette or CD players to class. Ss listen to the audio program in three groups and complete the column for their group. Then they form new groups and share their information.

13 RUNNING DICTATION

Aim: Give Ss practice using all four skills in a collaborative way.

Levels: 1, 2, and 3

Preparation: Photocopy and enlarge several copies of the text. Post the copies around the classroom walls.

Comment: Use with Readings or Perspectives.

- Books closed. Ss work in pairs.
- Explain the task. S1 from each pair goes to the wall and memorizes part of the text. Then S1 comes back and dictates the information to S2, and S2 writes it down.
- Point out that Ss cannot shout across the room or remove the copies from the walls. When you call out "Change!," Ss change roles.
- Ss complete the task. The first pair to finish wins.
- Books open. Ss check their spelling.

14 VOCABULARY MINGLE

Aim: Encourage Ss to find the meaning of unknown words.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Readings or Perspectives.

- Explain the first task. Ss read the text. When they find a word they don't know, they underline it with a straight line. If they think they know the meaning but are not sure, they underline it with a squiggly line.
- Ss complete the task individually.
- Explain the second task. Ss take their books and go around the room. They ask each other the meanings of the words they don't know or aren't sure of.
- Model the task with one or two Ss:
T: What does *large* mean?
S1: It means "big."
T: Thanks.
- Ss complete the task.
- Help Ss with any remaining words they don't know.

Variation: Ss sit in small groups and ask each other the meanings of new words.

15 TIME OUT!

Aim: Help students develop fluency and confidence.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Role Plays.

- Divide Ss into groups of six. Two Ss (S1 and S2) are the actors. The other four Ss help the actors.
- Explain the task. S1 and S2 perform the role play using the instructions in their Student's Books. If they don't know what to say or can't remember a word, they call "Time Out!" The role play stops and they ask the Ss in their group for help. They can also ask the other Ss in the group to replace them.
- Ss continue the role play until all Ss are actors.

Variation 1: S1 and S2 can bring in other Ss as new characters.

Variation 2: Ss can create new situations based on the role play.

Acknowledgment: Idea adapted from Strategic Interaction by Robert J. Di Pietro, Cambridge University Press.

16 PASS THE PAPER

Aim: Help Ss generate ideas and plan compositions.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Writings.

- Before beginning their compositions, Ss work in groups of five or six. Ask Ss to write their name in the top right-hand corner of a blank piece of paper.
- Explain the task. Ss write a question related to the composition topic on their piece of paper (e.g., *Where did you go?*). Then they pass their paper to the right, and take the paper from their left. Each time Ss receive a paper, they write one question and pass the paper to the right.
- Ss complete the task. They continue until there are ten questions on each paper.
- Ss find their original papers, read the questions, and circle four or five they want to answer.
- Ss number the questions in the order they plan to answer them. Then they write their compositions.

17 MIND MAPPING

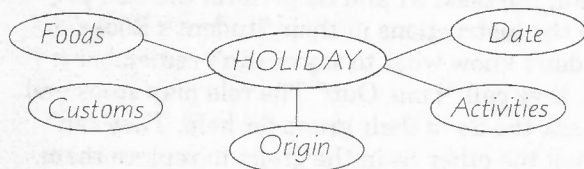
Aim: Help Ss generate ideas and plan their compositions.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Writings or Word Powers.

- Write the composition theme (e.g., holidays) in a large circle on the board. Then elicit topics related to the theme and write them in smaller circles around the theme. For example:



- Elicit words or phrases related to each topic. Write them in circles around the topics.
- Explain the task. Ss choose three topics to write about. They number them in the order they want to write about them.
- Brainstorm possible opening and closing sentences for the compositions.
- Ss write their compositions, using an opening sentence, three topics, and a conclusion.

Variation for Word Powers: Use the first two steps of this technique to review, categorize, and expand on vocabulary from Word Powers.

18 PICTURE DICTATION

Aim: Develop Ss' vocabulary and listening skills.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Snapshots and Word Powers that have pictures with a lot of details (e.g., clothes, maps, furniture).

- Teach or review prepositional phrases of place (e.g., *in the middle, on the right/left, at the top/bottom, in the top/bottom right-hand/left-hand corner*).
- Explain the task. Ss work in pairs. S1 looks at the picture and S2 has a blank piece of paper. S1 describes the picture. S2 listens and draws it.
- Ss complete the task. Then they compare their drawings with the picture in the Student's Book.

Option: Describe a picture, and the class draws it.

Variation: Photocopy the picture and post it on the wall. S1 from each pair goes to the wall and returns to S2. S1 describes the picture to S2, and S2 draws it.

19 VOCABULARY STEPS

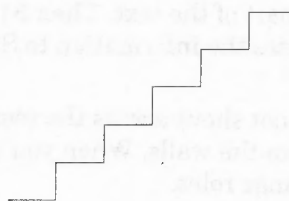
Aim: Help Ss review and personalize vocabulary in a category.

Levels: All

Preparation: Choose four to six words in a category.

Comment: Use with Snapshots or Word Powers.

- After presenting the Snapshot or Word Power, write the words you chose on the board. For example, if the category is *seasons*, write the words *spring, summer, fall, and winter*. Then draw steps on the board:



- Explain the task. Ss rank the words individually according to a criterion (e.g., favorite). They write their favorite at the top of the steps and their least favorite at the bottom of the steps.
- Ss complete the task. Then they compare their answers in pairs.

Variation 1: Ask Ss to rank vocabulary using different criteria. For example: sports (most fun, most popular), things (most useful, most expensive), foods (tastiest, healthiest), or jobs (most difficult, most dangerous).

Variation 2: Ask higher-level Ss to rank the words collaboratively in small groups.

Acknowledgment: Idea adapted from Five-Minute Activities by Penny Ur and Andrew Wright, Cambridge University Press.

20 CLOUD PREDICTION

Aim: Develop Ss' ability to predict content from key words.

Levels: All

Preparation: List six to ten key words from the text.

Comment: Use with Conversations, Listenings, or Readings.

- Write the key words on the board, inside a large cloud.
- Explain the task. Ss work in pairs. They use the key words on the board to predict the main ideas of the Conversation or Listening.
- Point out that all predictions are acceptable.
- Ss complete the task. Elicit Ss' predictions.
- Ss listen to the audio program and check their predictions.

Variation for Readings: After eliciting predictions, Ss read the text and check their predictions.



Photocopiables

Where can you find interesting, easy-to-use handouts for your classes?

Photocopiables provide innovative ways to teach specific exercises in the Student's Book and include activities such as word searches, information gaps, and board games. Depending on the exercise, these materials can either supplement or replace the suggestions in the page-by-page teaching notes.

There are 16 Photocopiables, one for each unit. Each activity includes a photocopiable handout, which is provided at the end of this section.

Units	Exercises	Photocopiables
1. It's nice to meet you.	The alphabet on page 3	Alphabet Bingo
2. What's this?	Word Power on page 12	Concentration
3. Where are you from?	Grammar Focus on page 20	Matching Cards
4. I'm not wearing boots!	Word Power on page 22	Word Brainstorm
5. What are you doing?	Word Power on page 34	Memory Game
6. My sister works downtown.	Pronunciation on page 38	Pronunciation Maze
7. Does it have a view?	Word Power on page 46	Living Rooms
8. What do you do?	Grammar Focus on page 52	Question Generator
9. Broccoli is good for you.	Reading on page 63	Jigsaw Reading
10. I can't ice-skate very well.	Grammar Focus on page 67	Circle Talk
11. What are you going to do?	Conversation on page 72	What's Missing?
12. What's the matter?	Listening on page 80	Scrambled Dialogs
13. You can't miss it.	Conversation on page 89	Hear the Differences
14. Did you have fun?	Word Power on page 96	Question Exchange
15. Where were you born?	Grammar Focus on page 103	Line Up!
16. Can she call you later?	Word Power on page 106	Preposition Board Game

1 ALPHABET BINGO

Aim: Give Ss practice in listening for letters of the alphabet.

Preparation: Make one copy of Photocopiable 1 for every 15 Ss. Cut the copies into 15 cards.

Comment: Use after part A of *The Alphabet* on page 3.

- Give one card to each S.
- Explain the task. You are going to say different letters. If Ss hear you say a letter on their card, they cross it out. The first S to cross out all the letters calls out "Bingo" and wins the game.
- Play the game with the class. Record the letters you say so you can check Ss' cards.

Variation: For a shorter game, the first S to cross out all the letters in one line (horizontally, vertically, or diagonally) calls out "Bingo."

Variation: To use the cards more than once, ask Ss to cover the letters they hear with markers such as coins. Then they exchange cards and play the game again.

2 CONCENTRATION

Aim: Give Ss practice matching pictures with vocabulary.

Preparation: Make one copy of Photocopiable 2 for every four Ss. Cut each copy into cards and put them in an envelope.

Comment: Use after the *Word Power* on page 12.

- Ss work in groups of four. Give each group an envelope and tell them to put the cards face down on a desk.
- Explain and model the task with one group. Ss take turns choosing two cards and turning them over. When they turn over a matching word card and picture card, they keep the pair of cards and take another turn. If the cards don't match, they put the cards face down. When the Ss match all the pairs of cards, the S with the most cards wins.
- Ss play the game. Go around the class and give help as needed.

3 MATCHING CARDS

Aim: Give Ss practice matching Wh-questions and answers with be.

Preparation: Make one copy of Photocopiable 3 for every 18 Ss. Cut the copies into cards.

Comment: Use after the *Grammar Focus* on page 20.

- Give one card to each S. Then explain the task. Half the Ss have question cards and half have answer cards. Ss go around the class and read their cards to different classmates until they find their match. Then they write the questions and answers on the board and sit down.
- Ask a few different Ss to model the task. Ss complete the task until they are all in pairs.
- Books open. Ss check their questions and answers in the *Grammar Focus*.

4 WORD BRAINSTORM

Aim: Help Ss learn the meanings of new words collaboratively.

Preparation: Make one copy of Photocopiable 4 for every two Ss. Cut each copy into cards and put them in an envelope.

Comment: Use before the *Word Power* on page 22.

- Ss work in pairs. Give each pair an envelope.
- Write the words *We know* and *We don't know* on the board. Then explain the task. Ss look at the cards and put them in two piles on a desk. One pile is for words they know, and one pile is for words they don't know.
- Model the task. Show one picture card to the class and ask: "What's this called in English?" If Ss answer "jeans," they put the card in the *We know* pile. If they say "I don't know," they put the card in the *We don't know* pile.
- Ss complete the task in pairs. Go around the class and give help as needed. Encourage Ss to make guesses and share information. Then each pair joins another pair, and they complete the task again.
- Books open. Ss check their answers in the *Word Power*.

Acknowledgment: Idea adapted from *The Standby Book* by Seth Lindstromberg, Cambridge University Press.

5 MEMORY GAME

Aim: Give Ss practice writing about a picture from memory.

Preparation: Make one copy of Photocopiable 5 for every three Ss.

Comment: Use after the Word Power on page 34.

- Ss work in groups of three. Give one picture to each group. Ask: "What is happening in the picture?" Ss discuss the picture for three minutes. Then take the pictures away.
- Explain the task. Each group writes ten sentences about the picture from memory. Write this example on the board: *A man is making pizza.*
- Ss complete the task. The first group with ten correct sentences wins.

Possible answers

1. A man is making pizza.
2. Three men are eating dinner.
3. A woman is shopping.
4. A man is sleeping.
5. A man and a woman are dancing.
6. Some people are going to the movies.
7. Two women are playing tennis.
8. A man is jogging.
9. Some children are swimming.
10. A woman is driving.
11. Two students are reading.

6 PRONUNCIATION MAZE

Aim: Give Ss practice identifying endings pronounced /ɪz/.

Preparation: Make one copy of Photocopiable 6 for every two Ss.

Comment: Use after the Pronunciation on page 38.

- Ss work in pairs. Give each pair a maze. Explain any new vocabulary (e.g., *kisses, washes*). Explain the task. Ss begin at *Start* and go through the maze. Whenever they go through a door, they circle the verb. However, they can only go through doors where the pronunciation of the verb's *-s* ending is /ɪz/. Ask: "What doors can I go through first?" (Answer: *guesses, exercises, or fixes*)
- The first S to exit the maze wins.
- Ss complete the task in pairs. Go around the class and encourage Ss to say the words aloud. Check the answers with the class.

Answers

fixes → watches → uses → introduces →
teaches → dances → practices

Acknowledgment: Idea adapted from "Open 'the' Doors," The Grammar Activity Book, by Bob Obee, Cambridge University Press.

7 LIVING ROOMS

Aim: Give Ss practice asking and answering questions about furniture.

Preparation: Make one copy of Photocopiable 7 for every two Ss. Cut the copies in half.

Comment: Use with part C of the Word Power on page 46.

- Ss work in pairs. Give Picture A to S1 and Picture B to S2 of each pair.
- Set the scene and explain the task. Ss have pictures of their living rooms. They take turns asking questions about their partner's living room and complete the chart with the correct numbers.
- Point out that Ss cannot look at each other's pictures.
- Write this conversation on the board:
A: Do you have any armchairs in your living room?
B: Yes, I have two armchairs. OR No, I don't.
Then model the task with a S.
- Ss complete the task. Then they look at each other's pictures to check their answers.

8 QUESTION GENERATOR

Aim: Give Ss practice asking and answering simple present Wh-questions.

Preparation: Make one copy of Photocopiable 8 for every three Ss.

Comment: Use after the Grammar Focus on page 52.

- Ss work in groups of three. Give each group a handout. Explain the task. Ss use the words in each column to make ten questions. Point out that they can use each box only once. One S crosses out the words they use, and all Ss write the questions on pieces of paper.
- Elicit one or two example questions and write them on the board.
- Ss complete the task. Go around the class and give help as needed. Go over Ss' questions with the class.
- Ss go around the class and ask classmates their questions.

Variation: Cut each copy into cards and put them in envelopes. Give each group an envelope. The Ss make ten questions with the cards.

Aim: Give Ss practice reading a text collaboratively.

Preparation: Make one copy of Photocopiable 9 for every two Ss. Cut the copies in half.

Comment: Use with part A of the Reading on page 63.

- Books open. Ss work in six groups. Ask each group to read a different paragraph. Encourage Ss to help each other with vocabulary.
- Books closed. Ss work in new groups of six. Each group has one S from each original group.
- Give each S a copy. Ss share information to answer the questions.
- Books open. Ss read the article to check their answers. Then go over the answers with the class.



1. southern states of the U.S.
2. for a sweet new year
3. Japanese rice cakes
4. because they are round, like years
5. Greek bread with a coin inside
6. coins
7. luck and money in the new year
8. Spain and some Latin American countries
9. strength in the new year
10. tangerines

Acknowledgment: Original idea from Alex Martinez, Cambridge University Press, Mexico.

10 CIRCLE TALK

Aim: Give Ss practice pronouncing *can* and *can't* while talking about their abilities.

Preparation: Make one copy of Photocopiable 10 for every six Ss. Cut each copy into cards and put them in an envelope.

Comment: Use with part C of the Grammar Focus on page 67.

- Ss work in groups of six. Each group sits in a circle. Give one envelope to each group.
- Explain the task. S1 chooses a card and uses it in a sentence that begins with *I can* or *I can't*. If S1 makes a sentence with *can't*, he or she chooses a new card.
- If S1 makes a sentence with *can*, he or she gives the card to S2 to the right. The card moves to the next S to the right until a S uses it in a sentence with *I can't*. Then this S chooses a new card, the "circle talk" changes direction, and the card moves to the left.
- Model the activity with a group. Ss complete the activity. Go around the class and check Ss' pronunciation of *can* and *can't*.

Acknowledgment: Idea adapted from Lessons from Nothing by Bruce Marshland, Cambridge University Press.

T-158 • Photocopiables

Aim: Give Ss practice using punctuation correctly.

Preparation: Make one copy of Photocopiable 11 for every two Ss. Cut the copies in half.

Comment: Use with the Conversation on page 72.

- Write this on the board:

. period	! exclamation mark
, comma	' apostrophe
? question mark	" " quotation marks
CAPITAL LETTER	
- Books open. Ss find examples of the punctuation marks on the board in the conversation and circle them. Elicit or explain when to use them.
- Books closed. Give each S a handout and explain the task. The conversation is missing punctuation marks and capital letters. Ss add punctuation and capital letters individually. Point out that the number of missing punctuation marks or capital letters is in parentheses at the end of each line.
- Model the task. Ask: "What's missing in the first line?" (Answer: a question mark at the end)
- Ss complete the task individually. Then they compare their answers in pairs.
- Books open. Ss read the Conversation to check their answers.

SCRAMBLED DIALOGS

Aim: Give Ss practice putting conversations in order and listening for correct answers.

Preparation: Make one copy of Photocopiable 12 for every two Ss. Cut each copy into strips and put them in envelopes.

Comment: Use before the Listening on page 80.

- Ss work in pairs. Give an envelope to each pair.
- Set the scene and explain the task. One conversation is between Doctor Young and Ben. The other conversation is between Doctor Young and Alison. Ss arrange the strips to make two conversations.
- Ss complete the task in pairs. Then they join another pair and compare answers.
- Play the audio program for the first two conversations. Ss listen and check the order of their conversation.



HEAR THE DIFFERENCES

Aim: Give Ss practice listening for differences between a conversation they read and a conversation they hear.

Preparation: Make one copy of Photocopiable 13 for every two Ss. Cut the copies in half.

Comment: Use before the Conversation on page 89.

- Books closed. Give each S a handout. Ss read the conversation silently.
- Explain the task. Ss listen to the audio program and find the differences between the audio recording and the handout. When they hear a difference, they circle and correct it.
- Play the audio program three times. The first time, Ss circle the differences. The second time, they correct them. The third time, they check their corrections.
- Books open. Ss read the conversation to check their answers.

Answers

... Fifth Avenue ... on the right ... near Rockefeller Center ... across from Rockefeller Center ... far from here ... right behind you ... look up!



QUESTION EXCHANGE

Aim: Give Ss practice asking each other about their weekends in an active way.

Preparation: Make one copy of Photocopiable 14 for every 12 Ss. Cut the copies into cards and put them in an envelope.

Comment: Use with parts B and C of the Word Power on page 96.

- Give one card to each S. Explain the task. Ss go around the class and ask their classmates the questions on their cards. Their classmates answer each question and give extra information. Ss then exchange cards and ask different classmates the questions on their new cards.
- Model the activity with a S.
- Ss complete the activity. Go around the class and encourage them to give extra information.
- Elicit things Ss learned about their classmates' summers.

Acknowledgment: Idea adapted from *Teaching Multilevel Classes* by Natalie Hess, Cambridge University Press.



LINE UP!

Aim: Give Ss practice asking and answering past tense questions with did, was, and were.

Preparation: Make one copy of Photocopiable 15 for every four Ss. Cut the copies in four. Put the cards in four separate envelopes (one for each question).

Comment: Use with classes of 16 or more Ss after the Grammar Focus on page 103.

- Ss work in four groups. Each group has four to seven Ss and a different part of the room. Give one envelope to each group. Each S takes a card from the envelope.
- Explain the task. As a group, Ss ask the question on their card and write down the information. Then each group stands in line in order of the answers (e.g., in time order). Point out that the board is the beginning and the other end of the classroom is the end.
- Model the task with a few Ss from one group. Explain that when two answers are the same, Ss stand in alphabetical order of their first names.
- Ss complete the task. Then ask them to explain their position in line. For example: "I'm number 1. I was born in 1980."

Variation: For smaller classes, use fewer envelopes. For larger classes, use more envelopes.

Acknowledgment: Idea adapted from *The Grammar Activity Book* by Bob Obee, Cambridge University Press.



PREPOSITION BOARD GAME

Aim: Give Ss practice reviewing prepositional phrases.

Preparation: Make one copy of Photocopiable page 16 and bring dice for every three or four Ss.

Comment: Use after the Word Power on page 106.

- Ss work in groups of three or four. Give each group a handout and dice. Ss can use small objects (e.g., coins or rings) as counters.
- Explain the game. Ss put their counters on *Start*. They take turns throwing the dice and moving their counters the indicated number of squares in any direction. Then they complete the sentence *Jennifer can't come to the phone because she's . . .* using the correct preposition and the phrase in the square. If they complete the sentence correctly, they write their initials on the square.
- Model the game with a group. Ss play the game until all the squares have initials. The S with the most initialed squares wins.

Acknowledgment: Idea adapted from "Time Pieces," *The Grammar Activity Book*, by Bob Obee, Cambridge University Press.

