



Level 2

English

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Second Edition**

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TO OUR TEACHERS

The Ministry of Education aims at providing Ecuador's students with both the foreign language knowledge and the skills needed to succeed in today's globalized world as English is the international language that will allow them to access knowledge and information and that will become an instrument of personal and professional empowerment to build a more prosperous, equitable society.

For the first time, the Ministry of Education will provide free English textbooks to students. This will contribute to the learning process in a positive manner, for every student will have an additional resource to aid them in their language acquisition process.

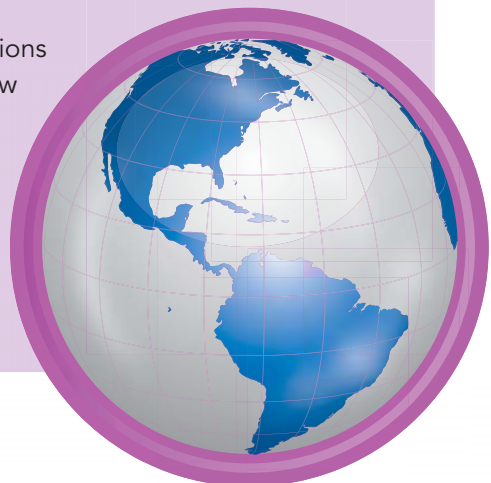
These textbooks as well as the teaching-learning approach adopted are guided by the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, which is an internationally recognized standard for the explicit description of educational objectives, content elaboration, and methods as well as a basis for the reflection on current educational practices.

Furthermore, because students will be taught under the Communicative Language Approach, which perceives language learning as a dynamic, flexible process, and promotes learner autonomy, teachers and learners are enthusiastically invited to make use of the English language for *meaningful* communication and as a tool to open windows to the world, unlock doors to opportunities, and expand their minds to the understanding of new ideas and other cultures.

The Ministry of Education has also created in-service teacher standards aligned to TESOL, establishing the benchmark as to what teachers need to know. The B2 benchmark (CEFR), which states the minimum language proficiency level for pre-service and in-service English teachers, has also been institutionalized, thus guaranteeing students will have teachers who are proficient in the language. Finally, through a rigorous evaluation procedure and teachers' development plan, the Ministry of Education will assist current in-service English teachers in improving their present language proficiency levels to foster the teaching-learning processes in the classroom.

We hope that by way of these innovations—new standards, a new curriculum, and new textbooks—students and teachers alike will be more motivated in their classrooms to gain thorough knowledge of English while developing their personal language skills and enhancing their professional abilities, respectively.

Ministry of Education



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Scope and Sequence

Unit	Title	Communication	Grammar
Pages 2–5 Let's get started.			
1 Pages 6–13	Can you count?	Ask for permission Talk about abilities (<i>Can I?</i>)	Imperatives <i>Can</i> to talk about abilities
2 Pages 14–20	I always get up at six-thirty.	Talk about daily routines	Sequence words: <i>first, then, after that, next, finally</i> Adverbs of frequency: <i>always, usually, often, sometimes, rarely/seldom, never</i> <i>How often?</i> Positions of frequency adverbs
Page 21 Progress check Units 1 and 2 Test-taking tip: Do easier test items first.			
Page 22 Game 1: Racetrack Page 23 Project 1: A snapshot of a classmate			
3 Pages 24–31	Miami—A great place to be!	Make suggestions Ask and say where places are Talk about leisure activities	Prepositions of location: <i>across from, in front of, behind, between, next to, on the corner of, in, on</i> <i>There is/There are</i> <i>Some and any</i>
Pages 32–33 Wide Angle 1: Teens in Iceland: Hot pots and midnight sun			
4 Pages 34–40	What's Brian doing?	Ask what someone's doing now Describe what's happening right now Talk about a house	Present continuous: <i>be (am/is/are) + verb -ing</i> – Affirmative and negative statements – Yes/No questions – Information questions
Page 41 Progress check Units 3 and 4 Test-taking tip: Work carefully.			
5 Pages 42–49	Did he call her again today?	Talk about past events Express approval and disapproval	Simple past of regular verbs – Affirmative and negative statements – Yes/No questions – Information questions
Page 50 Game 2: Add up the questions Page 51 Project 2: A snapshot of a field trip			
6 Pages 52–58	I really had a great time.	Talk about the past Greet people and say good-bye Talk about occupations	Simple past of <i>be (was/were)</i> – Affirmative and negative statements – Yes/No questions – Information questions Simple past of irregular verbs – Affirmative and negative statements – Yes/No questions – Information questions
Page 59 Progress check Units 5 and 6 Test-taking tip: Review your answers.			
Pages 60–61 Wide Angle 2: Working teens			

iv Scope and Sequence

Vocabulary	Skills	Learn to learn	Pronunciation
Clock times	<i>Reading:</i> Predict missing lines <i>Listening:</i> Listen for specific information <i>Speaking:</i> Talk about abilities and talents; Ask permission to borrow something <i>Writing:</i> Write commands	Have a <i>can-do</i> attitude	The /æ/ sound in <i>can</i> and <i>can't</i>
Daily routines	<i>Reading:</i> Read for specific information; Study a graph <i>Listening:</i> Listen for specific information and complete a chart <i>Speaking:</i> Talk about routines and activities <i>Writing:</i> Write about your typical day or week	Plan your weekly and daily activities	The pronunciation of -s and -es (simple present, third person)
Places in a town or city Leisure activities	<i>Reading:</i> Read for specific information; Read a map <i>Listening:</i> Listen for specific information <i>Speaking:</i> Talk about favorite places; Make suggestions <i>Writing:</i> Organize information in a chart	Prepare before a presentation	Intonation in <i>Yes/No</i> questions and short answers
Rooms and parts of a house	<i>Reading:</i> Preview and predict an article <i>Listening:</i> Listen to an interview for specific information <i>Speaking:</i> Talk about favorite places in a house; Ask <i>Yes/No</i> questions about a picture; Ask what someone's doing now <i>Writing:</i> Write messages about weekend plans	Know how to scan an article	Stress on important words
Past time expressions Emoticons and acronyms	<i>Reading:</i> Interpret emoticons and acronyms <i>Listening:</i> Listen for specific information <i>Speaking:</i> Talk about jealousy; Ask and answer <i>Yes/No</i> questions; Talk about past events <i>Writing:</i> Write a summary using the simple past; Write information questions	Take notes in class	The pronunciation of -d and -ed (simple past)
Some occupations	<i>Reading:</i> Look up the meaning of words in an article <i>Listening:</i> Listen for specific information <i>Speaking:</i> Talk about past activities; Talk about favorite occupations <i>Writing:</i> Write a story using the simple past	Keep a list of words and expressions	The pronunciation of <i>was</i> and <i>were</i>

Introduction

Dear Teacher,

Welcome to the **second edition** of *Postcards*, a four-level language course designed specifically for young teenagers who are studying English.