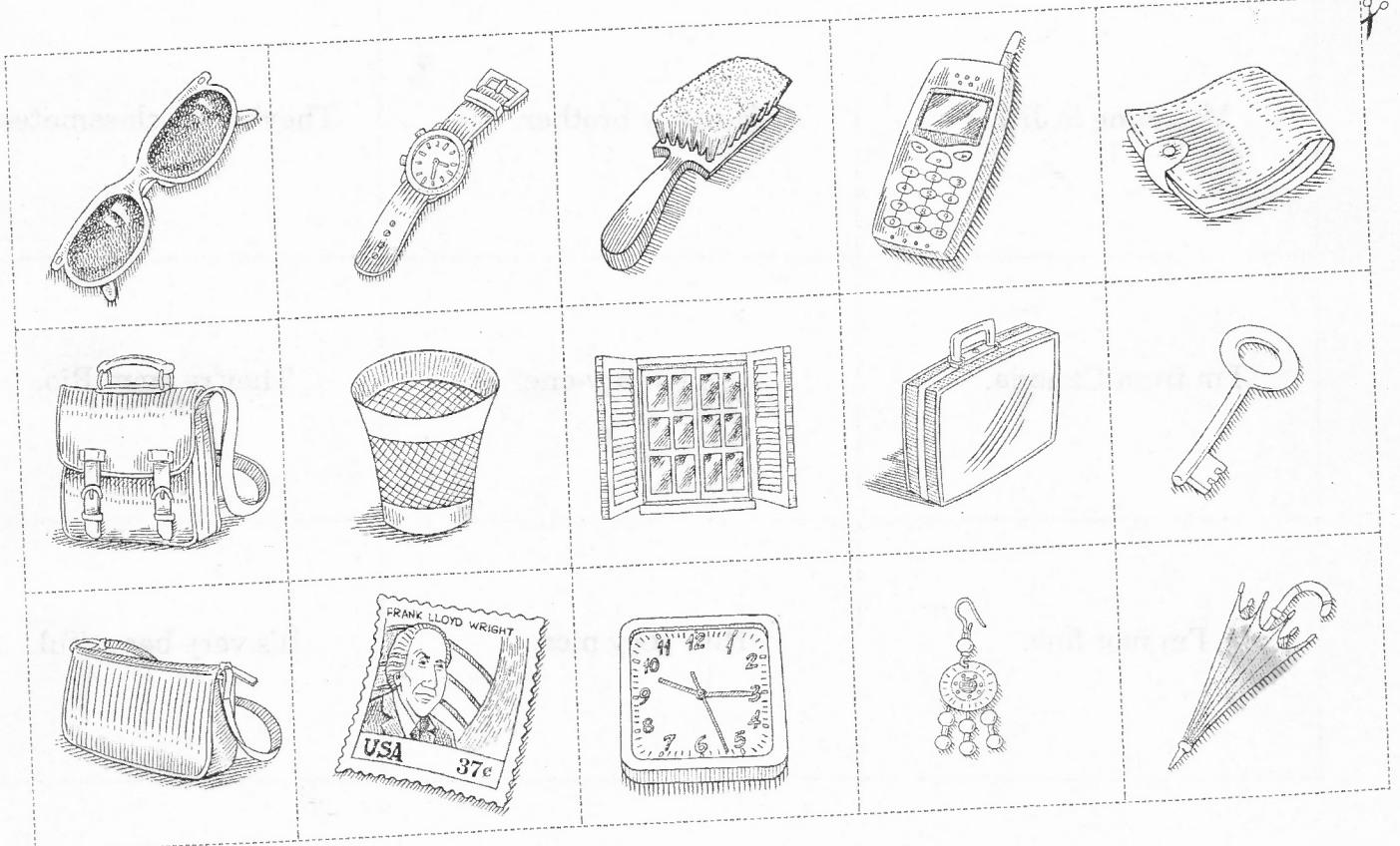
PHOTOCOPIABLE 1 Alphabet Bingo




A	D	E	G	P	A	C	K	S
G	Z	N	F	M	L	W	A	N
R	I	Q	U	E	J	H	I	R
H	U	N	O	P	V	A	K	S
Q	I	T	B	A	M	E	U	C
S	Z	O	I	F	K	J	F	G
B	I	P	E	S	T	H	K	R
A	Z	M	F	O	V	F	U	O
Y	L	O	A	R	J	A	M	E
Z	A	I	E	Y	B	I	R	E
O	G	K	X	K	O	P	C	M
M	U	T	U	H	R	O	S	Y
B	O	V	H	P	A	T	D	C
F	M	U	M	U	X	I	K	A
A	N	S	Q	E	V	E	J	Q

PHOTOCOPIABLE 2 Concentration


sunglasses	watch	hairbrush	cell phone	wallet
book bag	wastebasket	window	briefcase	key
purse	stamp	clock	earring	umbrella



PHOTOCOPIABLE 3 Matching Cards



What's your name?	Who's that?	Who are they?
Where are you from?	How old is he?	Where are they from?
How are you today?	What's he like?	What's Rio like?

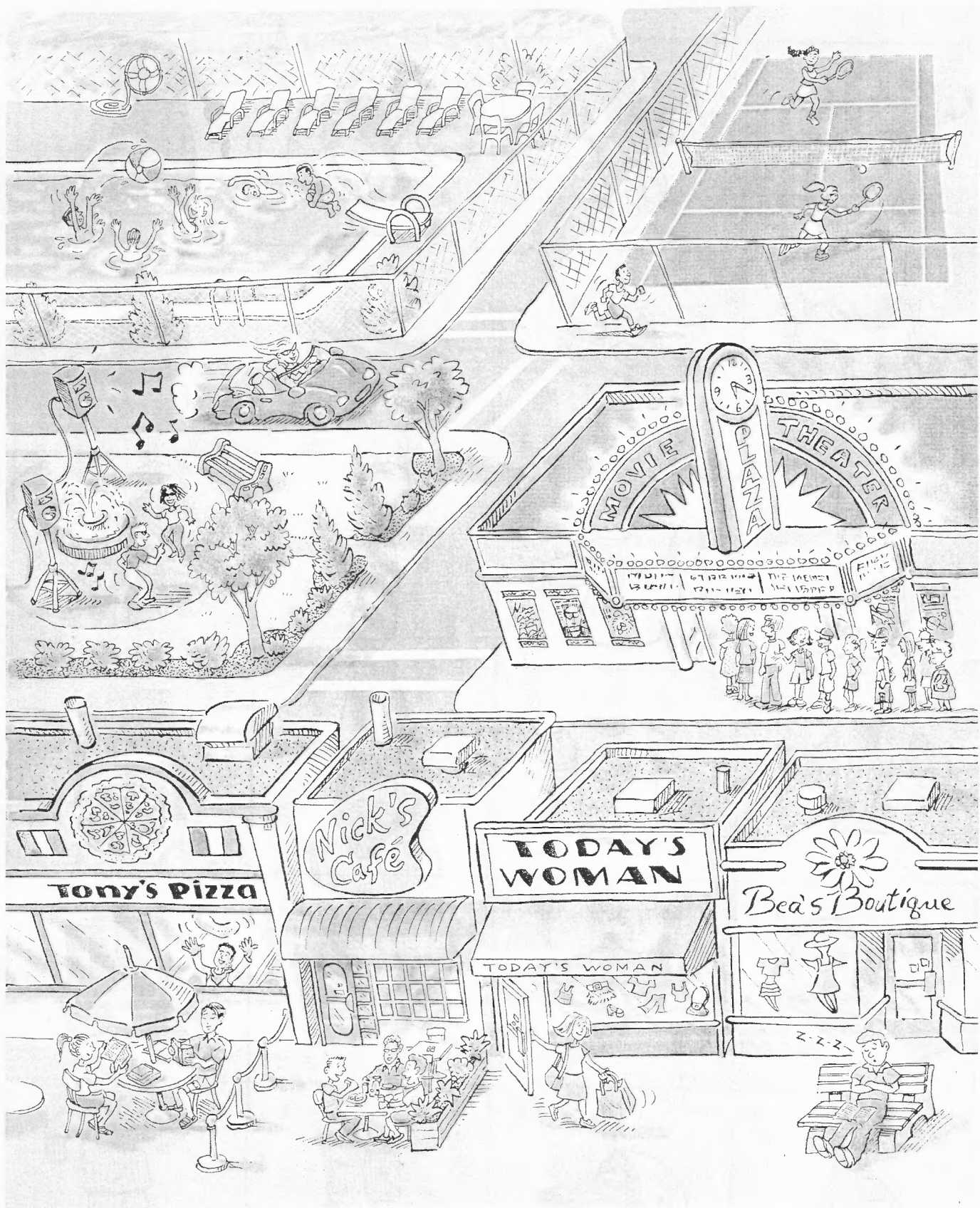


My name is Jill.	He's my brother.	They're my classmates.
I'm from Canada.	He's twenty-one.	They're from Rio.
I'm just fine.	He's very nice.	It's very beautiful.

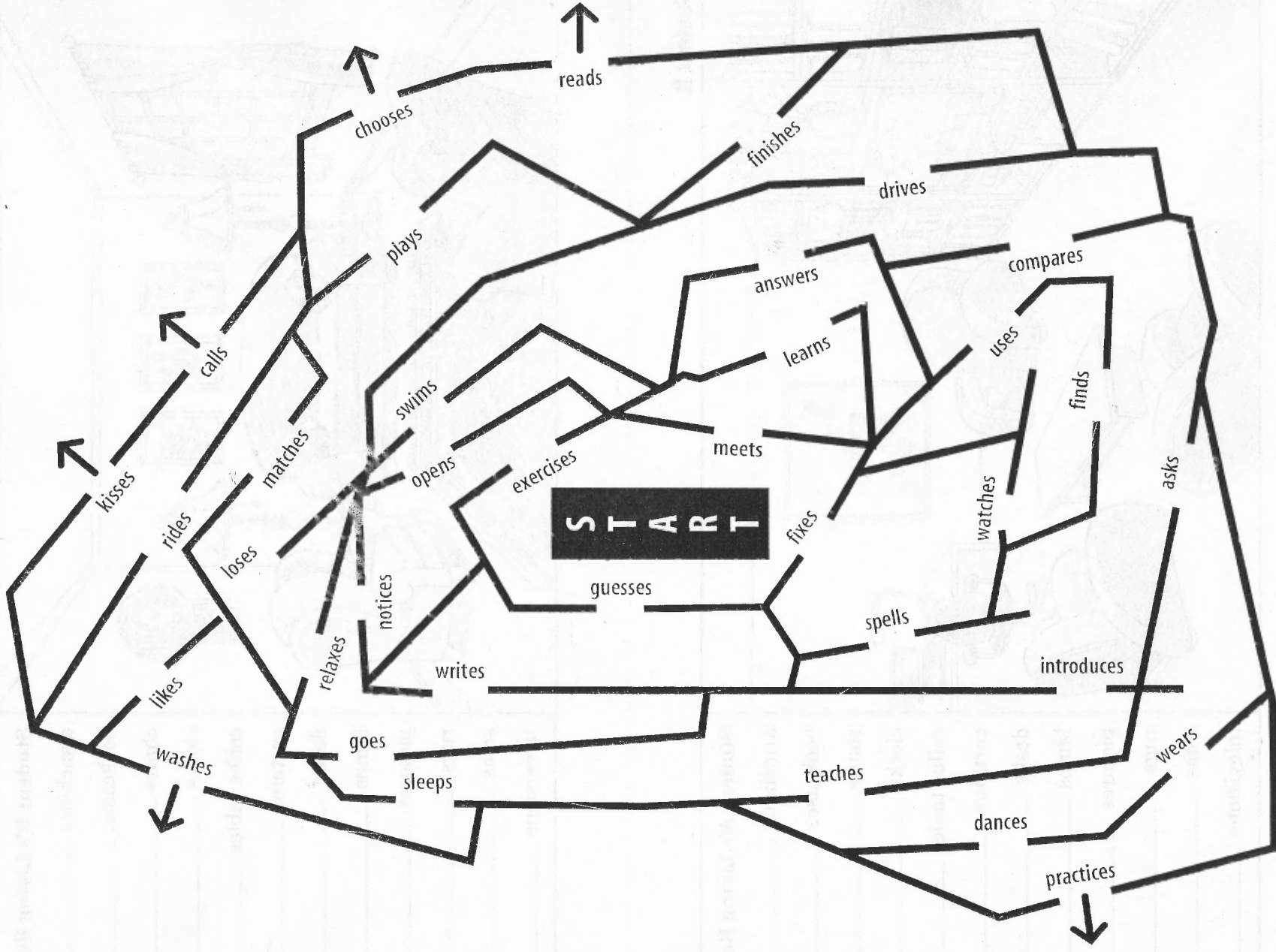
PHOTOCOPIABLE 4 Word Brainstorm



PHOTOCOPIABLE 5 Memory Game



PHOTOCOPIABLE 6 Pronunciation Maze



PHOTOCOPIABLE 7 Living Rooms

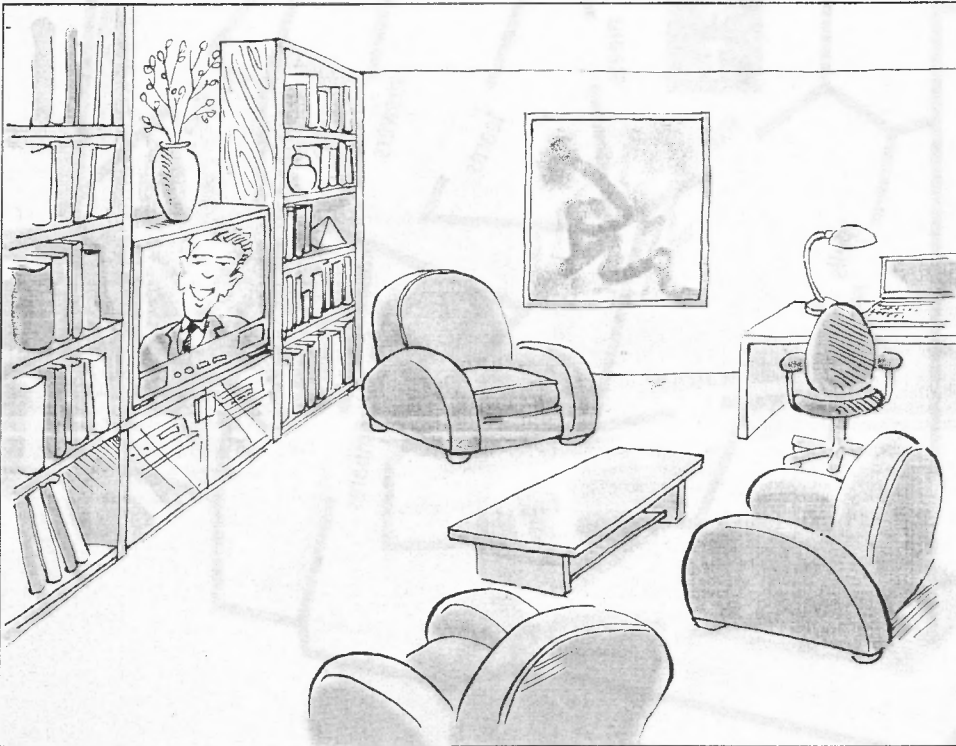
Student A



Student B's Living Room

- armchairs _____
- bookcases _____
- chairs _____
- clocks _____
- coffee tables _____
- curtains _____
- desks _____
- lamps _____
- pictures _____
- rugs _____
- sofas _____
- televisions _____

Student B



Student A's Living Room

- armchairs _____
- bookcases _____
- chairs _____
- clocks _____
- coffee tables _____
- curtains _____
- desks _____
- lamps _____
- pictures _____
- rugs _____
- sofas _____
- televisions _____

PHOTOCOPIABLE 8 Question Generator



What	does	you	have breakfast?
What	does	you	work?
What	does	you	do?
Where	does	you	get up?
Where	does	the teacher	study?
Where	do	your mother	do?
When	do	your father	go to work?
What time	do	your brother or sister	go to bed?
What time	do	your mother and father	do?
How	do	your best friend	go on vacation?

Eating for Good Luck

1. Where do people eat peas and rice? _____
2. Why do people eat apples with honey? _____
3. What are mochi? _____
4. Why do people eat tangerines in the New Year? _____
5. What is vasilopitta? _____
6. What are black-eyed peas like? _____
7. What does it mean when you find a coin in your bread? _____
8. Where do people eat grapes at midnight? _____
9. What do rice cakes give you? _____
10. What do Chinese people eat on New Year's? _____

Eating for Good Luck

1. Where do people eat peas and rice? _____
2. Why do people eat apples with honey? _____
3. What are mochi? _____
4. Why do people eat tangerines in the New Year? _____
5. What is vasilopitta? _____
6. What are black-eyed peas like? _____
7. What does it mean when you find a coin in your bread? _____
8. Where do people eat grapes at midnight? _____
9. What do rice cakes give you? _____
10. What do Chinese people eat on New Year's? _____

PHOTOCOPIABLE 10 Circle Talk



play the piano	dance	swim	ice-skate
sing	cook	ride a bike	play soccer
play golf	drive a bus	make potato salad	drive a car
fix cars	act	draw	play volleyball

PHOTOCOPIABLE 11 What's Missing?

AMY: Are you going to do anything exciting this weekend (1)

PHILIP: Well Im going to celebrate my birthday (3)

AMY: Fabulous when is your birthday exactly (4)

PHILIP: Its august ninth – sunday (3)

AMY: So what are your plans (1)

PHILIP: Well my friend kayla is going to take me out for dinner (3)

AMY: Nice is she going to order a cake (3)

PHILIP: Yeah, and the waiters are probably going to sing happy birthday to me its so embarrassing (5)

AMY: Are you going to do anything exciting this weekend (1)

PHILIP: Well Im going to celebrate my birthday (3)

AMY: Fabulous when is your birthday exactly (4)

PHILIP: Its august ninth – sunday (3)

AMY: So what are your plans (1)

PHILIP: Well my friend kayla is going to take me out for dinner (3)

AMY: Nice is she going to order a cake (3)

PHILIP: Yeah, and the waiters are probably going to sing happy birthday to me its so embarrassing (5)

PHOTOCOPIABLE 12 Scrambled Dialogs

DR. YOUNG: What's the matter, Ben?

BEN: I think I have a cold. I feel awful.
I have a sore throat and a headache.

DR. YOUNG: OK. Let's take a look. . . . Yes, you have
a cold. Let me give you some cold pills.
Take one every four hours.

BEN: Thanks, Dr. Young.

DR. YOUNG: How do you feel today, Alison?

ALISON: A little better. But I have a sore elbow.

DR. YOUNG: Hmm. Let me see. Yes. Well, I'm going to
give you some muscle cream. Rub some
on your elbow three times a day.

ALISON: Three times a day. OK, Dr. Young. Thank you.

PHOTOCOPIABLE 13 Hear the Differences

TOURIST: Excuse me, ma'am. Can you help me?
How do I get to St. Patrick's Cathedral?

WOMAN: Just walk up First Avenue to 50th Street.
St. Patrick's is on the left.

TOURIST: Is it next to Rockefeller Center?

WOMAN: Yes, it's right next to Rockefeller Center.

TOURIST: Thank you. And where is the Empire State Building?
Is it near here?

WOMAN: It's right behind me. Just turn around and look left!

TOURIST: Excuse me, ma'am. Can you help me?
How do I get to St. Patrick's Cathedral?

WOMAN: Just walk up First Avenue to 50th Street.
St. Patrick's is on the left.

TOURIST: Is it next to Rockefeller Center?

WOMAN: Yes, it's right next to Rockefeller Center.

TOURIST: Thank you. And where is the Empire State Building?
Is it near here?

WOMAN: It's right behind me. Just turn around and look left!

PHOTOCOPIABLE 14 Question Exchange

Did you
read any books
last summer?

Did you
work
last summer?

Did you
exercise or
play any sports
last summer?

Did you
buy anything interesting
last summer?

Did you
play any games
last summer?

Did you
go anywhere interesting
last summer?

Did you
eat any new foods
last summer?

Did you
see any movies
last summer?

Did you
meet any
interesting people
last summer?

Did you
wear different clothes
last summer?

Did you
have fun
last summer?

Did you
take any pictures
last summer?



A. When were you born?

	Name	Year
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

B. How old were you in 2000?

	Name	Age
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

C. What time did you get up this morning?

	Name	Time
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

D. What time did you go to bed last night?

	Name	Time
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

PHOTOCOPIABLE 16 Preposition Board Game

Jennifer can't come to the phone because she's . . .

Kate's house	the bathtub	Chile	bed	the beach	the shower	a friend's house
the mall			Asia			a conference
the U.S.			her break			the hospital
the yard	a trip	the park	START	a meeting	the library	her office
class			the dentist's office			Mike's office
Joe's house			her parents' house			the drugstore
the bathroom	a party	school	South Africa	work	Mexico	vacation

Unit 1 Language summary

Vocabulary

Nouns

The alphabet

See Exercise 4 on page 3.

Numbers

(1–10)

See Exercise 11 on page 6.

Titles

Miss

Mr.

Mrs.

Ms.

Other

book

class

classmate

female

male

math

name

nickname

phone number

teacher

Pronouns

Subjects

I

you

he

she

it

Other

this

what

Adjectives

Possessives

my

your

his

her

our

Other

famous

first

last

married

popular

single

Article

the

Verbs

am

are

is

Adverbs

Responses

no

yes

Other

not

(over) there

too (= also)

Preposition

in (my class)

Conjunctions

and

or

Expressions

Saying hello

Hello.

Hi.

Good morning.

Good afternoon.

Good evening.

How are you?

Great! How about you?

I'm (just) fine.

I'm OK.

Not bad.

Saying good-bye

Bye.

Bye-bye.

Good-bye.

See you later.

See you tomorrow.

Have a nice day.

Have a good evening.

Thanks. You, too.

Good night.

Introducing yourself and others

Hi, my name is

I'm

It's nice to meet you.

Nice to meet you, too.

This is

Checking and confirming information

What's your (last) name (again)?

It's

Is that . . . ?

Yes, that's right.

No, it's

Are you . . . ?

Yes, I am.

No, I'm not.

How do you spell . . . ?

Getting someone's attention

Excuse me.

Thanking someone

Thank you./Thanks.

You're welcome.

Expressing surprise

Oh!

Apologizing

I'm sorry.