Principles behind the course

1. *Postcards* immediately captures students' attention by:

- Introducing teenage characters with whom students readily identify
- Presenting the real-life language that young speakers of American English use
- Focusing on up-to-date situations, topics, and themes that teenagers inherently recognize and respond to
- Providing stimulating sensory input through engaging photos, illustrations, and realia chosen especially for the teen learner

2. *Postcards* holds teenagers' attention by:

- Offering a great variety of lesson formats, exercises, and activities
- Personalizing learning through activities that allow students to talk about themselves, their world, and their ideas
- Providing activities that challenge students' minds as well as their linguistic skills
- Offering extensive communicative practice, cross-cultural exploration, group and individual projects, song activities, games, and competitions

3. *Postcards* gives all students the opportunity to achieve success and a sense of achievement by:

- Giving clear, concise, and easy-to-understand language presentations
- Providing carefully sequenced exercises that allow students to easily master English grammar and vocabulary
- Offering level-appropriate communicative activities that enable students to express themselves with the English they've learned
- Providing extensive recycling as well as follow-up reinforcement and practice in the Language Booster Workbook and Grammar Builder

4. *Postcards* helps students set goals, develop learner independence, and monitor progress by:

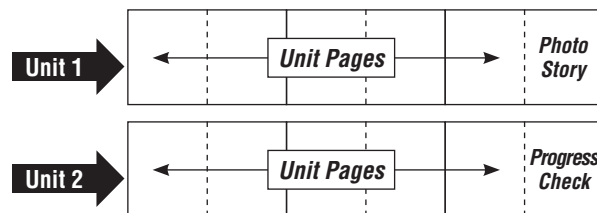
- Setting clear goals for each unit and section
- Presenting an inductive approach to grammar
- Providing explicit instruction and practice in learning strategies

- Offering extensive pair and group work with a focus on cooperative learning and peer feedback
- Allowing opportunities for students to regularly monitor their progress through Progress checks, Student self-evaluation checklists, and unit and quarterly tests

Course components

Student Book

Each Student Book consists of six units divided into sections of two units. Each unit is followed either by **Putting it together** (a photostory activity) or a **Progress check**. The pattern is as follows:



Each Student Book also contains optional materials that can be done with or after each of the units. Suggestions as to when to complete each activity are listed in this Teacher's Edition. The optional activities are: **Games**, **Projects**, **Wide Angle on the world**, **Fun with songs**, **Focus on culture**, and **Fun with grammar**.

Language Booster

The **Language Booster** is divided into two parts:

- A **Workbook**, and
- A **Grammar Builder** containing grammar reference pages and extra grammar practice exercises.

The **Workbook** section is divided into units that correspond to those in the Student Book. It gives practice in **Grammar**, **Vocabulary**, and **Communication**. It also provides additional practice in reading and writing.

The **Workbook** includes three levels of exercises for each Grammar, Vocabulary, and Communication section: **Get started** (easy), **Move on** (medium), and **Reach for the top** (challenging). Designed for mixed-level and mixed-ability classes, the **Language Booster** recognizes that all students will be motivated if they are given tasks that allow them to succeed as well as to achieve higher goals.

Most students will benefit from completing the first two levels of the **Workbook** exercises, and some may wish to attempt all three. Students who already have a basic knowledge of English may find they need to complete only the second and third levels.

The **Skills development** section includes additional readings and skills practice.

The **Grammar Builder** section provides additional grammar exercises as well as grammar reference pages called **Grammar highlights**. This section reviews and clarifies structures presented in each unit of the Student Book.

The Grammar Builder can be used alongside the Workbook units or at a later stage for extra reinforcement or review.

The Language Booster is a flexible resource that offers self-access material for students in a wide range of teaching situations. It is not necessary for students to work through all the material, although they can do so if they wish.

Teacher's Edition

The **Teacher's Edition** contains unit-by-unit lesson notes interleaved with the relevant Student Book pages. The notes include suggestions on how to teach the material, ideas for extension activities, as well as all answer keys and listening audioscripts. Photocopiable unit and quarterly tests are provided at the end of the Teacher's Edition, as well as an extensive Grammar reference section.

All answer keys to the Language Booster and the tests are found at the end of the Teacher's Edition.

Class Audio CDs

The **Class Audio CDs** contain all the recorded material from the Student Book: the Dialogues, the Pronunciation, Useful expressions, the Vocabulary sections, the Listening exercises, the models for the Communication activities, the Readings, and the Putting it together photostories.

Posters

Each level has six colorful **Posters** presenting key grammatical structures, functions, and vocabulary learned in the Student Books. They come with teaching and review activities, and can be displayed temporarily or permanently in the classroom.

DVDs

The **DVD** program is a stimulating accompaniment to the *Postcards* series. The interesting, dramatic action portrayed in the DVD program motivates students and allows them to listen to natural spoken language used by native speakers of American English. A **DVD Guidebook** contains the videoscripts and teacher's notes, with suggestions for activities that can be used to further enrich the use of the DVD in the classroom.

Placement Test

The **Placement Test** allows you to know exactly which level of *Postcards* is most appropriate for a student.

ExamView® Test Generator

The **Test Generator CD-ROM** contains a test generator engine which allows you to create tests from *Postcards* question banks, customize tests to meet your classroom needs, and create your own tests for in-class or Internet use.

Teaching tips

Classroom management

Setting up an environment where students feel encouraged, motivated, challenged, and valued is the key to a successful class. Some helpful practices include:

- **Maintain class structure.** Plan each lesson well. Maintain a regular routine when beginning and ending class, when doing exercises and practices, when assigning pairs and groups, and when checking work; in this way students will have a clear understanding of the structure of the class and what is expected of them.
- **Personalize.** Learn student names at the start of the term. Learn about your students' personalities and interests; use this to tailor exercises and content to a particular class. Maintain eye contact with your students as you teach. Let each student know you are interested in his or her progress.
- **Keep students involved.** Limit the amount of time you spend explaining information—instead, elicit information from students by asking simple questions in English. Alternate asking questions of the entire class and calling on individual students to answer; this will ensure all students are listening, involved, and have an opportunity to participate
- **Maintain a fun, challenging pace.** Set a time limit for activities so students will know they have a limited amount of time to complete the activity; when most students have finished an activity, move on to the next stage—this will motivate students to work hard and maintain student interest in the lesson.
- **Give clear instructions.** Always elicit one or more answers at the start of a written exercise or provide a model (teacher-student, student-student, etc.) for pair and group work so that all students understand what to do. If you discover at the start of an exercise that many students have misunderstood the instructions, immediately stop the activity to clarify instructions and provide another model.
- **Monitor and reward students.** Walk around the room as individuals, pairs, or groups are working on an activity. Keep an eye on all students so that you know which ones need your help or guidance. Reward students both verbally and nonverbally for their effort and achievement as they work. When students have finished an activity, always perform a check for the class and give feedback.