Giving an opinion

I think

Unit 2 Language summary

Vocabulary

Nouns

Classroom objects

board
(English) book
book bag
cassette player
chair
clock
desk
dictionary
door
encyclopedia
eraser
map
notebook
pen
pencil
table
wall
wastebasket
window

Personal items

address book
bag
briefcase
camera
CD player
cell phone
chopsticks
DVD player
earring(s)
glasses
hairbrush
keys
newspaper
purse
stamp
sunglasses
(tele)phone
television
ticket
umbrella
wallet
watch

Other

address
box
café
car
exercise
pocket
sentence

Pronouns

this
that
these
they

Adjectives

gone
interesting
nice

Articles

a
an

Verbs

open
relax

Adverbs

now
very (+ adjective)
where

Prepositions

behind
in front of
next to
on
under

Expressions

Identifying things

What's this (called in English)?
I don't know.
It's a

What are these (called in English)?
They're

Identifying the owner of something

Is this your . . . ?
Yes, it is.
No, it's not.
Are these your . . . ?
Yes, they are.
No, they're not.

Thanking someone

Thank you!
No problem.

Expressing pleasure

Wow!
Oh, cool!
It's great!

Expressing disappointment

Oh, no!

Giving an opinion

I bet

Thinking before responding

Let me see.
Uh,
Hmm,

Agreeing

OK.
You're right.

Realizing something

Wait (a minute)!

Unit 3 Language summary

Vocabulary

Nouns

Countries, nationalities, and languages

See the appendix at the back of the Student's Book.

People

baby
brother
family
(best) friend
mother
parent(s)
partner
sister
student

Places

city (*plural*: cities)
country (*plural*: countries)
world

Other

game

Pronouns

Subjects

he
she
we

Other

that
who

Determiner

a little

Adjectives

Appearance

beautiful
cute
good-looking
handsome
heavy
pretty
short
tall
thin

Personality

friendly
funny
nice
quiet
serious
shy
smart
talkative

Numbers and ages

(11–30; 40, 50, etc.)
See Exercise 7 on page 17.

Other

early
false
large (largest)
late
new
old
true

Adverbs

only (+ age)
originally
really (+ adjective)
this week

Prepositions

from (Korea)
in (Mexico)
of (the family)

Conjunctions

but
so

Expressions

Asking about countries, nationalities, and languages

Where are you from?

I'm from Korea.

What's Korea like?

It's

Are you Japanese?

Yes, I am.

No, I'm not.

Is your first language English?

Yes, it is.

No, it isn't.

Asking about people

Who's that?

He's

What's his name?

His name is

How old is he?

He's (twenty) years old.

What's he like?

He's

Getting someone's attention

Look!

Introducing a different topic

By the way,

Introducing an explanation or idea

Well,

Expressing surprise

Really?

Unit 4 Language summary

Vocabulary

Nouns

Clothes

belt
blouse
boot(s)
cap
coat
dress
glove(s)
hat
(high) heels
jacket
jeans
pajamas
pants
raincoat
scarf
shirt
shoe(s)
shorts
skirt
sneakers
socks
suit
sweater
sweatshirt
swimsuit
tie
T-shirt

Seasons

spring
summer
fall
winter

Other

celebrity
disaster
home
leisure
problem
taxi
work
world

Adjectives

Colors

beige
black
(dark/light) blue
(dark/light) brown
(dark/light) gray
(dark/light) green
orange
pink
purple
red
white
yellow

Weather

cloudy
cold
cool
hot
humid
sunny
warm
windy

Possessives

my
your
his
her
our
their

Other

all
dry
favorite
new

Pronouns

Possessives

mine
yours
his
hers
ours
theirs
whose

Verbs

ask
rain
snow
wear

Adverbs

maybe
today

Prepositions

around (the world)
at (home)

Conjunctions

and
but

Expressions

Talking about preferences

What are your favorite colors?

My favorite colors are

Asking about and describing clothing

What color is/are . . . ?

It's/They're

Are you wearing . . . ?

Yes, I am.

No, I'm not. I'm wearing

Talking about the weather

It's snowing/raining/

It's cloudy/cold/hot/sunny/

Making a contrast

. . . , but

Getting someone's attention

Hey!

Asking about a problem

What's the matter?

Making a suggestion

Let's

Unit 5 Language summary

Vocabulary

Nouns

Meals

breakfast
lunch
dinner

Form of address

Mom

Other

bike
conference
city
movie
pizza
soccer
tennis
time zone

Adjectives

awake
hungry

Verbs

call
cook
dance
do
drive
eat
get (hungry)
get up
go (to work/to the movies)
have (breakfast/lunch/dinner)
make
play (soccer/tennis)
read
remember
ride (a bike)
run
shop

sleep

study
swim
take (a walk)
watch (television)
work

Adverbs

Times

at midnight/at noon
at night
in the afternoon
in the evening
in the morning

Clock times

6:00 A.M./6:00 P.M.
midnight
noon
a quarter after (six)
a quarter to (six)

Other

(right) now
there
why

Conjunction

so

Expressions

Talking about the time

What time is it?

It's ... o'clock (in the morning/ ...).

It's ... after ...

It's a quarter after ...

It's ... -thirty.

It's a quarter to ...

It's ... to ...

Talking about current activities

What are you doing?

I'm ...

Are you ... -ing?

Yes, I am.

No, I'm not. I'm ... -ing.

Talking on the phone

Hello?

Hi, ... This is ...

Checking information

Right?

Yes.

(Oh,) right.

Apologizing

I'm really sorry.

That's OK.

Giving a reason

..., so ...

Expressing enjoyment in food

Mmm.

Unit 6 Language summary

Vocabulary

Nouns

Transportation

bike
bus
car
motorcycle
subway
train

taxi/cab

Family

brother
child (*plural*: children)
daughter
father/dad
husband
kid
mother/mom
sister
son
wife

Places

apartment
coffee shop
house
office
park
restaurant
school
suburbs

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
weekday
weekend

Other

homework
job
routine
survey

Pronouns

Object pronouns

me
us

Determiner

a lot of

Adjectives

alone
busy
public
retired
slow

Verbs

exercise
live
meet
need
see (family/friends)
serve
start
stop
take (a taxi/cab)
use
walk

Adverbs

Times

all day
at night
early
every day
late
weekly

Places

downtown
far (from here)
here
near (our house)

Responses

Sure.
Yeah.

Other

sometimes
then
together
when

Prepositions

at (noon)
by (bus/car)
on (Sundays)
with (my parents)

Expressions

Talking about routines

What time do you ... ?

At

When does he ... ?

He ... at

Does he ... ?

Yes, he ... every morning.

How do you get to ... ?

I

Expressing sympathy

That's too bad.

Unit 7 Language summary

Vocabulary

Nouns

Parts of houses and apartment buildings

bathroom
bedroom
closet
dining room
elevator
(first/second) floor
garage
hall
kitchen
laundry room
living room
lobby
room
stairs
window
yard

Kinds of homes

cabin
houseboat
penthouse
villa

Furniture

armchair
bed
bookcase
curtain(s)
dresser
lamp
mirror
picture
rug
sofa

Appliances

microwave oven
refrigerator
stove

Other

computer
difference
drive
forest
store
view

Determiners

any
lots of
no
some

Adjectives

another
big
dream (home)
expensive
lucky
small

Verbs

love
think

Adverbs

just (one room)
next (weekend)

Expressions

Asking about and describing a home

What's the house/apartment like?

It's beautiful.

It has

Does it have . . . ?

Yes, it does.

No, it doesn't.

There's a/an

There's no

There isn't a/an

There are some

There aren't any

There are no

Expressing approval

(Oh,) nice.

That's great.

This . . . is great.

That's super.

That sounds nice.

Giving surprising information

Guess what?

Unit 8 Language summary

Vocabulary

Nouns

Jobs

athlete
cashier
chef/cook
doctor
firefighter
flight attendant
front desk agent
judge
lawyer
manager
musician
nurse
photographer
pilot

police officer
receptionist
salesperson
security guard
singer
waiter/waitress

Workplaces

high school
hospital
hotel
office

Other

money
opinion
person (*plural: people*)
uniform

Adjectives

boring
dangerous
difficult
easy
exciting
interesting
perfect
relaxing
safe
stressful
terrific

Verbs

agree
disagree
forget

guess
handle
sit
stand
talk
teach
write

Adverbs

after (work)
exactly
hard
pretty (plus adjective)

Expressions

Exchanging information about work

Where do you work?

I work in a/an

What do you do there?

I'm a/an

When do you start/finish work?

I start/finish work at

What do you do after work?

I

Where does your brother work?

He works

What does he do?

He

Talking about likes and dislikes

How do you like it?

Not very much.

I really like it.

It's OK.

They hate it.

I like it/them a lot.

Exchanging personal information

How are things (with you)?

Not bad.

I hear

Giving more information

. . . , you know.

Giving surprising information

Actually,

Expressing interest

That's funny.

That's interesting.

Expressing uncertainty

I guess

Unit 9 Language summary

Vocabulary

Nouns

Meals

breakfast
lunch
dinner
snack

Dairy (foods)

cheese
milk
yogurt

Desserts

cake
cookie(s)
fruit salad
ice cream
pie

Drinks

coffee
(orange) juice
lemonade
(green) tea

Fat, oil, sugar

butter
candy
cream
mayonnaise
oil
potato chips

Grains

bread
cereal
cracker(s)
noodles
pasta
rice
toast
tortilla(s)

Fruit

apple(s)
banana(s)
mango(es)
orange(s)
strawberries (*singular:*
strawberry)

Meat and other protein

bacon
bean(s)
beef
chicken
egg(s)
fish
hamburger(s)
nuts

Vegetables

broccoli
carrot(s)
celery
lettuce
tomato(es)
onion(s)
potato(es)

Other foods

jam
jelly
pickle(s)
picnic
(potato) salad
sandwich(es)
soup

Other

habit

Determiner

very little

Adjectives

awful
bad
good
mealtime
other
sweet

Verbs

buy
come
drink
put
try
want

Adverbs

Adverbs of frequency

always
hardly ever
often
sometimes
usually
never

Other

(Japanese-) style

Prepositions

at (my desk)
for (breakfast/the picnic)

Expressions

Talking about likes and dislikes

I like
I don't like
I don't want
I hate

That sounds awful!

Talking about things you need

Do we have any . . . ?
Yes, we do.
No, we don't. We need some.
Do you need any . . . ?
Yes, we need some
No, we don't need any

Talking about health

. . . is/are good for you.
. . . is/are bad for you.

Making a suggestion

How about . . . ?

Agreeing to do something

All right.
OK.
Sure!

Disagreeing with an opinion

I think
Are you sure? I think

Thinking before responding

Hmm.

Unit 10 Language summary

Vocabulary

Nouns

Sports

baseball
basketball
bike riding
football
golf
gymnastics
hiking
hockey
ice-skating
skiing
volleyball

Other

ability
beach
chess
contest
free time
horse
joke
piano
show
song
talent
team
TV
violin
Web page

Determiner

all

Adjectives

artistic
athletic
hidden
mechanical
musical
technical

Verbs

act
bake
design
draw
enter

fix

paint
practice
sing
surf
tell

Adverb

about

Time expressions

once/twice a month
tomorrow

Expressions

Talking about sports

What sports do you like/play/watch?

I love/play/watch (soccer).

I don't like/play (golf).

I (really) love (tennis).

Who do you play/watch soccer with?

With some friends from work.

When does your team practice?

We practice on Sundays.

What time do you start practice?

We start practice at noon.

Where do you play?

We play in the park at the beach.

Talking about abilities and talents

What can I do?

Can you sing?

Yes, I can.

No, I can't.

Can they sing?

Yes, they can sing very well.

No, they can't sing at all.

Giving a compliment

You can . . . really well!

You're a really good . . . !

Thanks.

Introducing a topic

So,

Expressing interest

Really?

Oh, yeah?

Agreeing to do something

Sure. Why not?

Unit 11 Language summary

Vocabulary

Nouns

Months

January
February
March
April
May
June
July
August
September
October
November
December

Holidays, festivals, and special occasions

anniversary
birthday

Christmas
Father's Day
graduation
Halloween
Independence Day
Mother's Day
New Year's Day
Thanksgiving
Valentine's Day

wedding

Other

card
dance
girlfriend
parade
party
pictures
present

Pronoun

anything

Adjectives

Dates

(1st–31st)

See Exercise 1 on page 62.

Other

embarrassing
special

Verbs

ask
celebrate
end
get married
invite
order

send

stay home
take (me) out
take pictures

Adverbs

Time expressions

next month
next summer
next week
this weekend
tomorrow
tomorrow night
tonight

Other

so (= very)

Expressions

Talking about future plans

Are you going to do anything exciting this weekend?

Yes, I am. I'm going to

No, I'm not. I'm going to

What are your plans?

What are you going to do?

I'm going to

Where are you going to go?

I'm going to go to

How are you going to get there?

We're going to

Who's going to be there?

. . . is/are going to be there.

When/What time are you going to . . . ?

We're going to . . . at

Talking about dates

When is your birthday?

It's September 5th.

Wishing someone a good holiday

Happy birthday!

Thanks.

Have a good Valentine's Day!

Thanks. You, too.

Exchanging information

How about you?

Expressing approval

(That) sounds like fun.

Fabulous!

Unit 12 Language summary

Vocabulary

Nouns

Parts of the body

ankle
arm
back
chest
chin
ear
elbow
eye
finger(s)
foot (*plural: feet*)
hand
head
heel
knee
leg
mouth
neck
nose
shoulder
stomach
throat
thumb
toe(s)
tooth (*plural: teeth*)
wrist

Health problems

backache
cough
earache
fever
the flu
headache
sore eyes/throat
stomachache
toothache

Medications

antacid
aspirin
(cold) pills
cough drops
cough syrup
eye drops
muscle cream

Other

dentist
hour
part
patient
soda

Adjectives

Positive feelings

better
fantastic
fine
great
terrific

Negative feelings

awful
exhausted
homesick
miserable
sick
sore
terrible
tired

Other

common
wrong

Verbs

give
hurt
point
rest
stay up
take a look

Adverbs

already
much
well

Expressions

Talking about health problems

How are you?
How do you feel (today)?
Not so good.
What the matter?
What's wrong?
I feel sick.
I don't feel well.

Expressing sympathy

That's too bad.
I'm sorry to hear that.
That's good.
I'm glad to hear that.

Giving a suggestion

Maybe I can help.
I have an idea.
Take/Don't take
Eat/Don't eat

Agreeing with a suggestion

That's a great idea!

Asking for more information

Anything else?

Unit 13 Language summary

Vocabulary

Nouns

Places

avenue
bank
bridge
bookstore
cathedral
center
coffee shop
department store
drugstore
gas station
movie theater
neighborhood
parking lot
post office
rest room
shoe store
square
street
supermarket

Form of address

ma'am

Other

attraction
gasoline
map
tourist
traveler's checks

Verbs

Go down/up
Turn around
Turn left/right
Walk down/up

Adverbs

also
right

Prepositions

across from
behind
between
next to
on
on the corner of
on the left/right

Expressions

Asking for and giving locations

Is there a . . . around here?

Yes, there is. It's next to/across from/

(No.) I don't think so.

Where's the . . . ? Is it far from here?

It's right behind you.

Asking for and giving directions

How do/can I get to . . . ?

Walk/Go up

Walk/Go down

Turn left/right on

It's on the left/right.

You can't miss it.

Getting someone's attention

Excuse me.

Asking for help

Can you help me?

Unit 14 Language summary

Vocabulary

Nouns

lesson
library
mail
mall
meeting
museum
music
roommate
test
vacation
white-water rafting

Adjective

different

Verbs

clean
come home
go out
have fun
invite ... over
open
speak
listen
stay home
stay out
take (classes/lessons)
travel
visit

Adverbs

Time expressions

yesterday
last night
last week
last weekend
last month
last summer
last year

Other

almost
anywhere
in line

Expressions

Talking about past activities

Did you ... this weekend?

Yes, I did. I ...

No, I didn't. I ...

What did you do?

I ...

I didn't ...

Did you do anything else?

Giving opinions about past experiences

Did you like ... ?

Yes, I did. I liked it a lot.

Did you have fun?

Yes, we did. We had a great time.

Asking for more information

What else ... ?

Unit 15 Language summary

Vocabulary

Nouns

Classes at school

drama
history
physical education
science

Places at school

classroom
gym
lunchroom
playground

Schools

elementary school
junior high school
high school
college

Jobs

actor
actress
designer
hairstylist

Other

capital
(first) grade
major
place of birth
time line
year of birth

Adjectives

same
scary
young

Verbs

be born
grow up
spend (time)

Adverbs

least
most
on time
right away

Preposition

for (... years)

Conjunction

because

Expressions

Exchanging personal information

When were you born?

I was born in 1984.

Where were you born?

I was born in Korea.

Were you born in the U.S.?

Yes, I was.

No, I wasn't. I was born in

How old were you in ... ?

I was

What was your favorite ... ?

It was

Asking about someone

Who was ... ?

He was

What city was he born in?

He was born in

What nationality was he?

He was

What was he like?

He was

He wasn't

Asking for an opinion

What do you think?

Unit 16 Language summary

Vocabulary

Nouns

amusement park
art
comedy
concert
dance club
date
excuse
invitation
message
shower
tone
trip

Verbs

babysit
call (you) back
have to
help
need to
want to
would like to

Adverb

around (seven o'clock)

Prepositions

at the (beach/library/mall)
in (bed/class/Mexico)
in the (hospital/shower/yard)
on (her break/a trip/vacation)

Expressions

Making a phone call

Hello. Is . . . there/in?
Hi. Can I speak with . . . ?
No, I'm sorry, she's not here
right now.
Yes, but she can't come to
the phone right now.

Taking a phone message

Can she call you later?
Do you want to leave a message?
Can I take a message?
Sure. Please give her my number.
Yes. Please ask/tell her to call me.

Recording an answering-machine message

Hi. This is . . . I/We can't come
to the phone right now. Please
leave me/us a message after
the tone.

Making and accepting an invitation

Do you want to . . . (with me)?
Would you like to . . . (with me)?
Sure. I'd love to . . . (with you).
Yes, I'd like to.

Declining an invitation and making an excuse

I'm sorry, but I can't. I have to . . .
Sorry, I need to . . .
I'd like to, but . . .

Suggesting a different activity

I don't really like basketball.
Do you want to do something else?

Asking what is happening

What's up?

Asking for a favor

Can you . . . ?
Please . . .

Offering to help

Can I help you?

Expressing happy surprise

Terrific!

Oral quizzes

The questions found in the Question bank (pages T-194 to T-197) may be used to assess students' mastery of the material presented in *Interchange Third Edition*, Intro Level. Each set of questions covers material from one unit.

When to give a quiz

- Oral quizzes may be given before or after Ss take the written quiz.
- Ask Ss the appropriate questions after the class has completed two units of material.
- Alternatively, questions may be asked after Ss have completed three or more units.

Before giving a quiz

- Photocopy the oral quiz scoring sheet – one for each S in the class.
- Depending on the number of Ss to be quizzed and the amount of time needed to assess each one, schedule about 20–30 minutes of a class period for the quiz.
- Become familiar with the aspects of speaking that the quiz measures (i.e., comprehension, fluency, grammar, vocabulary, and pronunciation).
- Tell the Ss that they are going to have an oral quiz. Explain that the goal is to answer questions and talk about the topics in the unit.
- Review vocabulary from the unit and prepare a list of words to include in the oral quiz. For specified questions, hold up or point at objects to indicate what Ss will describe or discuss.

How to give a quiz

- Point out that the purpose of the quiz is not for Ss to compete for the highest score; rather, the quiz will inform Ss (and the teacher) about how well they learned the material and what material, if any, may need extra review and practice.
- Tell Ss that they are not allowed to use their Student's Books or dictionaries during the quiz.
- When asking yes/no questions, it is often best to choose information that will elicit a negative answer. This will allow a follow-up question, or lead the S to provide the correct information.
- When selecting from among the questions provided, don't feel it's necessary to ask them all. You may also include questions and follow-up prompts of your own.

- It's often useful to vary the sequence of the questions you ask so that other Ss don't know exactly what to expect.
- The most effective (but time-consuming) way to use this quiz is to ask questions to one S at a time. When necessary, ask follow-up questions to encourage fuller answers. Try to help Ss feel like equal partners in the interaction, rather than feeling as if they are being interviewed or quizzed.
- Encourage Ss to ask questions to you or to other classmates. For specified questions, name or gesture toward a S or group of Ss. For example, tell the S: "Now ask me . . ." or "Now ask David . . ."

Alternative presentation

- Choose questions to ask a group of two or three Ss. Be prepared to score Ss simultaneously, using a separate oral quiz scoring sheet for each S.

How to score a quiz

- Assign each S a number from 0 to 5 for each of the five areas. Reserve 0 for Ss who fail to take the quiz. Using this system, a maximum score of 25 points is possible by adding scores in each area.
- As Ss are assessed based on what is taught in a particular unit, they could get the maximum score on the oral quiz. This suggests that a S has mastered the content, structures, and vocabulary specific to that unit. Although some aspects of language (e.g., pronunciation) are not unit-specific, the scores should be based on the kind of speech and communication modeled in the unit.
- If a letter grade system is useful to the teacher and the Ss, this scoring system can be used:
23–25 = A or Excellent
20–22 = B or Very Good
17–19 = C or Good
16 or below = Needs improvement
- To keep quiz results in one place, use the form on page T-199 to record Ss' scores.
- If the results of the oral quiz are used with the results of the written quiz, add the scores together and divide by two.
- In addition to a numeric score, it's very important to provide Ss with written comments, including positive feedback. Praise Ss on their strengths and suggest areas for improvement.