Teaching techniques

The choice of teaching techniques obviously depends on the individual classroom situation and your preferred teaching style. Below are some suggested techniques:

► Pair and group work

Many of the exercises in *Postcards* are designed so that students can work in pairs simultaneously. In pair work, students' talking time is increased dramatically, and students engage in extensive practice in a short period of time. It's important to vary pairings in class so each student gets an opportunity to work with a variety of others. Vary pairs by having students work with the student on the left, on the right, in front of, or behind them. To assign pairs efficiently, give explicit verbal instructions and examples, such as *Work with the partner on your right.* (pointing to the student at the end of the row) *You're A.* (pointing to the student on his or her right) *You're B.* (pointing at the next pair) *You're A; you're B.* (pointing at the next row) *You're A; you're B.* Etc.

You can also form random pairs. This works especially well when you have pairs stand to perform the exercise. Say, for example: *Stand and find a partner you haven't worked with before. You have fifteen seconds to find a partner. Everybody, stand and find a partner!*

Students can work in groups when they do discussions, task-based activities, role-plays, questionnaires, and projects. Group work is an effective vehicle for encouraging cooperation and independent learning. It also provides shy students the opportunity to open up and participate. You can form groups with students of similar ability so that each student is performing at his or her level. Alternatively, you can form groups of students with mixed ability so that the more capable students can help others. As with pairs, vary group members so students are exposed to a variety of others. To assign groups efficiently, give explicit instructions and examples of how students are to form their groups.

Setting up: modeling and time limits

When students will be working independently in pairs or groups, follow written or verbal instructions with a model to ensure all students understand how to proceed. Depending on student level and the complexity of the task, you may wish to model in more than one of the following ways to make sure students know what to do:

- Teacher to self (T-T):
T: *What's your name?* (Pause) *I'm Mr. Mori.*
- Teacher to student (T-S):
T: (Pointing to student) *What's your name?* S: *I'm Taro.*
- Student to teacher (S-T):
T: (Pointing to student) *Ask me.* S: *What's your name?* T: *I'm Mr. Mori.*

- Student to student (S-S):
T: (Pointing to student) *Ask Taro.* S1: *What's your name?* S2: *I'm Taro.*
- Student 1 to Student 2 to Student 3, etc., in a chain (S1-S2-S3):
T: (Pointing to student) *Taro, ask Miki. Miki, answer and ask Tomo. Tomo, answer and ask the next student, and so on.* S1: *What's your name?* S2: *I'm Miki. What's your name?* S3: *I'm Tomo. What's your name?* S4: *I'm . . .*

To make sure students are focused and work quickly, set a time limit for the task. Warn students halfway through the task how many minutes they have left. Warn them again one minute or so before the time is up.

Monitoring and correction

After modeling, it's important to move around the classroom and unobtrusively monitor pairs or groups. While monitoring:

- Make sure students are demonstrating that they understand how to do the exercise; if most students have not understood, you may need to do another model.
- Make sure that students are using the main target language (the grammatical or lexical focus of the practice) correctly; if most students are not, you may want to stop to do a quick review and encourage students to pay attention to language usage.
- Don't correct minor errors. Just take note of any important ones or ones which would be helpful for the whole class to give feedback on later.
- Move unobtrusively from group to group to help, encourage, and praise students as needed. Listen for pairs or groups with typical or interesting conversations—you may wish to call on these to share their work during the check.

Following through: checking

After pairs or groups have finished an exercise, it is important to check by calling on a few pairs or groups to present their exchanges, ideas, summaries, etc., to the class. This will allow the class to see typical or interesting examples of pair and group work, and provide feedback and closure. For dialogues and exchanges, call on pairs or groups to stand and perform for the class. For discussions, you may wish to call on one person from the pair or group to summarize the conversation.

► Repetition and choral practice

Repetition and choral practice helps students reproduce and remember sounds, words, and structural patterns. Repeating chorally can also help students gain confidence before they are asked to perform individually. Repetition and choral practice can be used with **Dialogues**, **Putting it together** photostories, **Grammar focus** charts, **Pronunciation** exercises, **Vocabulary** lists, **Useful expressions**, and **Communication** and **Speaking** exchanges.

Options

Below are some different patterns for repetition and choral practice:

- **Whole class:** *Everyone, repeat after me/the CD.* Optimal for the first time a dialogue, exchange, or vocabulary item is presented—the whole class repeats after the teacher or audio.
- **Half the class at a time:** *This half of the class repeat after A, then this half of the class after B.* Useful for dialogues or exchanges with two roles, or for encouraging competition between two sides of a class for each line of a dialogue or exchange. This can also be done with horizontal or vertical rows: (Pointing to the appropriate rows) *Even-numbered rows repeat after A, odd-numbered rows repeat after B.*
- **Groups:** *This group repeats after A, this group after B, and this group after C.* Useful with dialogues or exchanges involving multiple roles. Make sure each group gets to repeat after each role once.
- **Individual checks:** *Pedro, repeat.* Useful for monitoring individual pronunciation and keeping all students actively involved, individual checks can be interspersed with any class or group choral repetition.

Techniques

A good technique for choral practice is “backchaining,” in which students repeat an utterance—usually a sentence—in parts, starting from the end and building up to the complete utterance; for example: *Repeat after me, everybody . . . start? . . . movie start? . . . does the movie start? . . . What time does the movie start?* The key to effective backchaining is to keep intonation consistent.

Choral repetition must be fast-paced and challenging in order to maintain student involvement. A good technique for maintaining pace is “overlapping,” or presenting the beginning of a new line or phrase just as students are finishing repeating the previous one; for example:

Teacher: *How are you?*

Class: *How are you?*

Teacher: *I'm fine, thanks.* (as students are saying *you*)

Important stress and intonation patterns can be emphasized by exaggerating and using body language during choral repetition; for example, saying stressed words more loudly and with gestures: *What TIME does the movie START?*

► Homework and homework correction

The writing exercises in the Student Book and in the Language Booster may be given as homework. It is a good idea to prepare students beforehand for homework by making sure that instructions are understood, clarifying any new vocabulary or expressions, and eliciting one or two exercise items for each step or exercise.

Homework can be corrected in the following ways:

- Check answers to exercises by eliciting the answers orally in class and writing answers on the board as needed.
- Have students correct their partner's exercises using a photocopied answer key or with the teacher reading out the answers.
- For written paragraphs and compositions, have students check their partner's work using the Peer editing checklist (page 138 of the Student Book).

Suggested procedures for the Student Book

The Student Book offers an array of interesting and engaging material that students will enjoy doing in class. Below are some suggested general procedures for each element in the Student Book.

► Learning goals

The **Learning goals** highlight the main points of **Communication, Grammar, and Vocabulary** in each unit. Before starting a lesson, you may want to have students look at the Learning goals.

Suggested procedures

- Draw students' attention to the items in the Communication section; for example, *Talk about abilities, Ask for permission* (Unit 1). Ask the class to give examples, either in English or L1, of language that they expect to learn in the unit.
- Read or call on a student to read aloud the Grammar goals. Don't explain the grammar point at this time; it is enough to introduce students to the terminology at this point. Tell students that they will learn more about the Grammar points in the unit.
- Refer students to the word groups listed in the Vocabulary section; for example, *Clock times* (Unit 1). Elicit examples of English words students already know in these groups.
- After students have completed the unit, you may wish to have students refer back to the Learning goals. Ask them to give examples for each of the goals listed, and to confirm that they have met the goal.