Question bank

Unit 1 It's nice to meet you.

Hi. How are you today?

Are you [classmate's name]? What's your name?

What's your first name again?

How do you spell your first/last name? Is that [spell name incorrectly]?

What's your telephone number? Can you repeat that?

What's my name?

Unit 2 What's this?

(Note: Bring a variety of singular and plural objects from Unit 2 to class.)

(Indicate singular object.) What's this (called in English)? How do you spell that?

(Indicate plural object.) What are these (called in English)? How do you spell that?

Where is the [singular object]? Where are the [plural objects]?

Is this your [singular object]? Where is your [same singular object]?

Are these your [plural objects]? Where are your [same plural objects]?

Ask me about my things. *(or Ask [classmate] about his/her things.)*

Unit 3 Where are you from?

(Note: Bring pictures of famous people to class.)

Are you from [incorrect city/country]? Where are you from?

What's [country/city] like?

What's your first language?

How old are you?

Describe your personality. Are you shy/friendly/talkative/quiet?

Describe your appearance. Are you tall/short/heavy/thin?

(Indicate classmate or picture of person.) Who's that? Is he/she [nationality]?

Where is he/she from?

(Indicate classmate or picture of person.) How old is he/she? What's he/she like?

Ask me about my country/city. *(or Ask [classmate] about his/her city/country.)*

Unit 4 I'm not wearing boots!

(Note: Bring a variety of singular and plural objects from Units 1 - 4 to class.)

What are your favorite colors?

What color is my [clothing item]? *(or What color is [classmate's] [clothing item]?)*

What color are my [clothing items]? *(or What color are [classmates'] [clothing items]?)*

Tell me about your clothes. Are you wearing [clothing item(s)]?

Tell me about [classmate's] clothes. Is he/she wearing [clothing item(s)]?

(Indicate singular object.) Is this [object] yours? Whose [object] is this?

(Indicate plural objects.) Are these [objects] yours? Whose [objects] are they?

What are the seasons in your/our country? What is your favorite season?

What's the weather like today?

Unit 5 What are you doing?

(**Note:** Bring pictures of clocks with different times and pictures of people doing different things to class.)

(Indicate a clock.) What time is it?

(Indicate a clock.) Ask me about the time.

(Indicate a person.) Is he/she [verb]ing?

(Indicate a person.) What's he/she doing? Where/Why is he/she [verb]ing?

(Indicate people.) Are they [verb]ing?

(Indicate people.) What are they doing? Where/Why are they [verb]ing?

Who's [verb]ing? Where's he/she [verb]ing? (or Where are they [verb]ing?)

(Indicate people.) Ask me about these people. (or Ask [classmate] about these people.)

Unit 6 My sister works downtown.

Tell me about your family. Do you have brothers or sisters? What are their names?

Do you live with your family? Where do you live?

What time do you get up on weekdays/weekends?

Do you go to school/work by bus? How do you get to school/work?

Do your parents work? Do they walk to work? How do they get to work?

When does your [family member] get up? eat breakfast? go to work? have dinner?

Tell me about your weekly routine.

Ask me about my family. (or Ask [classmate] about his/her family.)

Ask me about my weekly routine. (or Ask [classmate] about his/her weekly routine.)

Unit 7 Does it have a view?

(**Note:** Bring pictures of rooms or homes to class.)

Do you live in a house/an apartment? What's it like?

What rooms does it have? Does it have a yard/an elevator/a lobby/a view?

Tell me about your [room]. What furniture do you have? What furniture do you need?

(Indicate picture.) Tell me about this room/home.

Tell me about your dream home.

Ask me about my house/apartment. (or Ask [classmate] about his/her house/apartment.)

Unit 8 What do you do?

Do you have a job? Where do you work? What do you do, exactly?

Tell me about your job. Is it interesting/dangerous/stressful?

How do you like your job?

What time do you start/finish work? What do you do after work?

Do your parents work? Where do they work? What do they do?

How do they like it? (or How does he/she like it?)

Where does a [name of job] work? What does a [name of job] do?

Who has a difficult/an exciting/a stressful job? Why?

Ask me about my job. (or Ask [classmate] about his/her job.)

Unit 9 Broccoli is good for you.

What foods do you like? What foods don't you like? What is your favorite food?

Are potato chips good for you? What foods are good/bad for you?

What foods do you have at home?

Do you need any [name of food]? What foods do you need?

What foods do you eat every day?

What foods do you never eat?

Do you ever have fish/beans/coffee/tea for breakfast? lunch? dinner?

What do you usually have for breakfast? lunch? dinner?

Do you usually eat dessert? What desserts do you like?

Ask me about my mealtime habits. (or Ask [classmate] about his/her mealtime habits.)

Unit 10 I can't ice-skate very well.

What do you do in your free time?

Do you like sports? What sports do you like? What's your favorite sport?

What sports do you play? What sports do you watch?

Who do you play/watch [sports] with?

Where/When do you play [sports]? How often do you practice?

Can you sing/cook/play tennis? Who can ice-skate/play the piano/fix cars?

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

Ask me about my favorite sports. (or Ask [classmate] about his/her favorite sports.)

Ask me about my abilities and talents. (or Ask [classmate] about his/her abilities and talents.)

Unit 11 What are you going to do?

What's the date today?

What are you going to do after class/tomorrow/next week/next summer?

Are you going to do anything this weekend? What are you going to do?

Where are you going to go? How are you going to get there? Who's going to be there?

Is your family going to do anything special this weekend? What are they going to do?

When is your birthday? Do you celebrate your birthday? How do you celebrate it?

Are you going to celebrate any holidays/special occasions this year? What are you going to do?

Ask me about my weekend plans. (or Ask [classmate] about his/her weekend plans.)

Unit 12 What's the matter?

How are you today?/How do you feel today?

(Indicate singular body part.) What's this?

(Indicate plural body parts.) What are these?

Where is/are your [body part(s)]? Point to it/them.

Do you have aspirin/cold pills/antacid at home?

What medications do you have at home?

What can you use [medication] for?

What medication can you use for the flu/a cold/a sore throat/an earache?

Imagine I have a toothache/headache/stomachache. Give me advice. (or Imagine [classmate] has a toothache/headache/stomachache. Give him/her advice.)

Unit 13 You can't miss it.

Where can you get aspirin/gasoline/traveler's checks/stamps/a sweatshirt?

What can you get at a bank/drugstore/department store/supermarket?

Do you need to buy anything? What do you need to get? Where can you get it?

Is there a [name of place] near the school? Where is it?

How can/do I get to the [name of place]?

Follow these directions. (*Give directions to a place in the school.*) Where are you?

Tell me about your neighborhood. Is there a [name of place] near your home? Where is it?

Ask me about my neighborhood. (*or Ask [classmate] about his/her neighborhood.*)

Unit 14 Did you have fun?

Did you have a good weekend? What did you do?

Did you work/study/watch television/shop/exercise yesterday?

Tell me three things you did last week.

Tell me three things you didn't do last week.

Tell me about last summer. Did you go anywhere interesting/meet any interesting people/see any movies/read any books? What did you do?

Ask me about last weekend. (*or Ask [classmate] about last weekend.*)

Ask me about last summer. (*or Ask [classmate] about last summer.*)

Unit 15 Where were you born?

Were you born in [city/country]? Where were you born?

Did you grow up in [city/country]? Where did you grow up?

Were your parents born in [city/country]? Where were they born?

When were you born?

When did you start elementary/junior high/high school? When did you finish?

What were you like in elementary/junior high/high school? Were you friendly/shy?

How was elementary/junior high/high school?

What was your favorite class? Who was your favorite teacher?

Do you remember the first day of this class? Tell me about it.

Ask me about my school days. (*or Ask [classmate] about his/her school days.*)

Unit 16 Can she call you later?

Where's your father/mother/sister/brother/best friend right now?

Tell me something you like to do in your free time.

Tell me something you have to do this week.

Imagine you are inviting me (*or [classmate]*) to do something. What do you say?

Imagine you like the invitation. How can you say *Yes*?

Imagine you don't like the invitation. How can you say *No* and make an excuse?

Imagine you are phoning a friend, but your friend isn't home. Phone me (*or [classmate]*) and leave a message for the friend.

Imagine I'm phoning you and asking for [classmate]. Answer the phone and take a message.

Tell me something you need to do to improve your English.

Tell me something you want to do in your next English class.

Written quizzes

The following eight quizzes may be used to assess students' mastery of the material presented in *Interchange Third Edition*, Intro Level. Each quiz covers two units. These quizzes will inform the teacher about what material needs to be reviewed and give Ss a sense of accomplishment.

When to give a quiz

- Give the appropriate quiz after the class has completed two units and the accompanying Progress check.
- Alternatively, quizzes may be given before Ss complete the Progress check. This may help Ss know what material to review.

Before giving a quiz

- Photocopy the quiz – one for each S in the class.
- Schedule about 20–30 minutes of a class period for the quiz.
- Locate and set the recorded part A for the quiz listening section on the Class Audio Cassette or Audio CD.
- Tell Ss that they are going to have a “pencil and paper” quiz. Suggest that they prepare by reviewing the appropriate units and unit summaries. Ss should pay particular attention to the Conversations, Grammar Focus points, and Word Power exercises. Tell Ss that the quiz will also contain a short listening section and a short reading passage.

How to give a quiz

- Point out that the purpose of the quiz is not for Ss to compete for the highest score; rather, the quiz will inform Ss (and the teacher) about how well they learned the material and what material, if any, may need extra review and practice.
- On the day of the quiz, hand out one photocopy of the quiz to each S.
- Encourage Ss to take about five minutes to look through the quiz, without answering any of the items. Make sure Ss understand the instructions.
- Tell Ss that they are not allowed to use their Student's Books or dictionaries during the quiz.
- Tell Ss that about five minutes of the quiz time will be used for the listening section (part A). This is the first section of the quiz; however, it is up to

the teacher to decide whether to give the listening section at the beginning or end of the time.

- To help Ss use their time efficiently and to finish on time, write the total time for the quiz on the board before beginning the quiz:
Total time: 30 minutes
- After the quiz begins, revise the time shown on the board every five minutes or so to tell the class how much time is left.
- When giving the listening section of the quiz, direct the class to part A and go over the instructions. Advise Ss just to listen the first time they hear the audio recording, and then to listen and mark their answers during the second playing. Then play the audio recording straight through twice, without stopping or pausing.

Alternative presentation

- If the teacher does not wish to use the class time for the quiz, tell Ss to complete the whole quiz at home except for part A, the listening section. Advise the Ss to complete the quiz at home in 30 minutes and not to use their Student's Books or dictionaries. During the preceding or following class, take five minutes to play the audio recording and complete part A.

How to score a quiz

- Either collect the quiz and use the Quiz answer key to score it, or go over the answers with the class while allowing each S to correct his or her own quiz. Alternatively, tell the Ss to exchange quizzes with a partner and correct each other's answers as the teacher elicits or reads the answers aloud.
- Each quiz has a total score of 25 points (25 correct answers are possible at 1 point each). If a letter grade system is useful to the teacher and the Ss, this scoring system can be used:
23–25 = A or Excellent
20–22 = B or Very Good
17–19 = C or Good
16 or below = Needs improvement
- To keep quiz results in one place, use the form on page T-199 to record Ss' scores.
- If the results of the written quiz are being used with the results of the oral quiz, add the scores together and divide by two.

Class quiz scoring sheet

<i>Students' Names</i>	<i>Units 1-2</i>	<i>Units 3-4</i>	<i>Units 5-6</i>	<i>Units 7-8</i>	<i>Units 9-10</i>	<i>Units 11-12</i>	<i>Units 13-14</i>	<i>Units 15-16</i>	<i>Total</i>
1.									
2.									
3.									
4.									
5.									
6.									
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24.									
25.									
26.									
27.									
28.									
29.									
30.									



Units 1-2 quiz

Name: _____

Date: _____

Score: _____

A Listen to the conversations. Check (✓) the correct answers.

1. His first name is _____.

- Z-A-C-K-A-R-Y
- Z-A-C-H-A-R-Y
- Z-A-C-H-E-R-Y

2. Sue's phone number is _____.

- 718-555-8781
- 718-555-8881
- 718-555-8871

3. The _____ is in his bag.

- CD player
- cell phone
- camera

4. The man's wallet is _____.

- under his desk
- in his pocket
- in his book bag

B Complete the conversation with *my, your, his, or her*.

MATT: Tony, this is my friend.

_____ name is Jennifer Miller.

Jennifer is in _____ English class.

TONY: Nice to meet you.

What's _____ last name again?

JENNIFER: It's Miller.

C Complete the conversation.

A: Excuse me. _____ you Ms. Brown?

B: No, _____ not.

_____ over there.

My name is Nicole Parker.

A: Oh, I'm sorry. Well, _____ nice to meet you.

B: Nice to meet you, too.

D Check (✓) the correct response.

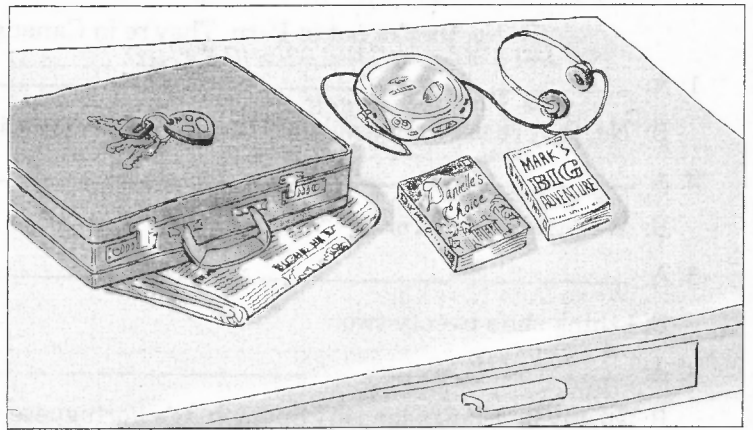
1. Good-bye. Have a nice day.
 I'm just fine. Thank you.
 It's nice to meet you.
 Thanks. You, too.
2. See you later.
 I'm OK. Thank you.
 OK. Bye-bye.
 Not bad. How are you?
3. Hi. How are you?
 Not bad, thanks.
 Good night.
 Nice to meet you, too.
4. Good evening, Beth.
 Hello. How are you, Mr. Smith?
 Great. How about you, Mr. Smith?
 Good night. See you tomorrow, Mr. Smith.

E Circle the correct words.

1. A: What are (**it** / **this** / **these**)?
B: (**This** / **They're** / **It's**) earrings.
2. A: (**Is this** / **This is** / **Are these**) your sunglasses?
B: No, (**is** / **it's** / **they're**) not.
3. A: Is (**the** / **this** / **they**) a notebook?
B: No, it isn't. It's (**a** / **an** / **the**) address book.

F Complete the conversations. Use the correct prepositions.

1. A: Where are the keys?
B: They're _____ the briefcase.
2. A: Is the CD player behind the briefcase?
B: No, it's not. It's _____ the briefcase.
3. A: Where is the newspaper?
B: It's _____ the briefcase.
4. A: Are the books _____ the CD player?
B: Yes, they are.





Units 3-4 quiz

Name: _____

Date: _____

Score: _____

A Listen to the conversations. Check (✓) the correct answers.

- Where is Justine from?
 - She's from Canada.
 - She's from France.
 - She's from Italy.
- What is Mike like?
 - He's friendly and a little quiet.
 - He's a little quiet, but very funny.
 - He's a little quiet and very serious.
- What's the weather like?
 - It's very warm and sunny.
 - It's raining, but it's warm.
 - It's very sunny, but it's cool.
- Is Sue wearing a blue dress?
 - Yes, she is.
 - No, she's not. She's wearing a swimsuit.
 - No, she's not. She's wearing a suit.

B Read the answers. Then write the questions.

Example: A: What's your name?

B: My name is Tim.

A: Are your parents in Peru?

B: No, they're not in Peru. They're in Canada.

1. A: _____ ?

B: No, they're not from England. They're from Australia.

2. A: _____ ?

B: We're from New York.

3. A: _____ ?

B: I think she's twenty-two.

4. A: _____ ?

B: No, my first language isn't Spanish. It's Portuguese.

5. A: _____ ?

B: Yes, I'm Japanese. I'm from Tokyo.

6. A: _____ ?

B: He's talkative and very friendly.

C Circle the correct words.

1. Larry isn't serious. He's (**heavy** / pretty / funny).
2. Jean is a really good student. She's very (**friendly** / smart / thin).
3. Tom isn't very talkative. He's (**funny** / good-looking / quiet).
4. My teacher isn't short. She's (**pretty** / tall / heavy).
5. My brother is good-looking. He's (**interesting** / pretty / handsome).

D Match the questions with the answers.

- | | |
|---|--|
| 1. Is this Sue's scarf? _____ | a. Maybe they're Katy's. |
| 2. Whose boots are these? _____ | b. No, they aren't theirs. They're ours. |
| 3. Are these Lisa's gloves? _____ | c. I think it's yours. |
| 4. Whose hat is this? _____ | d. No, it's not hers. It's mine. |
| 5. Are these Peter's and Kathy's coats? _____ | e. Yes, they're hers. |

E Complete the conversations. Use the correct present continuous form of the verbs in parentheses.

1. A: Are you wearing jeans?
B: No, I _____ (wear) a suit.
2. A: Is Mr. Simms wearing a tie?
B: No, he _____ (not wear) a tie.
3. A: Are Ed and Sue wearing sweaters?
B: No, they're not. It's very hot.
They _____ (wear) shorts and T-shirts.
4. A: It _____ (not rain).
B: You're right. It _____ (snow).

Units 5-6 quiz

Name: _____

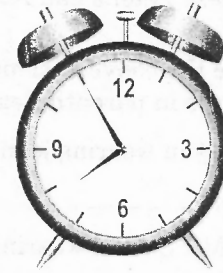
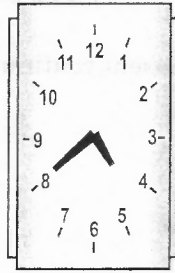
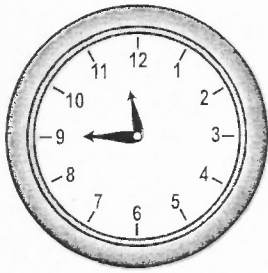
Date: _____

Score: _____

A Listen to the conversations. Complete the sentences.

1. On Saturdays, Judy _____ at 4:30 A.M.
2. Rich _____ with his brother.
3. On Sundays, Tracey _____ with her family.
4. On Monday, Wednesday, and Friday, Greg _____ to school.

B Complete the sentences.



1. It's _____ twelve.
2. It's _____ five.
3. It's seven-_____.

C Complete the conversations with questions. Use *who*, *what*, or *where* and the words in parentheses.

Example: A: What's Steve doing? (Steve / do)

B: He's making pizza.

1. A: _____ ? (Anne and Mary / study)
B: Math and science.
2. A: _____ ? (James / work)
B: In an office.
3. A: _____ ? (eat breakfast)
B: Mr. and Mrs. Park.

D Match the verbs with the phrases.

Example: have breakfast

1. eat _____ a. a bike
2. go _____ b. a walk
3. play _____ c. dinner
4. ride _____ d. television
5. take _____ e. tennis
6. watch _____ f. to the movies

- E** Each conversation has three underlined words or phrases. One is not correct. Circle the incorrect word or phrase.

Example: A: Do you live downtown?

B: No, I live on the suburbs.

1. A: Do your brother exercise in the morning?

B: No, he exercises at night.

2. A: When does Carol have lunch?

B: She have lunch at noon.

3. A: Does your father goes to work by bus?

B: No, he takes the train.

4. A: Do you get up late in weekends?

B: Yes, I get up at noon.

5. A: What's your father doing right now?

B: He sleeping.

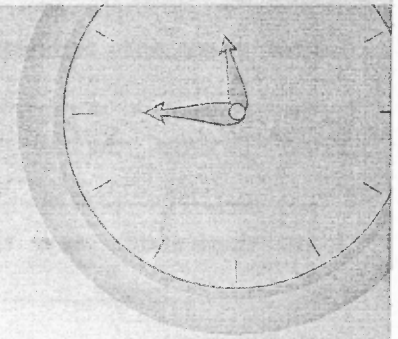
6. A: Are your friends study today?

B: Yes, they are.

- F** Read the article. Then check (✓) two correct answers for each sentence.

Joseph Conway's Schedule

Joseph has a busy schedule. He gets up at 5:00 in the morning and starts his first job at 5:30. He finishes that job at 8:00 A.M. Then he eats breakfast. Joseph goes to class from 10 A.M. to 3:00 P.M. He doesn't have time for lunch, but he eats dinner. Then he starts his second job. He drives a bus from 4:00 to 9:00 at night. After work, he goes home and studies from 10:00 until midnight. Then he goes to bed and sleeps.



1. Joseph

- is a student.
- has one job.
- takes the bus.
- studies at night.

2. Joseph works from

- 5:30 A.M. to 8:00 A.M.
- 10 A.M. to 3:00 P.M.
- 4:00 P.M. to 9:00 P.M.
- 10:00 P.M. to midnight.

3. Joseph eats


- breakfast.
- dinner.
- lunch.
- late at night.

Units 7-8 quiz

Name: _____

Date: _____

Score: _____

A  Julia is telling Dan about her new house. Listen and circle the correct words.

1. There are (**no** / **two** / **three**) bedrooms.
2. There are some chairs in the (**dining room** / **kitchen** / **living room**).
3. Julia needs a (**microwave oven** / **refrigerator** / **stove**) for the kitchen.