► Large photographs

The large photographs that accompany the presentation material at the beginning of each unit are an important teaching resource. They can be used for warm-up and to help students predict the scene of the dialogue or the focus of the activity. They can also be used to elicit key vocabulary or to teach cultural differences between the United States and the students' own culture. After the lesson, the photographs can also be used to review what the students already know about the characters, such as their names, ages, and relationships.

Suggested questions for exploiting the large photographs are given in the teaching notes.

► Dialogues and Comprehension exercises

The dialogues in *Postcards* develop the storyline and present new structures and functions in context. The following guidelines are for handling dialogues in general. Specific suggestions for teaching the dialogues are given in the lesson notes.

Suggested procedures

Before you play the dialogue:

- Ask questions about the large photograph to set the scene for the dialogue and help students predict what it will be about.
- Have students cover the dialogue with a notebook, a piece of paper, or their hand.
- Tell them to look at the Comprehension questions. Read or call on students to read the Comprehension questions aloud. Alternatively, have students read the questions silently. Preteach any new vocabulary students will need to understand to answer the questions.

Depending on your students' abilities, play the audio once, twice, or three times. After each listening, give your students a moment to complete their answers to the Comprehension questions. You may want to ask students to raise their hands if they would like to listen again. When students have completed the questions:

- Have students uncover the dialogue. Play the audio and have students read along to check their answers to the Comprehension questions.
- Elicit the answers, writing them on the board if needed. If students have difficulty with any of the items, elicit the line(s) of the dialogue where the answer is given.
- Play the audio again, stopping at intervals to explain or elicit the meanings of new vocabulary or expressions, to elicit the unit's grammatical structures, or to give background information (see dialogue **Background notes** in this Teacher's Edition). Some techniques for teaching new vocabulary are:
 - using real objects in the classroom environment
 - showing flashcards or magazine pictures
 - using sketches and diagrams on the board or overhead projector
 - miming and acting
 - explaining meanings in simple English
 - having students use dictionaries

Depending on your students' needs and your situation, you may want to either move on to the next exercise at this point, or you may instead want to have students practice the dialogue to further familiarize them with it. Procedures for further practice are:

- Read or play the dialogue again, pausing after each sentence or line for students to listen and repeat chorally and individually. Work on

students' pronunciation, intonation, and stress. Vary the choral repetition pattern for different dialogues (see Options, page ix) and use a variety of techniques (backchaining, overlapping, exaggeration and body language; see Techniques, page ix).

- Assign students to pairs or groups, depending on the number of characters in the dialogue, and have them practice reading aloud. Make sure students switch roles so that each student has the chance to read each role at least once.
- Time permitting, after the initial pair or group readings, you may want to do one of the following activities to increase students' fluency and grasp of the language:
 - Have students change partners or groups and practice each role again; encourage students to read as quickly and as naturally as they can.
 - Have students silently read each line, then look up and say it, making eye contact with their partner(s) as they speak.
 - Have students stand and act out the parts dramatically, using facial expressions and gestures.
- After pair or group practice, call on one or two pairs or groups to stand and perform the dialogue in front of the class.

► Useful expressions

The **Useful expressions** are a selected list of phrases and expressions from the dialogue that are either common collocations or colloquial expressions. The students should learn these as fixed items. Do not attempt to explain the grammar behind the phrases unless the students ask specifically for information of this kind. Useful expressions are recycled in appropriate contexts in the rest of the unit and in the subsequent units.

Suggested procedures

- Check that the students understand the meanings of the expressions by eliciting the meaning or having them give examples of situations when the expressions are used.
- Play the audio and ask the students to repeat the phrases chorally. Work on pronunciation, stress, and intonation as needed. Then have students complete the exercises.
- You may want to keep a list of the Useful expressions presented during the course so that you can use them yourself when interacting with students and review them at regular intervals.

► Vocabulary

Vocabulary is presented in lexical groups and practiced through exercises and tasks linked to the grammatical or communicative focus of the unit. The illustrations in *Postcards* have been carefully chosen to help you teach new vocabulary.

Suggested procedures

- Play the CD and have students practice pronouncing the vocabulary items. Pause the audio and help students as needed. Use the illustration or another teaching device to make sure students understand the vocabulary.
- Model or elicit the first one or two exercise items. Then have students work individually, in pairs, or in groups to complete each exercise. Monitor, help, and praise students as they work. When most students are finished, call on students to share their answers with the class.
- You may want to have students keep a small notebook in which they list new words and expressions along with their definitions.

► Pronunciation

The **Pronunciation** exercises isolate and practice important sounds, stress and intonation patterns, as well as suprasegmental features (linking, blending, etc.).

Suggested procedures

- Briefly introduce the pronunciation feature. Model mouth position for basic sounds; use the board or gestures for stress, intonation, and suprasegmental features. Special tips for teaching each pronunciation item are included in the lesson notes for each unit.
- Play the audio and have students practice the target sound several times. Pause the audio and help students as needed. When students are able to form the correct sounds, have them complete the related exercise.

Phonetic transcriptions in the Teacher's Edition follow those used in the *Longman Dictionary of American English*.

► Grammar focus, Discovering grammar, and Practicing grammar

The **Grammar focus** charts present the grammatical forms or structures taught in a unit. The Grammar focus presentations are always followed by **Discovering grammar**. This section invites students to learn grammar inductively—that is, to figure out the main grammar rules by themselves. Discovering grammar is followed by the **Practicing grammar** section, which consists of several practice exercises that enable students to produce the relevant grammatical form or structure presented in the Grammar focus chart.

Suggested procedures

- Read the grammar chart heading aloud or call on a student to read it. Explain or elicit any new grammatical terms.
- Have students read the examples, either silently or aloud. Tell them to pay particular attention to the parts in boldface.

- Ask students to think about the grammar rule or rules involved. Then have them work individually or in pairs to complete the Discovering grammar section.
- Elicit answers to the Discovering grammar section. Clarify any difficulties.
- Explain or elicit other relevant information about the grammatical item(s) presented in the chart (see specific teaching notes for each lesson, as well as the Grammar reference section at the back of this Teacher's Edition). Refer the students back to the dialogue or presentation text to find examples of the structures, if helpful.
- Move on to the Practicing grammar section immediately. These exercises should be done in class rather than as homework. This will enable you to detect any problems the students may have with applying the grammar. The exercises progress from more controlled to less controlled application of the grammar.
- For each Practice exercise, model or elicit the first one or two answers or exchanges. Have students work individually, in pairs, or groups to complete each exercise. Walk around the room to monitor, help, and praise students as they work. When the majority of the class is finished, elicit the answers or call on pairs or groups to present to the class. Write answers on the board as needed.

► Communication

The **Communication** sections focus on the important communicative functions to be practiced in the unit. The communication exchanges either develop the grammar from the unit in a communicative context—for example, Talk about your routines (Unit 2)—or exemplify communicative sentences without emphasis on the underlying grammar—for example, Make suggestions (Unit 3).