B Complete the conversations. Use the simple present of the verbs.

1. A: _____ you _____ (live) alone?
B: No, I _____.
2. A: _____ your apartment building _____ (have) an elevator?
B: Yes, it _____.
3. A: _____ the bedrooms _____ (have) closets?
B: No, they _____.

C Unscramble the sentences.

(kitchen some in chairs there are the)

Example: There are some chairs in the kitchen.

1. (the there isn't a mirror in bedroom)

2. (no pictures the hall there are in)

3. (in there aren't any the curtains dining room)

D Circle the correct words.

1. A (**lawyer** / **security guard** / **doctor**) wears a uniform.
2. A (**nurse** / **pilot** / **salesperson**) works in a hospital.
3. A (**cook** / **receptionist** / **singer**) talks to people.
4. A (**judge** / **musician** / **police officer**) sits all day.

E Write questions to complete the conversations.

Example: A: What do they do?

B: They're nurses.

1. A: _____ ?

B: I work at a restaurant.

2. A: _____ ?

B: He's a firefighter.

3. A: _____ ?

B: They hate their jobs.

F Complete the conversations with *be* or *have* and the adjectives in parentheses.

Example: A: A receptionist has a relaxing (relaxing) job.

B: I agree. And I think a receptionist's job is safe (safe).

1. A: A singer _____ (exciting) job.

B: I disagree. I think a singer's job _____ (boring).

2. A: A flight attendant _____ (dangerous) job.

B: I agree. It _____ (stressful), too.

3. A: A cashier's job _____ (easy).

B: I disagree. A cashier _____ (difficult) job.

G Read the interview. Then check (✓) three true statements.

REPORTER: Fred, where do you work?

FRED: Well, I have two jobs. First, I work in a hospital.

REPORTER: Really? What do you do there?

FRED: I'm a nurse. I take care of patients.

REPORTER: Do you like it?

FRED: Yes. My salary isn't great, but that's OK. I like my patients, so I'm happy.

REPORTER: And where else do you work?

FRED: I work in a restaurant at night.

REPORTER: Are you a waiter?

FRED: No, actually I play the piano.

REPORTER: How do you like it?

FRED: It's an interesting job, but I work a lot of hours. I get tired!

- Fred is a doctor in a hospital.
- Fred makes a lot of money.
- Fred is a musician in a restaurant.
- Fred's jobs are boring.
- Fred likes his jobs.
- Fred works at night.



Units 9-10 quiz

Name: _____

Date: _____

Score: _____

A Listen to the conversations. Write *always*, *usually*, *often*, *sometimes*, *hardly ever*, or *never* in the correct places.

usually
Example: Joel [^] eats breakfast.

1. Steve eats a salad and some fruit for lunch.
2. Amy eats dinner late these days.
3. Frank puts sugar in his coffee.

B Complete the conversation. Use *a*, *an*, *some*, or *any*.

TOM: What do we need for breakfast?

LISA: Let's see. We need _____ cereal.

TOM: Do we have _____ eggs?

LISA: No, we don't. Let's get _____.

TOM: And do we have _____ fruit?

LISA: Well, we don't need a lot. Let's buy _____ orange and _____ banana.

C Unscramble the questions.

(you for lunch what usually do drink)

Example: What do you usually drink for lunch?

1. (eat you what time do dinner usually)

_____ ?

2. (do you never what dinner have for)

_____ ?

3. (ever family have for fish breakfast does)

_____ ?

4. (lunch always do hamburgers for they eat)

_____ ?

D Write Wh-questions to complete the conversations. Use the words in parentheses.

Example: Where do you play tennis? (play / tennis)

I play tennis in the yard.

1. A: _____ ? (sports / play)

B: I play soccer and tennis.

2. A: _____ ? (play / soccer)

B: I play soccer with my school team.

3. A: _____ ? (your team / practice)

B: We practice five days a week.

E Complete the conversations. Use *can* or *can't* and the words in the box.
(Do not use all the words.)

bake a cake	tell good jokes	take good photos
fix a car	do gymnastics	use a computer

Example A: Can Leslie and Linda do gymnastics?

B: Yes, they can. They're really good athletes.

1. A: _____ you _____ ?

B: Yes, I _____. I design Web pages.

2. A: _____ Sue _____ ?

B: No, she _____. She's very serious.

3. A: _____ Jim _____ ?

B: Yes, he _____. He's a very good cook.

F Read the notice. Then check (✓) two answers for each question.

Come to Rivervale Community Center

Do you like to learn new languages? Spanish and French language classes are starting. Do you need a new hobby? Maybe Photography or Web Page Design is for you. Can't cook? Try our Chinese Cooking class. All classes begin next week.

Do you enjoy sports or need some exercise? The swimming pool is open every day. Play basketball or volleyball in the gym in the evenings. And on Saturdays, we have hiking trips!

The ABC Community Center is for people of all ages – from 9 to 90! We're open Monday to Saturday from 8:00 a.m. to 10 p.m.

Come check us out!

1. What classes can you take?

- language classes
- furniture design
- French cooking
- photography

2. What sports can you play or do?

- soccer
- basketball
- golf
- swimming

3. When is the community center open?

- 9 A.M. to 9 P.M.
- every day
- 8 A.M. to 10 P.M.
- Monday to Saturday



Units 11-12 quiz

Name: _____

Date: _____

Score: _____

A Listen to the conversation. Check (✓) the correct answers.

- Mark is going to be _____.
 - 13 years old
 - 30 years old
 - 33 years old
- They're going to have a party on _____.
 - Friday
 - Saturday
 - Sunday
- They're going to _____ at the party.
 - dance
 - sing songs
 - watch television

B Match the questions with the answers.

- | | |
|--|--|
| 1. Are we going to work this weekend? _____ | a. Yes, I am. I'm going to go swimming. |
| 2. Are they going to cook dinner? _____ | b. No, it's not. It's going to be cloudy. |
| 3. Are you going to exercise this evening? _____ | c. No, we're not. We're going to relax. |
| 4. Is Bill going to do anything after work? _____ | d. Yes, they are. They're going to make pasta. |
| 5. Are Pam and Andrew going to have a picnic this weekend? _____ | e. Yes, he is. He's going to visit his parents. |
| 6. Is it going to rain tomorrow? _____ | f. No, they aren't. They're going to have a party. |

C Write Wh-questions to complete the conversation.

A: _____ ?

B: Next summer? We're going to go to Alaska.

A: Alaska, wow! _____ ?

B: We're going to take a boat.

A: That sounds so exciting! _____ ?

B: I'm going to go with my family.

A: Great! _____ ?

B: We're going to go on June 21st.

D Complete the conversations. Circle the correct word.

1. A: I (**feel** / get / have) a headache.

B: (**Drink** / Eat / Take) these pills.

2. A: (**What's** / How's / Why's) the matter?

B: I don't feel (**better** / sick / well). I have a stomachache.

3. A: (**How** / What / Where) do you feel today?

B: Not so good. I (**have** / feel / am) sore eyes.

4. A: I have a backache.

B: Don't (**exercise** / rest / relax). And (**put** / use / give) this medication.

F Match these medications with the conversations in part D.



a. _____

b. _____

c. _____

d. _____

F Read the article. Then correct the errors in the sentences.

Home Remedies

Do home remedies really work? Many people say yes. Try these simple home remedies.

A Cold

What can you do for a cold? Many people eat hot chicken soup. Other people drink hot water with red pepper, sugar, lemon juice, and milk.

A Cough

Do you have a bad cough? Drink warm tea or take some honey. This can make your throat feel better.

A Headache

What about a headache? Put a cold cloth on your head, or splash your face with cold water. You can also put your hands in hot water. This can help.

Insomnia

Can't sleep at night? Drink a large glass of warm milk. Or take a very warm bath.

Example: Use these easy remedies at ^{home} ~~work~~.

1. For a cold, some people eat hot pepper soup or drink hot water.
2. For a cough, you can drink warm milk or take some honey.
3. For a headache, put a little hot water on your face.
4. For insomnia, drink warm tea or take a warm bath.

Units 13-14 quiz

Name: _____

Date: _____

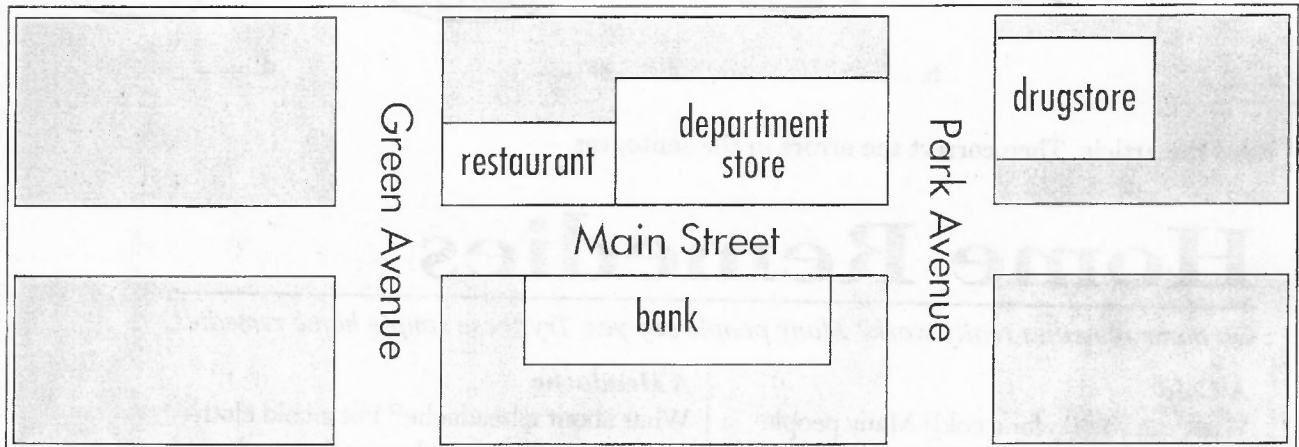
Score: _____

A **(b)** Listen to Helen and Mark's conversations. Check (✓) the correct answers.

- | | |
|---|---|
| 1. Where are Helen and Mark going?
<input type="checkbox"/> A bank and a department store.
<input type="checkbox"/> A bank and a gas station.
<input type="checkbox"/> A gas station and a department store. | 3. How do you get there?
<input type="checkbox"/> Walk up Second to Main. Turn left.
<input type="checkbox"/> Walk down Second to Main. Turn right.
<input type="checkbox"/> Walk up Second to Main. Turn right. |
| 2. Where is Smith's Department Store?
<input type="checkbox"/> On Second Street.
<input type="checkbox"/> On the corner of First and Main.
<input type="checkbox"/> On Main, between First and Second. | 4. What is Mark going to buy?
<input type="checkbox"/> A sweatshirt.
<input type="checkbox"/> A tie.
<input type="checkbox"/> A sweater. |

B Complete the sentences. Use the prepositions in the box.

across from between next to on on the corner of



- The department store is _____ Main Street.
It's _____ Green and Park.
- The department store is _____ the bank.
- The restaurant is _____ the department store.
- The restaurant is _____ Main Street and Green Avenue.

C Imagine you are at the drugstore in part B. A tourist is asking for directions. Circle the correct words.

TOURIST: Excuse me. How do I get to the bank?

YOU: Just walk down Park Avenue (**to** / **on**) Main Street.
Then turn (**left** / **right**). The bank is on the (**left** / **right**).

D Match the verbs with the correct words or phrases.

- | | |
|-----------------|-------------|
| 1. had _____ | a. photos |
| 2. played _____ | b. a picnic |
| 3. took _____ | c. tennis |
| 4. went _____ | d. a play |
| 5. saw _____ | e. swimming |

E Complete the conversations. Use the simple past form of the verbs in parentheses.

- A: _____ (have) a good weekend?
B: Not really. I _____ (study) all weekend.
- A: _____ (do) anything last weekend?
B: Yes, they _____ (go) hiking in the woods.
- A: _____ (get) anything at the mall?
B: No. She went shopping, but she _____ (not buy) anything.

F Read the article. Then complete the sentences.

Home Alone

Jerry Carson, 16, had a terrible weekend. His parents went to visit his aunt, but he stayed home. He got up early on Saturday and went downstairs to the basement to do laundry.

He went back upstairs, but at the top of the stairs, the door was locked! He pushed on it, but it didn't open. He called to his neighbors, but they didn't hear him.

Luckily, Jerry had food to eat. There were some extra groceries in the basement. And he had a place to sleep. He put some clothes from the laundry on the floor and slept on them.

His parents came home Sunday morning and found Jerry in the basement. "We called Jerry late Saturday night, but he didn't answer the phone," said his father. "We came home right away. We're just happy he's all right."

1. Jerry went to the basement to _____.
2. Jerry slept on _____.
3. Jerry's parents came home because Jerry _____.



Units 15-16 quiz

Name: _____

Date: _____

Score: _____

A Listen to four phone conversations. Circle the correct words.

- Linda is (**in class** / at home / on her break) now.
- David is going to (**do laundry** / study for a test / help his parents) tomorrow.
- Jasmine is going to go (**on vacation** / to a concert / to a movie) tomorrow.
- James is going to (**get up early** / go to bed early / see a movie) tonight.

B There are four mistakes in the message. Correct the mistakes.

	Hi Kate,
	Sorry I miss ^{missed} your call on Saturday. I wasn't home. I was
	in the country this weekend. The weather were beautiful.
	My parents there. I was all alone. It great.
	Talk to you soon,
	Brenda

C Complete the questions in these conversations.

- A: _____ in the U.S?
B: No, they weren't. My parents were born in Japan.
- A: _____ grow up?
B: I grew up in Tokyo.
- A: _____ your first English teacher?
B: My first English teacher was Mr. Sato.
- A: _____ come to New York?
B: I came to New York in 1998.
- A: _____ your first day in the U.S.?
B: It was a little scary.

D Complete the conversations with the correct pronouns and prepositions.

1. A: Can I speak to Carl, please?

B: I'm sorry. He's _____ his break.

2. A: Hi. Are Lisa and Tom there?

B: Yes, but _____ can't come to the phone – they're _____ the yard.

3. A: Hi. Is Beth in, please?

B: No, she's _____ the mall. Do you want to leave _____ a message?

E Circle the correct words.

1. A: Do we have any food in the refrigerator?

B: No, we don't. I (**'d like to** / **have to** / **want to**) go to the supermarket.

2. A: What are you going to do tonight?

B: I have a test tomorrow. I (**'d like to** / **'d love to** / **need to**) study.

3. A: Let's see a movie.

B: I (**'d like to** / **have to** / **need to**), but I can't.

4. A: Do you (**have to** / **need to** / **want to**) come to a party at my house?

B: Thanks. I (**'d love to** / **have to** / **need to**)!

F Read the article. Then write questions for the answers.

The First American Woman in Space

Sally Ride was born on May 26, 1951, in Los Angeles, California. As a young girl, she wanted to be a tennis player, and she played tennis professionally as a teenager. She was a student at Stanford University and majored in English and physics. She finished college in 1977 and decided she wanted to be an astronaut. That year, over 8,000 men and women wanted to enter the space program (NASA). Only 35 got in. Six were women, and one was Sally Ride.

At NASA, Sally got a lot of training. In 1983, she took her first space flight, and became the first American woman in space. Sally Ride left NASA in 1987. She now teaches at Stanford University, and encourages other young women to study science and math.

1. _____ ? In Los Angeles, California.

2. _____ ? English and physics.

3. _____ ? In 1987.

Quiz audio scripts

Units 1–2 [CD 1, Track 25]

A Listen to the conversations. Check the correct answers.

1.

ANNA: Hi. My name is Anna Chang.

ZACHARY: Hi, Anna. I'm Zachary Young.

ANNA: Zachary. Hmm, is that Z-A-C-K-A-R-Y?

ZACHARY: No, it's Z-A-C-H-A-R-Y.

ANNA: Z-A-C-H-A-R-Y.

ZACHARY: That's right.

2.

MAN: What's your phone number, Sue?

SUE: It's 718-555-8871.

MAN: I'm sorry. What's your phone number again?

SUE: 718-555-8871.

MAN: Thanks.

3.

WOMAN: Brendon, what's on your desk?

BRENDON: Oh, it's my CD player.

WOMAN: It's cool! And what's in your bag? Is it a cell phone?

BRENDON: No, it's not. It's a camera.

WOMAN: Oh, a camera! Nice!

4.

MAN: Oh, no! Where's my wallet?

WOMAN: Is it in your pocket?

MAN: No, it's not.

WOMAN: Is it in your book bag?

MAN: Um, yes . . . no! It's not.

WOMAN: Wait a minute. Look under your desk. Yes! Here it is, under your desk.

MAN: Thanks.

Units 3–4 [CD 1, Track 46]

A Listen to the conversations. Check the correct answers.

1.

MAN: Your name is interesting, Justine. Are you French?

JUSTINE: No, I'm not.

MAN: Are you Italian?

JUSTINE: No, I'm Canadian.

MAN: You're from Canada?

JUSTINE: Yes. My family is from Montreal originally.

2.

WOMAN: Where's Mike?

MAN: Uh, Mike? I don't know him.

WOMAN: He's my friend from school. He's a little quiet.

MAN: Oh, is he serious?

WOMAN: Actually, no, he's not. He's very funny.

3.

MAN: Wow! It's really warm today.

WOMAN: Yes, it sure is.

MAN: And it's sunny, too.

WOMAN: No, it's not. Look! It's raining!

MAN: Oh. Oh, well.

4.

PHIL: Hey, Sue! How are you?

SUE: Great, Phil. How about you?

PHIL: I'm OK. Hey, you look great! That's a nice suit.

SUE: Thanks. It's new. Um, where's Ms. Collins?

PHIL: Uh, she's right over there. She's wearing a blue dress.

SUE: Oh, I see her. Thanks.

Units 5–6 [CD 2, Track 11]

A Listen to the conversations. Complete the sentences.

1.

MAN: Do you sleep late on weekends, Judy?

JUDY: Well, I work on Saturday mornings, so I get up at 4:30 A.M.! I go to work at 5:30.

MAN: Wow! 4:30? That's early. What about Sundays?

JUDY: On Sundays, I sleep until noon.

2.

MAN: Do you live near here, Rich?

RICH: Yes, I live downtown.

MAN: Do you live alone?

RICH: No, I live with my brother. We have an apartment together.

3.

MAN: Do you have dinner with your family every night, Tracey?

TRACEY: Not every night. On weekdays, I go to school at night, so I get home late.

MAN: So do you eat dinner with your family on weekends?

TRACEY: Well, no. But I eat lunch with my family on Sundays.

4.

WOMAN: How do you get to work, Greg?

GREG: Actually, I don't have a job.

WOMAN: Oh! Then do you go to school?

GREG: Yes, I take classes downtown. Every Monday, Wednesday, and Friday, I take the bus to school.

Units 7–8 [CD 2, Track 32]

A Julia is telling Dan about her new house. Listen and circle the correct words.

1.

JULIA: I really love our new house, Dan.

DAN: What's your new house like, Julia?

JULIA: It's my dream house. It has three bedrooms and two bathrooms. The bedrooms have big closets.

DAN: Wow! Three bedrooms. That sounds nice.

2.

JULIA: Yeah, I really love the house, but I need some furniture.

DAN: What do you need?

JULIA: I need some things for the kitchen and the living room.

DAN: What's in your living room now?

JULIA: Well, there are some chairs, but there isn't a sofa.

3.

DAN: What do you need for the kitchen?

JULIA: Well, there's a refrigerator and a stove, but there's no microwave oven.

DAN: Hmm. You know, I have a microwave oven, but I don't really use it. Do you want it?

JULIA: Yes, thanks!

Units 9–10 [CD 2, Track 53]

A Listen to the conversations. Write *always*, *usually*, *often*, *sometimes*, *hardly ever*, or *never* in the correct places.

1.

THERESA: How about hamburgers and fries for lunch?

STEVE: Hmm. I don't usually eat hamburgers, Theresa. And I never eat fries. I think they're bad for you.

THERESA: Well, what do *you* want, Steve?

STEVE: I want a salad and some fruit.

THERESA: You always eat salad and fruit for lunch!

STEVE: I know, but I like it!

2.

AMY: Hello.

MAN: Hey, Amy. You're home.

AMY: Yes. I'm sorry I'm late.

MAN: It's no problem. You're working late really often these days.

AMY: Yeah. Four days this week! It's very busy at the office.

MAN: Oh, well. Hey, are you hungry? There's some food in the refrigerator.

AMY: Thanks!

3.

WOMAN: Do you want a cup of coffee, Frank?

FRANK: Yes, please.

WOMAN: Just a minute. . . . Here's your coffee.

FRANK: Thanks. . . . Ugh! It has sugar in it. I never put sugar in my coffee!

WOMAN: I'm sorry, Frank. I'll get you another coffee.

FRANK: Thanks.

Units 11–12 [CD 3, Track 12]

A Listen to the conversation. Check the correct answers.

1.

MAN: Are you going to do anything special this weekend, Julie?

JULIE: Well, it's Mark's birthday.

MAN: Oh great! How old is he going to be?

JULIE: He's going to be thirteen.

MAN: Thirteen! He's growing up.

JULIE: Yes, he's going to go to high school next year.

2.

MAN: So, what are you going to do for his birthday?

JULIE: We're going to have a party for him.

MAN: Terrific! When are you going to have it?

JULIE: Well, his birthday is on Friday, but we're going to have the party on the weekend.

MAN: On Saturday or Sunday?