Suggested procedures

- Point out the communicative function to be practiced and play the audio.
- Practice the exchanges chorally, using backchaining to help students with overall rhythm and intonation (see Techniques, page ix).
- Read the instructions for Exercise B and model the role-play (teacher-student, student-student, etc.). Have students practice in pairs or groups, with each student practicing each role one or more times. To help students internalize and gain fluency with the language, assign new partners and have students practice again; alternatively, have students stand and practice, changing partners several times (say, for example, *Practice with at least four other students*).
- Call on one or more pairs or groups to stand and perform for the class. If helpful, you may want to have students write out the conversation after the oral practice.

► Learn to learn

The **Learn to learn** sections are designed to help students become better language learners. This section presents general learning strategies as well as specific strategies for reading, listening, speaking, writing, and vocabulary acquisition. Students are then given a task with which they can practice applying the learning strategy.

Suggested procedures

- Read the strategy aloud or call on a student to read it. Elicit or explain how the strategy is helpful.
- Tell students that they will now practice using the strategy. Read or call on students to read the task instructions. Model or elicit one or more answers if needed. Then have students complete the task.
- After checking the task, ask students if they found the strategy helpful. Elicit when and where they could apply this strategy.
- Recycle the strategy whenever applicable: recycle a reading strategy in the next reading exercise, recycle a listening strategy in the next listening exercise, etc. Recycle by reminding students of the strategy, eliciting how to perform it, and asking students to practice applying it. By repeatedly applying the strategy, students will internalize it.

► Teen talk

The **Teen talk** sections are designed to let students talk about topics of interest in a casual, relaxing manner with little or no teacher intervention.

While many of the activities in *Postcards* focus on accuracy, Teen talk focuses primarily on teen-to-teen communication. It gives students a chance to pay less attention to form and more attention to getting their ideas across in English.

Suggested procedures

- Read or have students read the instructions, then quickly chorus the Useful language. Follow with a teacher-student or student-student model of the beginning of the discussion.
- Assign groups and let students discuss. Walk around and monitor as students work. You may occasionally need to mediate—for example, to encourage shy students to give their opinions—but avoid correcting or offering language help unless asked.
- When students have finished, call on several students to share their thoughts and ideas on the topic with the class.

► Your turn

The **Your turn** section personalizes a topic and allows students to apply recently learned language. The activity may be oral (see Unit 1, for example) or written (as in the **Focus on culture** sections). Follow standard procedures for pair, group, or writing activities.

► Listening

There are a variety of types of **Listening** exercises in *Postcards*. All include the structures, functions, and vocabulary in focus. Audioscripts may highlight a telephone conversation, an extract from a radio program, an interview, or a recorded continuation of the storyline featuring the main characters. Each listening is accompanied by a simple task such as completing a chart or answering comprehension questions. Some tasks ask students to listen for specific information, while others encourage them to listen for gist rather than at word level.

Suggested procedures

- Set the context of the Listening. Ask warm-up questions to generate interest.
- Make sure that students understand the instructions and task.
- Always have students read over the questions, chart, etc., before they begin. Elicit or explain any new words in the task.
- Play the audio once for students to grasp the general idea. Ask a few simple comprehension questions. Play the audio again once or twice and have students complete the answers to the task as they listen. If students still have difficulty completing the task after a third listening, play the audio once more and stop at key points where students need to record information.
- Check the answers to the task. Replay the audio if helpful.

► Reading

The importance of reading cannot be overestimated. It gives confidence and motivates learning. It provides context for new language and serves as a model for writing. Most important of all, it is a stimulus for ideas and discussion. The reading texts in *Postcards* are varied in type and length and are often adapted from authentic sources such as brochures, newspapers, and magazines.

Suggested procedures

- Ask a few general warm-up questions to set the context of the reading. Elicit the title and ask questions about the photographs. Ask students to predict what the reading will cover.
- Have students read the instructions and questions or task, explaining any new vocabulary words therein. Make sure students understand what they are to do.
- Have the students read the text silently once or twice to themselves. Alternatively, play the audio or read the text aloud the first time with the students following along in their books, then let them read the text again silently. Encourage students to guess the meaning of new words and expressions as they read.
- Have the class do the comprehension task, either individually or in pairs.

- Check the answers. Elicit or explain the meanings of any key vocabulary items. If helpful, have the students do a final confirmation reading of the text.

► Writing

Writing tasks have a twofold purpose: to consolidate the language in focus and to help students produce specific text types. The detailed lesson notes give guidance for handling specific writing tasks.

Suggested procedures

- There is often a model reading or set of questions that will help guide students through the Writing exercise. Encourage them to consider the model as they think about and then write their paragraph(s).
- Help students brainstorm about what kind of content they might include in their writing. You may wish to do this as a class, in groups, or in pairs.
- Encourage students to make notes or an outline before they begin writing. If helpful, review the relevant paragraph structure with your students; for example:
 - topic sentence
 - examples or support
 - conclusion
- If students are performing the Writing exercise in class, circulate to monitor and help them. Encourage them to check a dictionary for the spellings of new words.
- After students have finished their writing, have them exchange papers with a partner and mark their partner's work using the Peer editing checklist on page 138. Then have students take back and correct their writing before turning it in to you. You may wish to have students use the following correction symbols when marking each others' work:

sp = spelling *gr* = grammar *wo* = word order
v = vocabulary *p* = punctuation

► Putting it together

Putting it together is a photostory activity that occurs at the end of odd-numbered units (Units 1, 3, and 5). It features the main characters and consolidates previously learned language with a predicting and listening activity. Follow standard listening activity procedures.

You may want to extend this section by treating the photostory text as a dialogue with chorusing and pronunciation work, pair or group practice, and dramatic reenactment. The photographs and dialogue can also be used to discuss American life and culture and compare it with students' own.

► Progress checks

The **Progress checks** are found after every two units (Units 2, 4, and 6). They give students a

chance to measure their progress on a regular basis. Each begins with a Test-taking tip to help students learn strategies for doing their best on tests. The Progress check tasks are divided into three sections: **Grammar**, **Vocabulary**, and **Communication**. There is also a **Now I Can . . .** checklist for students to reflect on what they have learned in the previous two units.

To calculate student scores on the Progress checks, simply total the number of possible points per section (the number of items minus the examples). Then divide the number of correct responses by the total number of points. For example, on a test with 63 possible points, a student answered 46 correctly. Divide 46, the number of correct responses, by 63, the number of possible points. The calculation ($46 \div 63 = .73$) results in a score of 73%.

Optional Sections

The following are optional sections that can be done with or after units. Suggestions as to teaching procedure and when to complete each activity are listed at the optional point of use. You may wish to use all of these activities or just a few, depending on your situation and student needs.

► Games

Games are found after Units 1 and 2 of the Student Book. The Games are designed to practice relevant grammar and vocabulary in a relaxed and fun format. They provide students with the opportunity to consolidate language while having fun.

► Projects

Projects are found after each game. These Projects provide students with the opportunity to produce a piece of work based on their own input and ideas, while at the same time consolidating and expanding on the language they have learned. Project work fosters creativity, learner independence, and cooperation with other students.

Make sure that you and the students can give sufficient time to each Project. Some may be completed in one or two class hours, while are longer-term assignments.

► Wide Angle on the world

Wide Angle readings come after every third unit. Each expands on a theme from previous units. Wide Angle offers additional integrated practice in reading, speaking, listening, writing, vocabulary development, and learning strategies.

► Fun with grammar

Throughout the units, students are referred to the **Fun with grammar** activities located in the back of the Student Book. These grammar-based competitions are designed to be fun while at the same time allow for review and reinforcement of unit content.

► Fun with songs

The **Fun with songs** section is found at the end of the Student Book. These song projects provide an opportunity for students to take a break and relax, listen to and discuss music and musicians, and gain a greater appreciation and understanding of English songs.

► Focus on culture

Focus on culture pages are found at the end of the Student Book. These readings allow students to gain cross-cultural understanding through the study of other cultures and comparisons with their own. Each Focus on culture spread includes discussion and writing practice.

Special Features in the Teacher's Edition

► Background notes

Background notes in this Teacher's Edition present in-depth information on U.S. and world culture as touched on in the dialogues, exercises, and readings presented in the Student Book. Relevant information from the notes can be shared with students to increase their cross-cultural understanding.

► Focus on multiple intelligences

Recognizing that students have a variety of learning styles and abilities, teaching suggestions in this Teacher's Edition include notes on activities with a strong focus on multiple intelligences. These activities will benefit students with natural affinities to specific intelligences and related learning styles. At the same time, focusing on different intelligences can help all students explore and further develop a wider range of learning modes. The intelligences highlighted in the teaching notes are:

Kinesthetic: Students with a strong kinesthetic, or bodily, intelligence will learn well when engaging in activities involving motor skills. Activities such as hands-on projects, games, total physical response exercises (TPR), and the acting out of dialogues and scripts with movement and gestures stimulate kinesthetic intelligence.

Visual: A student with visual/spacial intelligence responds to visual representations and is good at creating mental images. Making or using pictures, diagrams, graphic organizers, maps, symbols, photos or videos, etc., will be helpful for this type of learner, as will activities involving visualizing.

Auditory: A student with strong auditory/musical intelligence is sensitive to sounds and patterns of rhythm, intonation, and pitch. Students with this type of intelligence will be stimulated by activities involving sound—pronunciation and intonation work, listening exercises, songs, jazz chants, etc.

Logical: A student with developed logical/mathematical intelligence is good at thinking logically, recognizing patterns, and doing

calculations. A logical learner will benefit from activities involving deductive and inductive thinking, classification, rules, and processes.

Linguistic: Students with a high degree of linguistic intelligence are talented at extracting meaning from text and using language to express meaning. They tend to be good at learning languages and generally have an affinity for writing, reading, summarizing, giving speeches, and other language-based activities.

Interpersonal: Students with a high degree of interpersonal intelligence have a developed sensitivity to others and learn well through social interactions. Pair and group work, collaborative learning, interviewing, writing dialogues, and reflecting on social situations presented in dialogues are examples of activities helpful to an interpersonal learner.

Intrapersonal: A student who is self-reflective and sensitive to his or her own feelings tends to have a high degree of intrapersonal intelligence. Independent work, self-assessment, self-reflection, personalizing, journal-writing, and thinking about one's personal reaction to situations and topics will be of benefit to the intrapersonal learner.

► Focus on values

As the classroom is one of the best places to help young people develop values and character, each unit of the Teacher's Edition includes notes focusing on values. The characters and situations presented in the dialogues and photostories are modeled after real teens and thus present numerous opportunities for reflection on appropriate and inappropriate behavior. **Focus on values** notes provide suggestions on how to help students recognize and react to implicit and explicit values, attitudes, and behavior in dialogues and photostories.

► Cross-curricular activities

The Teacher's Edition includes **Cross-curricular activity** suggestions for each unit of the Student Book. These activities encourage students to use—and sometimes expand—their knowledge of social studies, science, literature, and the arts while practicing English.

► Home/School connection

Parents play a fundamental role in the education of their children. The more they get involved and encourage their children, the better results students achieve. For this reason the Teacher's Edition provides **Home/School connection** suggestions on increasing parental involvement in students' English education.

► Grammar reference

The **Grammar reference** section found at the end of the Teacher's Edition provides in-depth grammatical background about the structures and elements in

each of the grammar charts in the Student Book. The Grammar reference section provides any necessary grammatical information the teacher needs to successfully teach the unit grammar. Depending on the level and prior knowledge of students, the teacher may wish to share or elicit some or all of this extra grammatical information in class.

► Unit and Quarterly tests

Photocopiable **Unit** and **Quarterly tests** (every three units), as well as their answer keys, are found at the end of the Teacher's Edition. The answer keys specify the total number of possible points for each test: 50 points for Unit tests and 150 points for Quarterly tests. To calculate student scores, simply divide the number of correct responses by the total number of possible points. For example, on a test with 50 possible points, a student answered 45 correctly. Divide 45, the number of correct responses, by 50, the number of possible points. The calculation ($45 \div 50 = .90$) results in a score of 90%.

► Student self-evaluation checklists

A photocopiable **Student self-evaluation** checklist is found at the end of the Teacher's Edition. You may copy and give this to students after each unit so that they may reflect on and assess their own progress.

► Certificate of completion

The **Certificate of completion** at the back of this Teacher's Edition may be photocopied and given to students at the successful completion of this course. The certificate serves as a concrete symbol of the effort and progress the student has made in his or her English study.

Summary: In Student Book 1A, Brian Williams, an exchange student from Australia, comes to the United States to live with an American family, the Gibsons, for a summer. The Gibson children—Andy, Liza, and Robbie—and Mrs. Gibson meet Brian at the airport. Liza is immediately attracted to Brian. She tells her best friend, Annie, about Brian

but refuses to have the two meet. Later, Brian meets Joey, Liza’s only cousin.

Busy with Brian, Andy has no time for his girlfriend, Caroline. He forgets her birthday. When he visits Caroline at her house, she is understandably upset. She pretends to be very interested in Brian, which worries Andy.





Liza

Andy

Robbie

Caroline

Let's get started.

Vocabulary

1 Numbers 1–20

A. Listen and repeat the numbers.

1 one	8 eight	15 fifteen
2 two	9 nine	16 sixteen
3 three	10 ten	17 seventeen
4 four	11 eleven	18 eighteen
5 five	12 twelve	19 nineteen
6 six	13 thirteen	20 twenty
7 seven	14 fourteen	

B. **PAIRS.** Close your book. Take turns counting up to 20.

- A: One.
B: Two.
A: Three.