JULIE: On Saturday. Everybody can come that day.

3.

MAN: What kind of party are you going to have?

JULIE: Oh, well, we're going to have a karaoke party.

MAN: A what?

JULIE: You know, karaoke. People stand up and sing songs. The music is on a CD, and the words are on television.

MAN: I see. So, Mark likes karaoke?

JULIE: He loves it!

Units 13–14 [CD 3, Track 34]

A Listen to Helen and Mark's conversations. Check the correct answers.

1.

HELEN: Hey Mark. Where are you going?

MARK: Oh, my father's birthday is on Saturday. I need to buy him a present, so I'm going to Smith's Department Store.

HELEN: Are you going to drive there?

MARK: No. I don't have any gasoline in the car. I'm going to walk.

HELEN: You know, I need to go to the bank. It's not far from Smith's. Can I come with you?

MARK: Sure.

2.

HELEN: Uh-oh. I think we're lost. Where's Smith's Department Store?

MARK: I'm not sure. I usually drive there. Do you know where it is?

HELEN: No, not really.

MARK: Well, I think it's on Second Street.

HELEN: No, it's not! We're on Second Street now. I think it's on Main.

MARK: You're right! It's on the corner of First and Main.

3.

MARK: Um, so how do we get there from here?

HELEN: Well, we're on Second now. Right?

MARK: Yeah.

HELEN: So we just walk up Second to Main.

MARK: Are you sure?

HELEN: Yes! Then we turn right. It's down the street on the left.

4.

HELEN: What are you going to buy for your father?

MARK: I'm not sure. Maybe a tie?

HELEN: Oh, no. Not a tie!

MARK: No? Then what?

HELEN: How about a nice sweater? Look at these sweaters here!

MARK: Oh, they are nice. I think I'll get him one. Thanks!

Units 15–16 [CD 3, Track 55]

A Listen to four phone conversations. Circle the correct words.

1.

WOMAN: Hello?

BILL: Hello. Can I speak to Linda, please?

WOMAN: I'm sorry, she's not here right now. Do you want to leave a message?

BILL: Um, is she going to be back soon? I'm going to class in about an hour.

WOMAN: Yes. She's going to be back in about ten minutes. She's on her break.

BILL: OK, then. This is Bill. Please ask her to call me at home.

WOMAN: No problem.

2.

DAVID: Hello?

WENDY: Hi, David. It's Wendy, from your math class. Are you busy?

DAVID: No, I'm just doing laundry. What's up?

WENDY: Well, you know we have that big test this week. I really need some help. Do you want to study with me tomorrow?

DAVID: Oh, I'd love to, but I have to help my parents tomorrow.

WENDY: Oh, that's too bad. How about Monday?

DAVID: Um . . . sure.

3.

MAN: Hello?

JASMINE: Hi, this is Jasmine. Is Kathy there?

MAN: No, I'm sorry, Jasmine. Kathy isn't home right now. She's at a concert. Can I take a message?

JASMINE: Uh, yes. Please tell her to call me tonight. I'm going on vacation tomorrow morning.

MAN: OK, Jasmine.

4.

JAMES: Hello?

SARA: Hi, James. It's Sara.

JAMES: Hey, Sara. How are you?

SARA: Great, thanks. Listen, I want to see a movie tonight. Would you like to go with me?

JAMES: Oh, I'd like to, but I want to go to bed early tonight. I have to get up really early for work tomorrow.

SARA: Oh! OK. Maybe another time.

JAMES: Yeah. That sounds good.

Quiz answer key

Units 1-2

A (4 points)

1. Z-A-C-H-A-R-Y
2. 718-555-8871
3. camera
4. under his desk

B (3 points)

Her
my
your

C (4 points)

Are
I'm
She's
it's

D (4 points)

1. Thanks. You too.
2. OK. Bye-bye.
3. Not bad, thanks.
4. Hello. How are you, Mr. Smith?

E (6 points)

1. these
They're
2. Are these
they're
3. this
an

F (4 points)

1. on
2. next to
3. under
4. in front of

Units 3-4

A (4 points)

1. She's from Canada.
2. He's a little quiet, but very funny.
3. It's raining, but it's warm.
4. No, she's not. She's wearing a suit.

B (6 points)

1. Are they from England?
2. Where are you from?
3. How old is she?
4. Is your first language Spanish?
5. Are you Japanese?
6. What is he like?/What's he like?

C (5 points)

1. funny
2. smart
3. quiet
4. tall
5. handsome

D (5 points)

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

E (5 points)

1. 'm wearing
2. 's not wearing/isn't wearing
3. 're wearing
4. 's not raining/isn't raining
's snowing

Units 5-6

A (4 points)

1. gets up
2. lives
3. eats lunch
4. takes the bus

B (3 points)

1. a quarter to
2. twenty to
3. fifty

C (3 points)

1. What are Anne and Mary studying?
2. Where is James working?
3. Who is eating breakfast?

D (6 points)

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

E (6 points)

1. A: Do your brother exercise in the morning?
B: No, he exercises at night.
2. A: When does Carol have lunch?
B: She have lunch at noon.
3. A: Does your father goes to work by bus?
B: No, he takes the train.
4. A: Do you get up late in weekends?
B: Yes, I get up at noon.
5. A: What's your father doing right now?
B: He sleeping.
6. A: Are your friends study today?
B: Yes, they are.

F (3 points)

1. is a student.
studies at night.
2. 5:30 A.M. to 8:00 A.M.
4:00 P.M. to 9:00 P.M.
3. breakfast.
dinner.

Units 7-8

A (3 points)

1. three
2. living room
3. microwave

B (6 points)

1. A: Do you live alone?
B: No, I don't.
2. A: Does your apartment building have an elevator?
B: Yes, it does.
3. A: Do the bedrooms have closets?
B: No, they don't.

C (3 points)

1. There isn't a mirror in the bedroom.
2. There are no pictures in the hall.
3. There aren't any curtains in the dining room.

D (4 points)

1. security guard
2. nurse
3. receptionist
4. judge

E (3 points)

1. Where do you work?
2. What does he do?
3. How do they like their jobs?

F (3 points)

1. has an exciting
is boring
2. has a dangerous
is stressful
3. is easy
has a difficult

G (3 points)

- Fred is a musician in a restaurant.
Fred likes his jobs.
Fred works at night.

Units 9-10

A (3 points)

1. Steve ^{always} eats a salad and some fruit for lunch.
2. Amy ^{often} eats dinner late these days.
3. Frank ^{never} puts sugar in his coffee.

B (6 points)

TOM: What do we need for breakfast?

LISA: Let's see. We need some cereal.

TOM: Do we have any eggs?

LISA: No, we don't. Let's get some.

TOM: And do we have any fruit?

LISA: Well, we don't need a lot. Let's buy an orange and a banana.

C (4 points)

1. What time do you usually eat dinner?
2. What do you never have for dinner?
3. Does your family ever have fish for breakfast?
4. Do they always eat hamburgers for lunch?

D (3 points)

1. What sports do you play?
2. Who do you play soccer with?
3. How often does your team practice?

E (6 points)

1. A: Can you use a computer?
B: Yes, I can. I design Web pages.
2. A: Can Sue tell good jokes?
B: No, she can't. She's very serious.
3. A: Can Jim bake a cake?
B: Yes, he can. He's a very good cook.

F (3 points)

1. language classes
photography
2. basketball
swimming
3. 8 A.M. to 10 P.M.
Monday to Saturday

Units 11-12

A (3 points)

1. 13 years old
2. Saturday
3. sing songs

B (6 points)

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

C (4 points)

A: What are you going to do next summer?

B: Next summer? We're going to go to Alaska.

A: Alaska, wow! How are you going to get there?

B: We're going to take a boat.

A: That sounds so exciting! Who are you going to go with?

B: I'm going to go with my family.

A: Great! When are you going to go?

B: We're going to go on June 21st.

D (4 points)

1. have
Take
2. What's
well
3. How
have
4. exercise
use

E (4 points)

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

F (4 points)

1. For a cold, some people eat hot ^{chicken} ~~pepper~~ soup or drink hot water.
2. For a cough, you can drink warm ^{tea} ~~milk~~ or take some honey.
3. For a headache, put a little ^{cold} ~~hot~~ water on your face.
4. For insomnia, drink warm ^{milk} ~~tea~~ or take a warm bath.

Units 13-14

A (4 points)

1. A bank and a department store.
2. On the corner of First and Main.
3. Walk up Second to Main. Turn right.
4. A sweater.

B (4 points)

1. on
between
2. across from
3. next to
4. on the corner of

C (3 points)

- to
right
left

D (5 points)

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

E (6 points)

1. Did you have
studied
2. Did they do
went
3. Did she get
didn't buy

F (3 points)

1. do laundry
2. some clothes on the floor
3. didn't answer the phone

Units 15-16

A (4 points)

1. on her break
2. help his parents
3. on vacation
4. go to bed early

B (3 points)

Hi Kate,

Sorry I ^{missed}miss your call on Saturday. I wasn't home. I was
in the country this weekend. The weather ^{was}was beautiful.
My parents ^{weren't}were there. I was all alone. It ^{was}was great.

Talk to you soon,
Brenda

C (5 points)

1. Were your parents born
2. Where did you
3. Who was
4. When did you
5. How was

D (5 points)

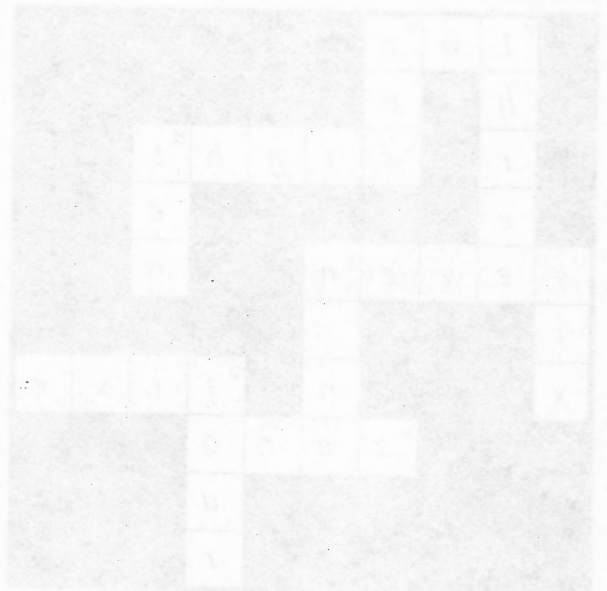
1. on
2. they
in
3. at
her

E (5 points)

1. have to
2. need to
3. 'd like to
4. want to
'd love to

F (3 points)

1. Where was Sally Ride born?
2. What was her major?
3. When did she leave NASA?



Workbook answer key

1 It's nice to meet you.

Exercise 1

- Hi, Sandy.
Hello, Mr. Valencia.
- It's nice to meet you, Ms. Landon.
Nice to meet you, too, John.

Exercise 2

- A: Hi. What's your name?
B: My name is Carla.
And what's your name?
A: My name is David.
- A: What's his name?
B: His name is Michael.
A: And what's her name?
B: Her name is Sarah.

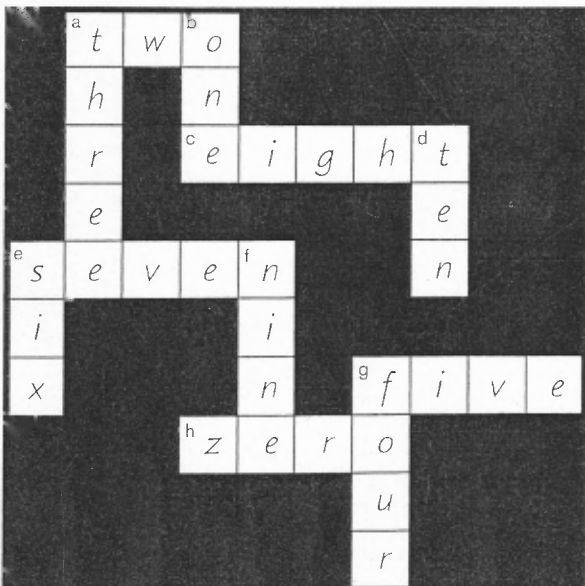
Exercise 3

- A: Hello, Mr. Jones.
B: Good afternoon, Susan.
How are you?
A: I'm OK, thank you.
- A: Hi. How are you, Mrs. Stein?
B: I'm just fine, thanks.
How about you, Mr. Smith?
A: Not bad, thanks.
- A: Hello.
B: Good evening. How are you?
A: Fine, and you?

Exercise 4

- Hello.
- I'm Jake Williams.
- Fine, thanks.
- R-O-G-E-R-S.
- It's nice to meet you.

Exercise 5



Exercise 6

- (212) 555-6115
- (845) 555-9304
- (604) 555-4731
- (949) 555-3802
- (305) 555-5686
- (773) 555-1779
- (914) 555-2003
- (841) 555-8183

Exercise 7

- A: What's s your name?
B: I'm m Emily Park.
A: It's nice to meet you, Emily.
- A: Hello, I'm m Josh Evans.
I'm i in your English class.
B: Yes, and you're r in my math class, too.
- A: What's s his name?
B: It's s Steven Hill.
A: He's s in our math class.
B: You're r right!

Exercise 8

- DEBRA: Excuse m. Are y James Lawson?
KEVIN: No, I'm n. H's over there.
DEBRA: Oh, I'm s sorry.
- DEBRA: Excuse me. Are you James Lawson?
JAMES: Yes, I am.
DEBRA: Hi, James. My name is Debra Marks.
JAMES: Oh, you're in my English class.
DEBRA: That's right. I's nice to meet you.
JAMES: Nice to meet you, too.

Exercise 9

- A: Hi. Are you Ashley Nevins?
B: No, I'm not.
A: Oh, I'm sorry. What's your name?
B: Kerry Moore.
A: How do you spell your first name?
B: K-E-R-R-Y.
A: And how do you spell your last name?
B: M-O-O-R-E.
A: What's your phone number?
B: It's (618) 555-7120.

Exercise 10

- A**
- Hi.
 - Good-bye.
 - Excuse me.
 - Good evening.
- B**
- a. 1 b. 3 c. 4 d. 2

2 What's this?

Exercise 1

A

Answers will vary. Possible answers:

1. clock
2. address book
3. pen
4. dictionary
5. camera
6. pencil
7. wastebasket
8. watch

B

Answers will vary. Possible answers:

1. This is a clock.
2. This is an address book.
3. This is a pen.
4. This is a dictionary.
5. This is a camera.
6. This is a pencil.
7. This is a wastebasket.
8. This is a watch.

Exercise 2

/z/

book bags
cameras
keys
pens

/s/

books
clocks
desks
wallets

/ɪz/

addresses
briefcases
hairbrushes
watches

Exercise 3

1. A: What's this?
B: It's a wastebasket.
2. A: What's this?
B: It's an earring.
3. A: What are these?
B: They're earrings.
4. A: What are these?
B: They're stamps.
5. A: What are these?
B: They're sunglasses.
6. A: What's this?
B: It's a CD player.

Exercise 4

DANA: Wow! What's this?

CHRIS: It's a purse.

DANA: Oh, cool. Thank you, Chris.

CHRIS: You're welcome.

EVA: Now open this box.

DANA: OK. What is this?

EVA: It's a watch.

DANA: Oh, thank you, Eva. And what are these?

EVA: They're sunglasses.

DANA: Thanks! They're great!

AMY: Open this, too!

DANA: Oh, it's an umbrella. Thanks, Amy!

Exercise 5

1. Yes, it is.
2. No, it's not.
3. Yes, they are.
4. Yes, I am.
5. No, they're not.
6. No, I'm not.

Exercise 6

1. A: Where is my English dictionary?
B: Is it in your book bag?
A: No, it's not.
B: Wait a minute. Is it on the desk?
A: Yes, it is. Thank you!
2. A: Is this my newspaper?
B: No, it's not.
It's my newspaper.
A: Sorry. Where is my newspaper?
B: It's on the chair.
A: Oh, yes. It is. Thanks.
3. A: Where are my sunglasses?
B: Are they in your purse?
A: No, they're not.
B: Are they on the table?
A: Hmm. Yes, they are. Thanks.
4. A: Are my pencils on your desk?
B: No, they're not. Sorry.
A: Hmm. Where are my pencils?
B: Are they in your pocket?
A: Let me see. Yes, they are. Thank you!

Exercise 7

Answers will vary. Possible answers:

1. No, I'm not. I'm a student.
2. No, it's not. My name is . . . or It's . . .
3. Yes, it is. or Yes, my workbook is on my desk.
or No, it is not on my desk. or No, it's not.
4. No, it's not. My phone number is . . . or It's . . .
5. No, I'm not. I'm in an English class.

Exercise 8

1. The wallet is in the purse.
2. The chair is behind the desk.
3. The glasses are on the chair.
4. The cell phone is under the table.
5. The newspaper is in front of the briefcase.
6. The keys are next to the hairbrush.

Exercise 9

A

Answers will vary. Possible answers:

1. A: Where is the briefcase?
B: It's next to the door.
2. A: Where are the books?
B: They're under the table.
3. A: Where is the cell phone?
B: It's in the purse.
4. A: Where are the keys?
B: They're on the briefcase.
5. A: Where is the camera?
B: It's in front of the television.
6. A: Where are the sunglasses?
B: They're behind the armchair.

B

Questions and answers will vary.

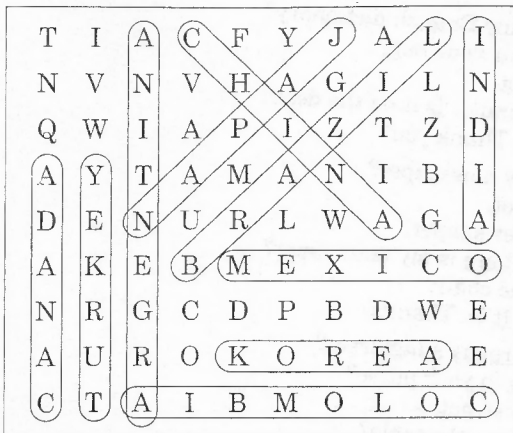
Possible questions and answers:

1. A: Where is the wastebasket?
B: It's next to the television.
2. A: Where are the pens?
B: They're on the table.

3 Where are you from?

Exercise 1

A



B

- Delhi and Calcutta are in India.
- Shanghai is in China.
- Tokyo and Osaka are in Japan.
- São Paulo and Rio are in Brazil.
- Mexico City is in Mexico.
- Buenos Aires is in Argentina.
- Vancouver and Ottawa are in Canada.
- Istanbul is in Turkey.

Exercise 2

- A: Are you and your family from Korea?
B: No, we're / are not.
We're / are from China.
A: Oh, so you're / are from China.
B: Yes, I am. I'm / am from Shanghai.
- A: Is Brazil in Central America, Dad?
B: No, it's / is not. It's / is in South America.
A: Oh. Are we from Brazil, Dad?
B: Yes, we are. We're / are from Brazil originally, but we're / are here in the U.S. now.
- A: Is this your wallet?
B: Yes, it is. Thanks.
A: And are these your pictures?
B: Yes, they are.
A: Well, they're / are very nice pictures.
B: Thank you!
- A: Is your English teacher from the U.S.?
B: No, she's / is not. She's / is from Canada. Montreal, Canada.
A: Is English her first language?
B: No, it's / is not. Her first language is French.

Exercise 3

- No, he's not. He's from Ireland.
- Yes, they are. They're/They are from Delhi.
- No, she's not. She's/She is from the U.S. / the United States.
- No, she's not. She's/She is in Japan.
- No, they're not. They're/They are in New York.
- Yes, they are. They're/They are in Perth.

Exercise 4

- eleven
- fifteen
- fifty
- one hundred and one
- twenty-four
- thirteen
- seventy
- thirty
- nineteen
- ninety

Exercise 5

- She's from the U.S., and he's from Spain.
- I'm fine.
- They're very nice.
- He's the new math teacher.
- They're in the U.S. now.
- He's twenty-eight.
- It's very beautiful.

Exercise 6

A

Answers will vary. Possible answers:

- Donna is shy. Margot is friendly.
- Ike is handsome. Barb is pretty.
- Oscar is heavy. Felix is thin.
- Jackie is talkative. Cindy is quiet.
- Roy is funny. Will is serious.
- Jeff is tall. Matt is short.
- Peggy is smart. Teddy is cute.

B

- Yes, he is.
- Yes, she is.
- No, he's not.
- No, she's not.
- Yes, they are.
- No, they're not.
- Yes, I am. or No, I'm not.
- Yes, I am. or No, I'm not.

Exercise 7

- A: Connie, what's your boyfriend like?
B: He's very nice. His name is Tommy Ho. I call him Tom.
A: Where is he from? Is he from China?
B: No, he's not. He's from Singapore.
- A: Marco, are you and Rita from Puerto Rico?
B: Yes, we are. We're from San Juan.
A: What's your first language?
B: My first language is Spanish, but Rita's first language is English. Rita and her family are from New York originally.

Exercise 8

Answers will vary. Possible answers:

- I'm from . . .
- My first language is . . .
or . . . is my first language.
- I'm . . .
- My teacher is from . . .
or He's/She's from . . .
or He/She is from . . .
- My teacher is . . .
or He's/She's . . .
or He/She is . . .
- I'm . . .

4 I'm not wearing boots!

Exercise 1

1. scarf
2. jacket
3. belt
4. high heels
5. blouse
6. skirt
7. swimsuit
8. shorts
9. cap
10. T-shirt
11. socks
12. sneakers

Exercise 2

Check these items:

For work: shorts, swimsuit

For leisure: suit, high heels

For cold weather: shorts, T-shirt

For warm weather: boots, sweater

Exercise 3

Answers will vary.

Exercise 4

A

1. A: Whose skirt is this?
B: It's Tiffany's.
2. A: Whose hat is this?
B: It's Rex's.
3. A: Whose boots are these?
B: They're Jade's.
4. A: Whose sneakers are these?
B: They're Rex's.
5. A: Whose (high) heels/shoes are these?
B: They're Tiffany's.
6. A: Whose T-shirt is this?
B: It's Jade's.

B

1. A: Whose T-shirt is this? Is it Jade's?
B: No, it's not hers. It's mine.
2. A: Are these your jeans?
B: No, they aren't my jeans. Let's ask Daniel.
I bet they're his.
3. A: Are these Jade's and Tiffany's socks?
B: No, they aren't theirs. They're yours.
A: I don't think so. These socks are white, and mine are blue.

Exercise 5

Answers will vary. Possible answers:

1. It's winter. It's very cold.
2. It's spring. It's raining.
or It's cool/warm.
3. It's summer. It's warm and sunny.
or It's hot and sunny.
4. It's fall. It's windy and cool.
5. It's summer. It's very hot and humid.
6. It's winter. It's cold and windy.

Exercise 6

A

1. Hugo is wearing a tie.
2. Todd and Alicia are wearing boots.
3. Chul Woo is wearing a T-shirt.
4. Maggie is wearing a skirt.
5. Maya is wearing a dress.
6. Chul Woo and Maggie are wearing sneakers.
7. Todd is wearing a scarf.
8. Todd and Hugo are wearing hats.

B

Answers will vary. Possible answers:

1. No, he isn't/he's not. He's wearing shorts.
2. No, they aren't/they're not. They're wearing jackets.
3. No, she isn't/she's not. She's wearing jeans.
4. No, she isn't/she's not. She's wearing a dress.
5. No, they aren't/they're not. They're wearing blouses.
6. No, they aren't/they're not. They're wearing pants.

Exercise 7

1. My name's Jane. I'm wearing a T-shirt and shorts. I'm wearing sneakers, too. It's raining, but I'm not wearing a raincoat.
2. It's snowing, but Amy isn't wearing/ 's not wearing boots – she's wearing high heels. She isn't wearing/ 's not wearing gloves, and she isn't wearing/ 's not wearing a hat.
3. It's summer, and it's very hot and humid. Mr. and Mrs. Jones aren't wearing swimsuits today. They're wearing pants. Mrs. Jones is wearing a hat, and Mr. Jones is wearing sunglasses.
4. Roger's/is wearing a suit. He isn't/ 's not wearing a belt, but he's wearing a tie. He's wearing socks and shoes. It's very windy.

Exercise 8

Answers will vary. Possible answers:

1. My favorite color is ...
or It's ...
2. It's ...
3. My favorite season is ...
or It's ...
4. I'm wearing ...
5. My ... is ..., and my ... are ...

6 My sister works downtown.

Exercise 1

A

1. Helen and Jack are my parents. Helen is my mother, and Jack is my father.
2. Pedro is my husband. I'm his wife.
3. Kate, Joan, and Brad are our children. Kate and Joan are our daughters, and Brad is our son. Kate is Joan's sister, and Brad is her brother.

B

Answers will vary.

Exercise 2

SUE: So, do you live downtown, David?

DAVID: Yes, I live with my brother. He has an apartment near here.

SUE: Oh, so you walk to work.

DAVID: Actually, I don't walk to work in the morning. I take the bus to work, and then I walk home at night. What about you?

SUE: Well, my husband and I have a house in the suburbs now, so I drive to work. My husband doesn't work downtown. He works in the suburbs near our house, so he goes to work by bus.

Exercise 3

A

1. dances
2. does
3. goes
4. has
5. lives
6. says
7. sits
8. studies
9. takes
10. uses
11. walks
12. watches

B

s = /s/	s = /z/	(e)s = /ɪz/	irregular
sits	goes	dances	does
takes	lives	uses	has
walks	studies	watches	says

Exercise 4

A

Answers will vary.

B

Answers will vary.

Exercise 5

1. He gets up at 8:00 every day.
2. He goes to work at 9:00 every day.
3. He has lunch at noon every day.
4. He takes a break at 3:00 every day.
5. He finishes work at 5:00 every day.
6. He goes to school at 6:00 on Mondays and Wednesdays.
7. He plays tennis at 6:00 on Tuesdays and Thursdays.
8. He has dinner with friends at 6:00 on Fridays.

Exercise 6

Answers will vary.

Exercise 7

1. A: Do you go to bed Ø late on weekends?
B: Yes, I do. I go to bed at 1:00 A.M.
But I go to bed Ø early on weekdays.
2. A: Do you study in the afternoon?
B: No, I study in the morning on weekends, and I study in the evening on Mondays and Wednesdays.
3. A: What time do you get up in the morning on weekdays?
B: I get up at 8:00 Ø every day.
4. A: Do you have English class in the morning?
B: No, I have English at 1:30 in the afternoon on Tuesdays and Thursdays. On Mondays, Wednesdays, and Fridays, our class is at 3:00.

Exercise 8

1. A: Do you live alone?
B: No, I don't live alone. I live with my family.
2. A: Do you and your family watch television in the evening?
B: Yes, my family and I watch television in the evening.
3. A: Do you get up late on Sundays?
B: Yes, I get up late on Sundays.
A: What time do you get up?
B: I get up at 11:00.
4. A: Does your sister drive to work?
B: No, my sister doesn't drive to work.
A: How does she get to work?
B: She takes the bus.
5. A: Does your father work on weekends?
B: No, my father doesn't work on weekends.
A: When does he work?
B: He works on weekdays.
6. A: Does your mother have a job?
B: Yes, my mother has a job. She's a teacher.
A: Does she use public transportation?
B: No, she doesn't use public transportation. She drives to work.
7. A: Do you have a big lunch on Sundays?
B: Yes, we have a big lunch on Sundays.
A: What time do you have lunch?
B: We have lunch at 1:00.

Exercise 9

1. Sarah is Sam's wife.
2. We don't live in the suburbs.
3. We take the bus, the train, or the subway.
4. He goes to work before noon.
5. I don't work far from here.
6. She doesn't get up early on Sundays.

Exercise 10

Answers will vary.

7 Does it have a view?

Exercise 1

1. bedroom
2. bathroom
3. kitchen
4. dining room
5. living room
6. yard
7. closet
8. garage

Exercise 2

SIMON: Do you live in a house, James?

JAMES: No, I live in an apartment.

SIMON: Well, is it very big?

JAMES: No, it only has two rooms.

SIMON: Does it have a view?

JAMES: Yes, it has a great view of the city.

SIMON: Oh, that's great! And do you live alone?

JAMES: Yes, I do. I love it!

Exercise 3

BETSY: Do you live near here, Lauren?

LAUREN: Yes, I do. My husband and I live on Main Street.

BETSY: Oh, do you live in an apartment?

LAUREN: No, we don't. We have a house.

BETSY: Oh, great! Do you have children?

LAUREN: No, we don't. But my brother lives with us.

BETSY: Really? Does he do a lot of work at home?

LAUREN: Yes, he does. In fact, he cooks dinner every night.

BETSY: You're lucky! I live alone, and I cook my own dinner.

Exercise 4

Answers will vary. Possible answers:

1. Yes, I do./No, I don't.
2. Yes, I do./No, I don't.
3. Yes, I do./No, I don't.
4. Yes, it does./No, it doesn't.
5. Yes, (s)he does./No, (s)he doesn't.
6. Yes, we do./No, we don't.
7. Yes, we do./No, we don't.
8. Yes, it does./No, it doesn't.
9. Yes, it does./No, it doesn't.
10. Yes, it does./No, it doesn't.

Exercise 5

A

1. Yes, she does.
2. No, she doesn't.
3. Yes, she does.
4. No, she doesn't.
5. Yes, she does.
6. No, she doesn't.
7. Yes, they do.
8. Yes, they do.
9. No, they don't.
10. No, they don't.
11. No, they don't.
12. Yes, they do.

B

Answers will vary.

Exercise 6

In Roger's house, there's a big living room. There are two bedrooms and two bathrooms. There's no yard, but there's a balcony. He has a lot of books, so there are bookcases in the living room and bedrooms. There aren't any chairs in the kitchen, but there's a big table with chairs in the dining room. There isn't a stove in the kitchen, but there's a microwave oven. There are two televisions in Roger's house – there's one television in the living room, and there's one television in the bedroom.

Exercise 7

Answers will vary. Possible answers:

1. Yes, there's a dishwasher in my kitchen.
or No, there isn't a dishwasher in my kitchen./No, there's no dishwasher in my kitchen.
2. Yes, there's a window in my kitchen.
or No, there isn't a window in my kitchen./No, there's no window in my kitchen.
3. Yes, there's a television in my living room.
or No, there's no television in my living room./No, there isn't a television in my living room.
4. Yes, there are bookcases in my living room.
or Yes, there's a bookcase in my living room.
or No, there are no bookcases in my living room.
5. Yes, there's a mirror in the bathroom.
or No, there isn't a mirror in the bathroom./No, there's no mirror in the bathroom.
6. Yes, there are some pictures in my bedroom.
or No, there aren't any pictures in my bedroom./No, there are no pictures in my bedroom.
7. Yes, there's a closet in my bedroom.
or No, there's no closet in my bedroom./No, there isn't a closet in my bedroom.

Exercise 8

A

1. There's no stove in the kitchen./There isn't a stove in the kitchen.
2. There are no chairs in the dining room./There aren't any chairs in the dining room.
3. There's a stove in the living room.
4. There's a refrigerator in the bedroom.
5. There's no bed in the bedroom./There isn't a bed in the bedroom.
6. There are some armchairs in the bathroom.
7. There's a clock in the kitchen.
8. There are no bookshelves in the living room./There aren't any bookshelves in the living room.

B

Answers will vary. Possible answers:

1. There's a bed in the kitchen.
2. There's no refrigerator in the kitchen./There isn't a refrigerator in the kitchen.
3. There's no closet in the bedroom.
4. There's a clock in the kitchen.

Exercise 9

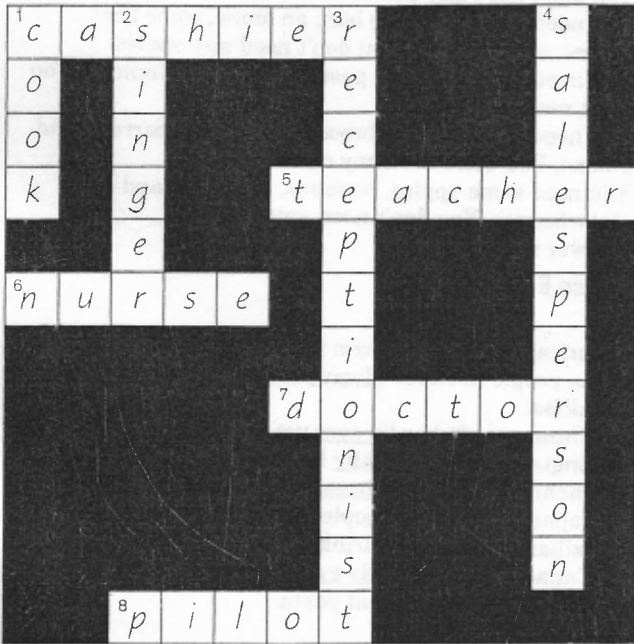
1. You're lucky.
2. Yes, I do. I need a bed and a lamp.
3. So let's go shopping on Saturday.
4. Yes, I do. I have four chairs.

Exercise 10

Answers will vary.

8 What do you do?

Exercise 1



Exercise 2

Answers will vary. Possible answers:

1. She's a doctor. She works in a hospital. She talks to people.
2. He's a waiter. He stands all day/night. He works hard.
3. He's a singer. He works at night. He stands all night.
4. She's a police officer. She wears a uniform. She writes tickets.
5. She's a chef. She stands all night. She wears a uniform.
6. They are pilots. They sit all day. They wear uniforms.

Exercise 3

1. A: Where does your brother work?
B: My brother? He works in a department store.
A: What does he do there?
B: He works in the shoe department. He's a salesperson.
2. A: What do Kelly and Pam do?
B: Kelly and Pam are nurses. And they work together, too.
A: Where do they work?
B: At Springfield Hospital.
3. A: Where does your son work?
B: My son works in a restaurant.
A: What does he do there?
B: He's a chef.
4. A: What do you and Joe do?
B: Joe and I? We repair computers.
A: How do you like it?
B: We like it a lot!

Exercise 4

1. A: Do you have a job?
B: Yes, I do.
A: Oh, what do you do?
B: I'm/am a waitress.
A: Where do you work?
B: I work at Paul's Coffee Shop.
A: How do you like your job?
B: I really like it. It's a great job!
A: What time do you start work?
B: I start work at 8:00 A.M., and I finish at 3:00 P.M.
2. A: My brother has a new job.
B: Really? Where does he work?
A: He works at the new department store downtown.
B: What does he do there?
A: He's/is a security guard.
B: How does he like his job?
A: Oh, I guess he likes it.
B: What time does he start work?
A: He starts work at 10:00 A.M., and he finishes at 6:00 P.M.

Exercise 5

A

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

B

Answers will vary. Possible answers:

1. A flight attendant has an exciting job.
A flight attendant doesn't have a boring job.
2. A security guard's job is boring.
A security guard's job isn't interesting.
3. Steven has a dangerous job.
Steven doesn't have a safe job.
4. A cashier has a stressful job.
A cashier doesn't have a relaxing job.
5. Linda's apartment is small.
Linda's apartment isn't big.
6. Martha has a big house.
Martha doesn't have a small house.
7. Sarah's sister is talkative.
Sarah's sister isn't quiet.
8. This is an easy exercise.
This exercise isn't difficult.

Exercise 6

Answers will vary. Possible answers:

1. A musician has/doesn't have a(n) . . . job./
A musician's job is/isn't . . .
2. A doctor has/doesn't have a(n) . . . job./
A doctor's job is/isn't . . .
3. A photographer has/doesn't have a(n) . . . job./
A photographer's job is/isn't . . .
4. A firefighter has/doesn't have a(n) . . . job./
A firefighter's job is/isn't . . .
5. A police officer has/doesn't have a(n) . . . job./
A police officer's job is/isn't . . .
6. An athlete has/doesn't have a(n) . . . job./
An athlete's job is/isn't . . .

Exercise 7

Answers will vary.

9 Broccoli is good for you.

Exercise 1

- | | |
|-----------------|------------------|
| 1. mangoes | 11. bread |
| 2. oranges | 12. butter |
| 3. strawberries | 13. candy |
| 4. bananas | 14. potato chips |
| 5. lettuce | 15. milk |
| 6. tomatoes | 16. cheese |
| 7. potatoes | 17. chicken |
| 8. carrots | 18. beans |
| 9. rice | 19. nuts |
| 10. cereal | 20. fish |

Exercise 2

Answers will vary.

Exercise 3

Answers will vary. Possible answers:

1. Strawberries are good/bad for you.
2. Cake is good/bad for you.
3. Lettuce is good/bad for you.
4. Fish is good/bad for you.
5. Potato chips are good/bad for you.
6. Eggs are good/bad for you.
7. Potatoes are good/bad for you.
8. Pizza is good/bad for you.
9. Beans are good/bad for you.
10. Yogurt is good/bad for you.
11. Cookies are good/bad for you.
12. Broccoli is good/bad for you.

Exercise 4

1. A: What do you want for dinner?
B: Let's make some pasta with tomato sauce.
A: Good idea. Do we have any meat?
B: Well, we have some beef, but I don't want any meat in the sauce. Let's get some tomatoes and onions.
A: OK. Do we need any green peppers for the sauce?
B: Yes, let's get some peppers. Oh, and some garlic, too.
A: Great. We have some spaghetti, so we don't need any pasta.
B: Yeah, but let's get some bread. And some cheese, too.
2. A: What do you usually eat for breakfast?
B: Well, first I have fruit – some grapes or strawberries.
A: That sounds good. Do you have any eggs or bacon?
B: No, I don't eat any eggs or meat in the morning.
A: Really? Do you have anything else?
B: Well, I usually have some bread, but I don't use any butter.
A: Do you drink anything in the morning?
B: I always have some juice and coffee. I don't put any sugar in my coffee, but I like some milk in it.

Exercise 5

Answers will vary. Possible answers:

1. You need some bread, chicken, lettuce, and mayonnaise. You don't need any cheese.
2. You need a (hamburger) bun, an onion, some beef, cheese, and ketchup. You don't need any apples.
3. You need some chicken, pasta, carrots, and onions. You don't need any bread.
4. You need some lettuce, broccoli, tomatoes, carrots, and onions. You don't need any chicken.
5. You need some apples, bananas, mangoes, and strawberries. You don't need any potatoes.
6. Answer will vary.

Exercise 6

A

1. Americans often put cream in their coffee.
2. Some people in Korea always eat pickled vegetables for breakfast.
3. In China, people hardly ever use sugar in their tea.
4. In England, people usually have milk in their tea.
5. In Japan, people sometimes have fish for breakfast. *or* In Japan, sometimes people have fish for breakfast.
6. Brazilians often make drinks with fruit.
7. In Canada, people hardly ever have salad for breakfast.
8. Some Mexicans never eat pasta.

B

Answers will vary.

Exercise 7

Answers will vary.

Exercise 8

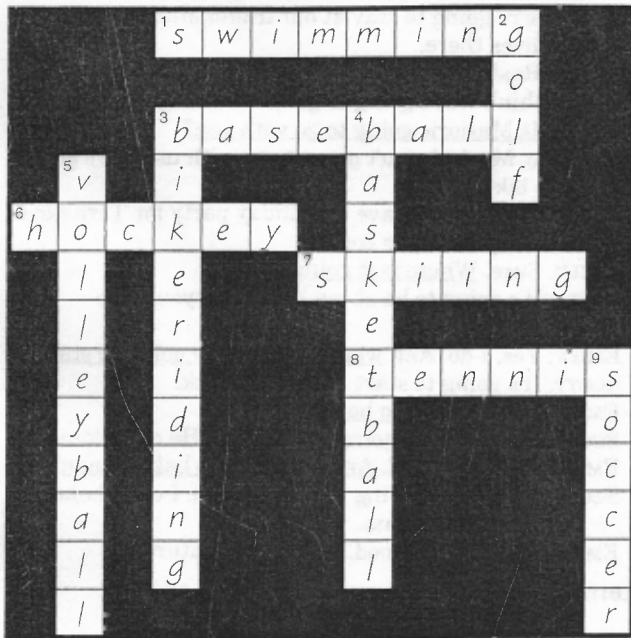
Answers will vary. Possible answers:

1. My favorite kind of food is . . .
or . . . is my favorite kind of food.
2. My favorite restaurant is . . .
or . . . is my favorite restaurant.
3. I usually have . . .
4. Yes, I . . . / No, I . . .
5. . . is/are my favorite snack.

10 I can't ice-skate very well.

Exercise 1

A



B

go: bike riding, skiing, swimming

play: baseball, basketball, golf, hockey, soccer, tennis, volleyball

Exercise 2

JOE: Do you like sports?

LIZ: Yes, I do. I like them a lot.

JOE: Really? What sports do you like?

LIZ: Well, I love volleyball.

JOE: When do you usually practice?

LIZ: On weekends. I'm too busy on weekdays.

JOE: Who do you practice with?

LIZ: I usually practice with my friends from school.

JOE: Does your sister play volleyball, too?

LIZ: No, she doesn't like sports. She thinks they're boring.

Exercise 3

Answers to questions will vary.

1. Do you like baseball?
2. What sports do you watch?
3. What sports do you play?
4. How often do you go swimming?
5. Who do you play sports with?

Exercise 4

1. Can Andrew fix a car? No, he can't.
2. Can Chris and Nick swim? Yes, they can.
3. Can Rebecca play the piano? Yes, she can.
4. Can Jennifer cook? No, she can't.
5. Can Sue and Lisa draw? Yes, they can. *or* No, they can't.
6. Can Alan ice-skate? Yes, he can.

Exercise 5

1. She can play the guitar, but she can't play the piano.
2. He can use a computer, but he can't fix a television.
3. She can play soccer, but she can't sing.
4. He can ride a bike, but he can't drive a car.

Exercise 6

1. No, I don't.
2. My sister.
3. I can.
4. In Colorado.

Exercise 7

A

Answers will vary.

B

Answers will vary.

Exercise 8

1. I hardly ever ski.
2. He has many talents.
3. I love it.
4. He can't sing at all.
5. I need a bike.
6. He can play sports very well.

Exercise 9

Answers will vary. Possible answers:

1. Yes, I can./No, I can't.
2. Yes, I can./No, I can't.
3. Yes, I can./No, I can't.
4. Yes, I do./No, I don't.
5. Yes, I am./No, I'm not.
6. Yes, I do./No, I don't.
7. Yes, I can./No, I can't.
8. Yes, I do./No, I don't.
9. Yes, I do./No, I don't.
10. Yes, I can./No, I can't.

Exercise 10

Answers will vary.

11 What are you going to do?

Exercise 1

A

- | | |
|-------------|--------------|
| 1. January | 7. July |
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |

B

Answers will vary.

C

1. March twelfth
2. April eleventh
3. January sixteenth
4. February ninth
5. October first
6. May twenty-second
7. July third
8. August thirtieth

Exercise 2

1. Alex is going to be seventy-seven on March fifteenth.
2. Anita is going to be twenty-six on July twenty-seventh.
3. Peggy and Patty are going to be nineteen on September sixth.
4. I'm going to be . . . on . . .