2 The English alphabet

A. Listen and repeat the alphabet.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

B. **PAIRS.** The English alphabet has five vowels. Write the vowels in the blanks.

C. How many consonants are there? _____

3 Months of the year

A. Listen and repeat the twelve months that make up a year.

January	February	March	April
May	June	July	August
September	October	November	December

2 Let's get started.

B. Write the month of each holiday or event.

- Halloween October
- Valentine's Day _____
- Christmas _____
- New Year's Day _____
- Your birthday _____

4 Days of the week

A. Listen and repeat the days of the week.

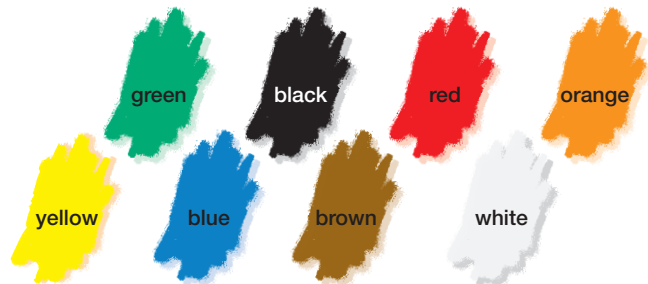
Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

B. A week has five weekdays and a two-day weekend. Look at the calendar and circle the days that make up a weekend.

JANUARY						
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		

5 Colors

A. Look at the colors.



B. **PAIRS.** What colors do you like? Tell your classmate.

- A: I like yellow and blue. B: I like red.

Let's get started.

Vocabulary

1 Numbers 1–20 (10 min.)

A.

- Have students open their books. Hold up your book and point to the instructions for Exercise A. Say *Read the instructions as I read them aloud*. The combination of aural and written input will help students grasp their task more easily.
- If helpful, model repeating a few numbers with the class before you start the audio.
- 2 Play the audio, pausing for students to repeat. Work on pronunciation as needed. Replay the audio if helpful and have students repeat again.

B.

- Have the class read aloud the numbers in their books. Continue to work with pronunciation.
- **PAIRS.** Direct students' attention to Exercise B. Read the instructions aloud. Have students close their books. With a strong student, model taking turns counting. Assign partners and walk around to monitor and help as students practice. When they are finished, have them change roles and practice again; demonstrate this with a pair.

2 The English alphabet (10 min.)

A.

- 3 Point to and read the instructions aloud as students follow along in their books. Play the audio as students listen and repeat. Work on pronunciation, replaying the audio if needed.

B.

- Point to and read the instructions aloud. Elicit or explain the meaning of *vowel* (a letter that stands for a sound made by letting air out without stopping it with the lips, tongue, or teeth).
- Elicit the answer to the first blank. (*Aa*) Write this on the board and have students write it in the blank in their textbook.
- **PAIRS.** Assign pairs and walk around as students work. Then elicit the answers and write them on the board. (*Aa, Ee, Ii, Oo, Uu*)

C.

- Elicit or explain the meaning of *consonant* (a letter that stands for a sound made with the lips, tongue, or teeth).
- Have students count and write down the number of consonants. Then elicit the answer and write it on the board. (21)

Extension

Say several letters in sequence (*a, b, c, d*) and then pause to see if students can supply the next letter. Continue, giving fewer and fewer letters before pausing.

3 Months of the year (10 min.)

A.

- 4 Play the audio one or more times as students listen and repeat.

B.

- Read the instructions aloud and elicit the answer to the first two items. Write the answer to the second item on the board.
- Have students work individually or in pairs. Check by calling on volunteers.

Answer key

1. October
2. February
3. December
4. January
5. Answers will vary.

4 Days of the week (5 min.)

A.

- 5 Play the audio one or more times as students listen and repeat.

B.

- Read the instructions aloud. Elicit or explain the meanings of *weekday* and *weekend*.
- Point to the January calendar. Elicit the first weekend days. Write them on the board and model circling them in your book. Then have students work individually to finish circling the dates. When students have finished, elicit the answers and write them on the board.

5 Colors (5 min.)

A.

- Have students look at the colors in their books. Read the names aloud and have students repeat. Then point to the colors and elicit the names from the class.

B.

- **PAIRS.** Read the instructions aloud. Then read the example exchange and have students repeat. Model the activity with a student. Then call on a pair to stand and model it for the class.
- Assign pairs and have students ask and answer. Then elicit answers from different students.
- Take a class survey of the most popular colors by asking students to raise their hand when you call out one of their favorite colors.

6 A classroom (10 min.)

A.

- Have students look at the pictures and repeat as you point to and read each word aloud.
- Say each word again and point to or touch its equivalent in your classroom. Have students repeat the word after you. Then point to an item in the classroom and elicit the word from the class.

B.

- **PAIRS.** Read the instructions aloud and have the class repeat the example after you. Then model the activity with a student, demonstrating taking turns. Next, call on a pair to stand and model this activity for the class.
- Assign pairs. Walk around to monitor as students practice.
- To check, call on a student to come to the front and ask about the colors of objects in the classroom. Have the class answer together.

7 Classroom objects (15 min.)

A.

- If possible, gather the actual items in the list and have them ready on your table beforehand. Introduce this activity by eliciting or teaching the names of each item on the table; for example, pick up a book and ask *What is this in English?* Write the answers on the board.
- **6** Have students open their books. Read the instructions, then play the audio one or more times as students listen and repeat.

B.

- Read the instructions aloud. Model the activity by holding up an item you have, saying its name, then checking the appropriate box in your textbook.
- To conclude this activity, call on a student to tell you what boxes he or she checked. Then say each item aloud and have students hold up the item if they have it.

8 Classroom commands (10 min.)

A.

Focus on multiple intelligences: this activity focuses on kinesthetic intelligence.

- Call on a strong student to read the instructions aloud. Then hold up your book. Point to each command, read it aloud, and have the class repeat after you.
- Say each command again, have students repeat, then model performing the command. Have students perform the command after you. (For *Come in*, you may want to act out knocking on and then stepping through an imaginary doorway.) Then say each command again in random order and have students act it out with you. Continue until you feel students have learned the actions that go with each command.

B.

- **PAIRS.** Assign pairs, indicating which student in each pair is Student A and which is Student B. (Pointing, say *You're a pair. You're Student A. You're Student B.*) Model performing the activity with a student. Then call on a pair to stand and model it for the class.
- When students have finished, tell them to switch roles. If helpful, demonstrate this for the class with the student you modeled with previously.
- To check, have the class close their books. Say the commands in random order and have the class act them out. To make this more fun and challenging, pick up the speed of your commands as you proceed.

6 A classroom

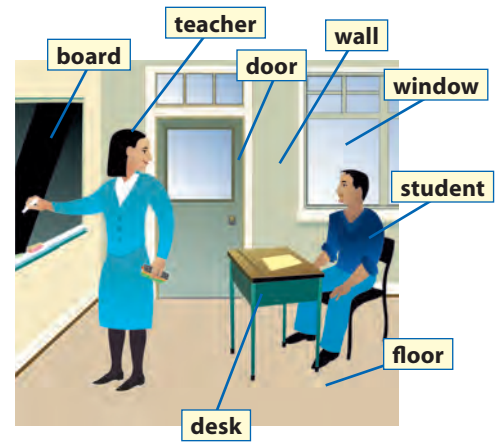
A. Look at the picture and read the labels.