Exercise 3

1. On June second, she's going to play golf after work.
2. On June third, she's going to have lunch with Tony.
3. On June seventh, she's going to go shopping with Julie.
4. On June eighth, she's going to meet John for dinner.
5. On June eleventh, she's going to work late.
6. On June thirteenth, she's going to go to Sam's party.
7. On June sixteenth, she's going to see a movie with Tony.
8. On June twenty-first, she's going to have a family picnic.
9. On June twenty-fourth, she's going to buy Paula's birthday present.
10. On June twenty-fifth, she's going to go to Paula's birthday dinner.

Exercise 4

1. This is going to be a very busy weekend.
2. On Friday, my friend Ben and I are going to see a movie. After the movie, we are going to eat dinner at our favorite Thai restaurant.
3. On Saturday morning, my parents are going to visit. They're / are going to drive into the city, and we're / are going to go to the art museum. I think my mother is going to love it, but my father's / is not going to like it. Later, we're / are going to watch a football game on television. My parents are going to go home after dinner.
4. On Sunday, I'm / am going to sleep late. Then I'm / am going to read the newspaper. On Sunday afternoon, I'm / am going to take a walk. In the evening, my friend Jill and I are going to study together.

Exercise 5

1. SARAH: What are you going to do this weekend?
ERIC: This weekend? I'm going to go to the country with my brother.
SARAH: That's nice. Where are you going to stay?
ERIC: We're going to stay at our friend Marjorie's house. She lives there.
SARAH: Really? What are you going to do?
ERIC: I think we're going to go mountain climbing.
SARAH: Is Marjorie going to go with you?
ERIC: No, Marjorie isn't going to go with us. She's going to go bike riding.
2. SCOTT: I'm going to have a birthday party for Tara next Saturday. Can you come?
EMILY: Sure. Where is it going to be?
SCOTT: It's going to be at my house. Do you have the address?
EMILY: Yes, I do. And when is the party going to start?
SCOTT: It's going to start at seven o'clock.
EMILY: Is Bob going to be there?
SCOTT: No, Bob isn't going to be there. He can't come.
EMILY: That's too bad. Are you going to bake a cake?
SCOTT: No, I'm not going to bake a cake. I can't bake! I'm going to buy one.
EMILY: OK. Sounds good. See you on Saturday.

Exercise 6

A

1. They're going to go to the gym.
2. He's going to cook.
3. She's going to study.
4. They're going to play tennis.
5. They're going to go shopping.
6. She's going to paint.
7. He's going to fix a car.
8. They're going to play volleyball.
9. They're going to play chess.

B

Answers will vary.

Exercise 7

Answers will vary.

12 What's the matter?

Exercise 1

- | | |
|------------|--------------|
| 1. head | 9. ear |
| 2. mouth | 10. nose |
| 3. neck | 11. teeth |
| 4. stomach | 12. shoulder |
| 5. fingers | 13. elbow |
| 6. leg | 14. arm |
| 7. toes | 15. hand |
| 8. eye | 16. foot |

Exercise 2

1. He has an earache.
2. She has a sore throat.
3. She has a stomachache.
4. She has a headache.
5. He has a toothache.
6. She has a cold.

Exercise 3

1. JASON: Hi, Lisa. How are you?
LISA: I'm fine, thanks. How about you?
JASON: Not so good. Actually, I feel really awful.
LISA: What's wrong?
JASON: I think I have the flu.
LISA: That's too bad. Are you going to see a doctor?
JASON: No, I think I'm going to go home and rest.
LISA: I hope you feel better soon.
JASON: Thanks.
2. LISA: How do you feel tonight?
JASON: I feel much better.
LISA: I'm glad to hear that.
JASON: Thanks.
LISA: So, are you going to go to school tomorrow?
JASON: Yes, I am.
LISA: I'm glad to hear that.

Exercise 4

1. eye drops
2. cough drops
cough syrup
3. aspirin
4. muscle cream
5. antacid
6. cold pills

Exercise 5

1. What's wrong?
2. I'm not happy.
3. I'm sorry to hear that.
4. I miss my family.
5. I have a sore throat.
6. My head feels terrible.
7. I'm glad to hear that.
8. I'm very tired.

Exercise 6

1. Don't work too hard.
2. Have a hot drink.
3. Don't go outside.
4. Don't exercise for a few days.
5. Go home early.
6. Don't stay up late.
7. Go to the grocery store.
8. Drink some water.

Exercise 7

Answers will vary.

Exercise 8

A

Answers will vary.

B

Answers will vary.

13 You can't miss it.

Exercise 1

A

- | | |
|----------------|----------------|
| 1. drugstore | 5. supermarket |
| 2. bank | 6. hotel |
| 3. bookstore | 7. gas station |
| 4. post office | 8. restaurant |

B

P	H	K	T	Y	W	X	D	C	H	B	S	S	R
D	O	A	W	O	J	R	P	T	O	O	Y	R	E
F	M	S	J	D	R	U	G	S	T	O	R	E	S
S	C	K	T	F	U	Z	V	N	E	K	T	M	T
N	P	W	O	O	H	Y	P	R	L	S	E	L	A
S	K	P	U	K	F	N	S	A	Q	T	N	X	U
K	N	I	B	Y	S	F	U	Y	W	O	M	I	R
G	A	S	S	T	A	T	I	O	N	R	V	G	A
E	B	L	F	W	G	P	C	C	M	E	A	O	N
S	U	P	E	R	M	A	R	K	E	T	K	G	T

Exercise 2

- | | |
|---------------------|----------------|
| 1. on | 4. between |
| 2. behind | 5. next to |
| 3. on the corner of | 6. across from |

Exercise 3

A

Answers will vary. Possible answers:

- The bookstore is on the corner of Catherine Street and Fifth Avenue. It's next to the English school.
- The supermarket is on Diane Street. It's between Fourth and Fifth Avenues.
- The department store is on Beatrice Street. It's between Fourth and Fifth Avenues. It's next to the drugstore.
- The gas station is on Fourth Avenue. It's behind the Mexican restaurant.
- The Chinese restaurant is on Catherine Street. It's between Sixth and Seventh Avenues.
- The hotel is on Catherine Street. It's between Fifth and Sixth Avenues. It's across from the park.
- The post office is on Diane Street. It's between Sixth and Seventh Avenues. It's next to the coffee shop.
- The drugstore is on Beatrice Street. It's between Fourth and Fifth Avenues. It's between the Mexican restaurant and the department store.

B

Answers will vary.

Exercise 4

RACHEL: Excuse me. Can you help me?

MAN: Sure.

RACHEL: Is there a post office around here?

MAN: Yes, there is. It's on Diane Street.

RACHEL: Where on Diane Street?

MAN: It's on the corner of Diane Street and Seventh Avenue.

RACHEL: Next to the coffee shop?

MAN: Yes, that's right. It's right next to the coffee shop.

RACHEL: Thanks a lot.

MAN: You're welcome.

Exercise 5

1. left 2. behind 3. up 4. right 5. near

Exercise 6

Answers will vary. Possible answers:

- Go up Fifth Avenue. Turn left on Beatrice Street. Walk to Fourth Avenue. It's on the right.
- Walk down Fourth Avenue. Turn left on Diane Street. Walk to Seventh Avenue. It's on the left.
- Go down Sixth Avenue. Turn right on Catherine Street. It's on the right.
- Walk down Seventh Avenue. Turn right on Diane Street. Go to Fourth Avenue. It's on the right.
- Go up Ann Street. Turn right on Sixth Avenue. Walk down Sixth Avenue. Turn left on Barbara Street. It's on the left.

Exercise 7

Maps and directions will vary.

14 Did you have fun?

Exercise 1

A

1. She paid bills.
2. He vacuumed.
3. She washed clothes.
4. He exercised.
5. He dusted.
6. He worked in the yard.
7. She shopped for groceries.
8. He cooked dinner.

B

Answers will vary.

Exercise 2

Friday: What a great day! This afternoon, I invited some friends over after school. We stopped at the video store, but we didn't get a movie. We played basketball and listened to music. Mom cooked some hamburgers for dinner. After dinner, we watched television.

Saturday: This morning, Kelly called. She invited me to her sister's birthday party. I needed a present for the party, so I walked to the mall. The party started at 7:00 and ended at 10:00. Kelly and I danced and talked all evening. She's really cool!

Sunday: I studied this morning. In the afternoon, Mom, Dad, and I shopped for groceries. Then I helped Mom with dinner. After dinner, I cleaned my room. In the evening, I called Kelly, but we didn't talk very long. Tomorrow's a school day, so I'm going to go to bed now. Good night!

Exercise 3

Answers will vary. Possible answers:

1. Carol studied. Max didn't study.
2. Carol cleaned the kitchen. Max didn't clean the kitchen.
3. Carol didn't play golf. Max played golf.
4. Carol and Max cooked.
5. Carol listened to music. Max didn't listen to music.
6. Carol didn't walk in the park. Max walked in the park.
7. Carol didn't watch television. Max watched television.

Exercise 4

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
buy	bought	go	went
come	came	have	had
do	did	read	read
eat	ate	ride	rode
feel	felt	see	saw
get up	got up	sit	sat

Exercise 5

KEVIN: So, Megan, did you have a good summer?

MEGAN: Well, I had an interesting summer. My sister and her family visited for two weeks.

KEVIN: Well, that's nice.

MEGAN: Yes and no. My sister didn't feel well, so she sat on the sofa and watched television. She hardly ever got up.

KEVIN: Oh, well. Did her husband and kids have a good time?

MEGAN: I think so. They played volleyball and rode their bikes every day.

KEVIN: Did you go out to any restaurants?

MEGAN: No, I cooked breakfast, lunch, and dinner every day. They ate a lot of food, but they didn't wash any dishes.

KEVIN: That's too bad. Did you relax at all last summer?

MEGAN: Yes. My sister and her family finally went home, and then I relaxed. I just read some books and saw some movies.

Exercise 6

Answers will vary. Possible answers:

1. A: Did you go anywhere interesting?
B: Yes, I did. I went to Hawaii./
No, I didn't. I just stayed home.
2. A: Did you take any pictures?
B: Yes, I did./No, I didn't. I . . .
3. A: Did you buy anything interesting?
B: Yes, I did./No, I didn't. I . . .
4. A: Did you eat any new foods?
B: Yes, I did./No, I didn't. I . . .
5. A: Did you play any games?
B: Yes, I did./No, I didn't. I . . .
6. A: Did you play any sports?
B: Yes, I did./No, I didn't. I . . .
7. A: Did you meet any interesting people?
B: Yes, I did./No, I didn't. I . . .
8. A: Did you read any good books?
B: Yes, I did./No, I didn't. I . . .
9. A: Did you see any good movies?
B: Yes, I did./No, I didn't. I . . .

Exercise 7

A

Answers will vary. Possible answers:

1. Greg got up early every day.
2. Greg played tennis.
3. Greg went hiking.
4. Greg rode a horse.
5. Grant got up late every day.
6. Grant read the newspaper.
7. Grant ate pizza.
8. Grant saw some movies.

B

Answers will vary.

Exercise 8

Answers will vary.

15 Where were you born?

Exercise 1

MELISSA: Were you born here in the U.S., Luis?

LUIS: No, I wasn't. I was born in the Caribbean.

MELISSA: Oh, were you born in Cuba?

LUIS: No, I'm from the Dominican Republic.

MELISSA: Really? What city were you born in?

LUIS: I was born in Puerto Plata.

MELISSA: Were your parents born in Puerto Plata, too?

LUIS: Yes, they were. We were all born there.

MELISSA: And why did you come to the U.S.?

LUIS: I came here to study English.

MELISSA: So when did you move here?

LUIS: I moved here in 2002.

MELISSA: Really? How old were you then?

LUIS: I was sixteen.

MELISSA: Was it scary?

LUIS: No, it wasn't. I loved it.

Exercise 2

1. PETER: I called you on Saturday, but you weren't home.

DAVID: No, I wasn't. I was in the mountains all weekend.

PETER: That's nice. How was the weather there?

DAVID: It was beautiful.

PETER: Were your parents there?

DAVID: No, they weren't. I was alone. It was great!

2. SUE: Were you born in the U.S., Kim?

KIM: Yes, I was. My brother and I were born here in New York.

SUE: I was born here, too. What about your parents?

Were they born here?

KIM: Well, my father wasn't. He was born in China, but my mother was born in the U.S. – in Chicago.

SUE: Chicago? Really? My parents were born in Chicago, too!

3. NANCY: Were you in college last year, Chuck?

CHUCK: No, I wasn't. I graduated from college two years ago.

NANCY: So where were you last year?

CHUCK: I was in France.

NANCY: Oh! Were you in Paris?

CHUCK: No, I wasn't. I was in Nice. I had a job there.

NANCY: What was the job?

CHUCK: I was a front desk agent at a hotel.

Exercise 3

1. Bruce Lee was an actor. He was born in 1940 in the U.S. He was in the movie *Enter the Dragon* in 1973. He died in 1973.

2. Roberto Clemente was a baseball player. He was born in 1934 in Puerto Rico. He died in 1972. He became a member of the Baseball Hall of Fame in 1973.

3. Marie Curie was a scientist. She was born in 1867 in Poland. She won the Nobel Prize for Chemistry in 1911. She died in 1934.

4. Audrey Hepburn was an actress. She was born in 1929 in Belgium. She was in the movie *Breakfast at Tiffany's* in 1961. She died in 1993.

5. Georgia O'Keeffe was a painter. She was born in 1887 in the U.S. She painted *White Flower* in 1929. She died in 1986.

6. Ernest Hemingway was a novelist. He was born in 1899 in the U.S. He wrote *The Old Man and the Sea* in 1952. He died in 1961.

Exercise 4

Answers will vary.

Exercise 5

1. What
2. Who
3. When
4. Where
5. What
6. Why
7. How
8. How old

Exercise 6

Answers will vary.

1. A: How was your first day of school?
B: It was . . .
2. A: Who was your favorite teacher?
B: My favorite teacher was . . .
or . . . was my favorite teacher.
3. A: What was your favorite class?
B: My favorite class was . . .
or . . . was my favorite class.
4. A: Who were your best friends?
B: My best friends were . . .
or . . . were my best friends.
5. A: Where did you spend your free time?
B: I spent my free time in the . . .
6. A: When did you finish elementary school?
B: I finished elementary school in . . .

Exercise 7

A

Answers will vary. Possible answers:

1. A: Were you born here?
B: Yes, I was./No, I wasn't.
2. A: Did you grow up in a big city?
B: Yes, I did./No, I didn't.
3. A: Did both your parents work?
B: Yes, they did./No, they didn't.
4. A: Was your father serious?
B: Yes, he was./No, he wasn't.
5. A: Was your mother talkative?
B: Yes, she was./No, she wasn't.
6. A: Did you have a lot of friends?
B: Yes, I did./No, I didn't.
7. A: Was your best friend thin?
B: Yes, (s)he was./No, (s)he wasn't.
8. A: Did you live in an apartment?
B: Yes, I did./No, I didn't.
9. A: Was your house or apartment large?
B: Yes, it was./No, it wasn't.
10. A: Did you walk to school?
B: Yes, I did./No, I didn't.
11. A: Were you tall?
B: Yes, I was./No, I wasn't.
12. A: Were you shy?
B: Yes, I was./No, I wasn't.

B

Answers will vary.

16 Can she call you later?

Exercise 1

BILL: Hello?

CLAIRE: Hi, Bill. It's Claire.

BILL: Oh, hi, Claire.

CLAIRE: Can I speak to Linda, please?

BILL: I'm sorry, she's not here right now.

CLAIRE: Oh. Can you give her a message?

BILL: Sure. What's the message?

CLAIRE: Please ask her to call me.

BILL: OK. Give me your number.

CLAIRE: It's (604) 555-0662.

BILL: (604) 555-0662. Got it.

CLAIRE: Thanks, Bill.

BILL: No problem. Bye.

CLAIRE: Bye-bye.

Exercise 2

Answers will vary. Possible answers:

1. SCOTT: Hello, Mrs. Gomez. It's Scott. Is Diego there, please?

MRS. GOMEZ: Oh, hello, Scott. No, I'm sorry, he isn't here. He's at the library.

2. SCOTT: Hi, Helen. This is Scott. Is Diane there?

HELEN: Hi, Scott. No, I'm sorry, she isn't here. She's at the beach.

3. SCOTT: Hi, Uncle Dave. This is Scott. Are Brian and Jane in?

DAVE: How are you Scott? No, I'm sorry, they're not here. They're at the mall.

4. SCOTT: Hello. This is Scott Gibson. Can I speak with Jordan, please?

MAN: No, I'm sorry, Scott. Jordan's not here. He's in the hospital.

5. SCOTT: Hello, Mr. Lee. This is Scott. Is Laurie there?

MR. LEE: Hello, Scott. She's here, but she can't come to the phone. She's in the shower.

6. SCOTT: Hey, Joey. This is Scott. Are Ross and Dan there?

JOEY: Hey, Scott. I'm sorry, but they're not here right now. They're in class.

Exercise 3

A

Subjects **Objects**

I	me
you	you
he	him
she	her
we	us
they	them

B

1. Please give it to him.
2. She isn't here right now.
3. Can I help you?
4. Please leave us a message.
5. They are in the library.

Exercise 4

Answering machine: Hello, this is Jim. I can't come to the phone right now. Please leave me a message after the beep. *Beep!*

Bob's message: Hi, Jim. This is Bob. My sister Olivia is visiting me. Do you remember her? Well, we're going to have lunch at Carol's Café tomorrow. Can you meet us there? Please call me today.

Jim's message: Hi, Bob. I'm sorry I missed your call. Well, I can't meet you and Olivia for lunch tomorrow, but maybe you can meet me after work. My friends and I are going to go out to a great pizza restaurant. Would you like to join us? Give me a call!

Exercise 5

SAM: Hello?

RAY: Hello. Can I speak to Carol, please?

SAM: I'm sorry, but she can't come to the phone right now. She's in the yard. Can I give her a message?

RAY: Yes. This is Ray Santos. Please ask her to call me. I'm at work.

SAM: Does she have the number?

RAY: Yes, she does.

Exercise 6

Answers will vary.

Exercise 7

Answers will vary.

Exercise 8

1. Hi, this is Amy.
2. Is Barbara there?
3. Do you want to see a movie?
4. I'd like to go to the movies.
5. I'm busy.
6. Can I take a message?

Exercise 9

Answers will vary. Possible answers:

1. I often like to . . .
2. I want to visit . . .
3. I want to meet . . .
4. I need to . . . this week.
5. I like to go to . . . on weekends.
6. I need to . . . in class.
7. I like to . . . in class.
8. I want to . . . in my next class.

Appendix

Countries, nationalities, and languages

This is a partial list of countries, nationalities, and languages.

Countries	Nationalities	Countries	Nationalities	Countries	Nationalities
Argentina	Argentine	Haiti	Haitian	Peru	Peruvian
Australia	Australian	Honduras	Honduran	the Philippines	Filipino
Austria	Austrian	India	Indian	Poland	Polish
Bolivia	Bolivian	Indonesia	Indonesian	Portugal	Portuguese
Brazil	Brazilian	Ireland	Irish	Puerto Rico	Puerto Rican
Cambodia	Cambodian	Israel	Israeli	Russia	Russian
Canada	Canadian	Italy	Italian	Saudi Arabia	Saudi Arabian
Chile	Chilean	Japan	Japanese	Singapore	Singaporean
China	Chinese	Jordan	Jordanian	Somalia	Somalian
Colombia	Colombian	Korea	Korean	South Africa	South African
Costa Rica	Costa Rican	Laos	Laotian	Spain	Spanish
Cuba	Cuban	Lebanon	Lebanese	Sudan	Sudanese
the Dominican Republic	Dominican	Malaysia	Malaysian	Sweden	Swedish
Ecuador	Ecuadorian	Mexico	Mexican	Switzerland	Swiss
Egypt	Egyptian	Morocco	Moroccan	Tanzania	Tanzanian
El Salvador	El Salvadoran	Nepal	Nepalese	Thailand	Thai
England	English	the Netherlands	Dutch	Turkey	Turkish
France	French	New Zealand	New Zealander	the United Kingdom (the U.K.)	British
Germany	German	Nicaragua	Nicaraguan	the United States (the U.S.)	American
Ghana	Ghanian	Nigeria	Nigerian	Uruguay	Uruguayan
Greece	Greek	Panama	Panamanian	Venezuela	Venezuelan
Guatemala	Guatemalan	Paraguay	Paraguayan	Vietnam	Vietnamese

Languages

Afrikaans	English	Hebrew	Japanese	Portuguese	Swedish
Arabic	French	Hindi	Korean	Russian	Thai
Chinese	German	Indonesian	Malay	Spanish	Turkish
Dutch	Greek	Italian	Polish	Swahili	Vietnamese

Irregular verbs

Present	Past	Present	Past	Present	Past
(be) am/is, are	was, were	have	had	sing	sang
become	became	know	knew	sit	sat
buy	bought	leave	left	sleep	slept
come	came	make	made	speak	spoke
do	did	meet	met	swim	swam
drink	drank	pay	paid	take	took
drive	drove	read	read /red/	teach	taught
eat	ate	ride	rode	think	thought
feel	felt	run	ran	wear	wore
get	got	say	said /sed/	write	wrote
give	gave	see	saw		
go	went	sell	sold		