B. **PAIRS.** Take turns. Ask for the colors of these things in your classroom.

board door wall desk

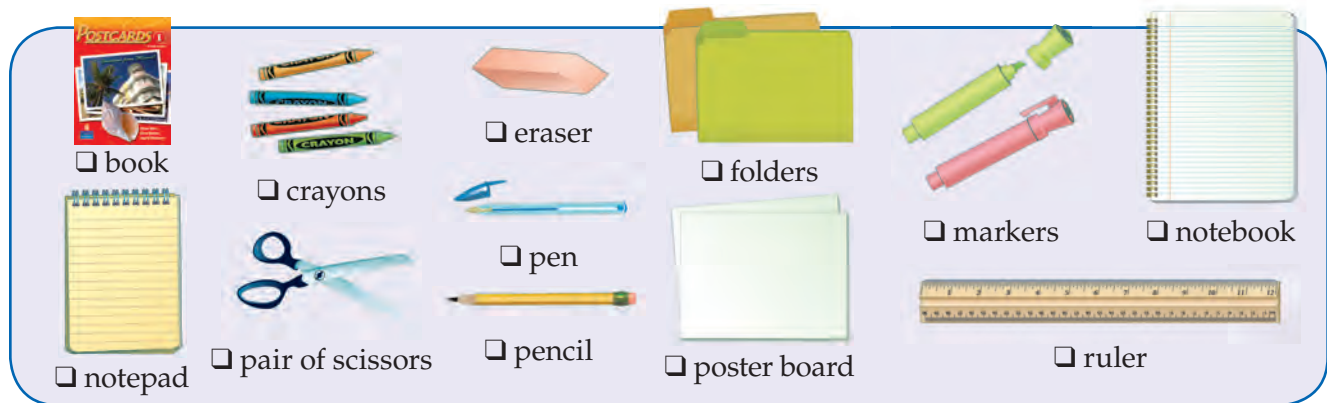
For example:

A: What color is the board? B: Black.



7 Classroom objects

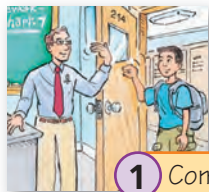
A. Look at the pictures as you listen and repeat the words.



B. Look at the words in Exercise A. Check (✓) the items you have.

8 Classroom commands

A. Look at the pictures and read the commands.



1 Come in.



2 Stand up.



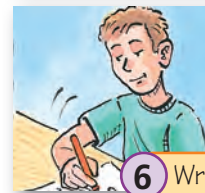
3 Sit down.



4 Open your book.



5 Close your book.



6 Write.



7 Listen.



8 Raise your hand.




9 Exchange work with a classmate.

B. **PAIRS.** Student A, give a command. Student B, do Student A's command. Switch roles.

Let's get started. **3**

9 Words for people


A.  Look at the pictures as you listen and repeat the words.

B. Write the name of a member from your family next to each word.

1. baby _____
2. boy _____
3. girl _____
4. teenager _____
5. man _____
6. woman _____



10 Common adjectives

A.  Look at the pictures as you listen and repeat the words.



beautiful



young



small



old

big



short

tall

handsome



B. Think of a famous person. Write three adjectives that describe that person.

Name: _____ Adjectives: _____


11 U.S. money


A.  Listen and repeat the words.

• a penny or one cent = 1¢ 

• a nickel or five cents = 5¢ 

• a dime or ten cents = 10¢ 

• a quarter or twenty-five cents = 25¢ 

• fifty cents = 50¢ 

• a dollar or one dollar = \$1.00 

• five dollars = \$5.00 

• twenty dollars = \$20.00 

B. Write the answers.

1. five pennies = 5¢

2. two dimes and a nickel = _____

3. two quarters = _____

4. two nickels = _____

5. four quarters = _____

6. two ten dollars = _____

4 Let's get started.

9 Words for people (10 min.)

A.

- **7** Read the instructions, then play the audio one or more times as students listen and repeat.
- To extend the activity, bring pictures from magazines showing people of different ages and both genders. Hold up the pictures and ask the class *What does the picture show?*

B.

- Read the instructions. Elicit or explain the meaning of *member from your family*. Then write *baby* and *boy* on the board. Say the names of two of your own family members and model writing them next to the appropriate family word on the board; say, for example, *Juan is a baby. He is six months old.*
- Have students work individually to fill in the blanks. Check by calling on several different students to say the names they wrote next to each word.

10 Common adjectives (10 min.)

A.

- Read the heading aloud. Elicit or explain the meaning of *adjective* (a word that describes or tells something about a person, place, or thing).
- **8** Read the instructions, then play the audio one or more times and have students repeat. You may want to pause the audio after each adjective and elicit the L1 equivalent to help students better understand.
- To extend the activity, point to the first picture and ask *What's this?* Elicit *a beautiful woman*. Write the model phrase on the board to guide students. Elicit descriptions for the other pictures.

B.

- Write the name of a famous person on the board. Then elicit adjectives that describe this person and write them on the board; for example, *Brad Pitt—handsome, short, young* (or *old*).
- Tell students to think of their own famous person. Elicit names from several different students.
- Have students complete the exercise and then share their answers with a partner.
- Check by calling on several different students to say the name of the celebrity they chose and which adjectives they used to describe him or her.

11 U.S. money (5 min.)

A.

- Write a few amounts of money on the board; for example, *\$23.49, 75¢, \$8.00*.
- Go over the list of vocabulary items with the class. Use L1 if helpful. Point out the symbols for *dollars* (\$) and *cents* (¢). Tell students that these symbols are never used together. Point out that you use a *period* between the dollars and the cents amounts, for example, *\$23.49*. The cent sign is used only for amounts less than a dollar (*75¢*).
- Explain that in the United States, there are a few special words for coins. These words are generally not used to give prices; for example, *\$5.05* is *five-oh-five* or *five dollars and five cents*, not *five and a nickel*. These special words for coins are often used to talk about small amounts of money, especially in conversations about coin-operated machines: *The parking meter takes quarters. I only have two dimes and a nickel.*
- If possible, bring real examples of U.S. bills and coins to show to the class.
- **9** Play the audio one or more times as students listen and repeat.

B.

- Read the instructions aloud and elicit the answers to the first one or two items. Then have students work individually to write the amounts of money using numbers and symbols.
- Check answers by calling on students to write the answers on the board.

Answer key

1. 5¢ 2. 25¢ 3. 50¢ 4. 10¢ 5. \$1.00 6. \$20.00

Grammar

12 Some parts of speech (5 min.)

A.

- Have students look at the chart. Read the heading of each column aloud and have students repeat.
- Elicit or explain the meaning of each part of speech: *noun* (name of a place, person, or thing), *pronoun* (word that can stand for a noun), *adjective* (word that describes a noun), *verb* (an action word), *preposition* (word that shows direction/location or where a noun is in relation to another noun or nouns). Use L1 if helpful.
- Explain that there are only three articles: *a* and *an* are *indefinite articles* and *the* is *definite*. Write *a boy* on the board. Point out that articles go before nouns.
- Point out *Australia* in the *Nouns* column. Elicit or explain why it is capitalized. (It is a proper noun.) Elicit or explain the difference between a *proper noun* and a *common noun*. Give examples; for example, *Fred/boy, Postcards/book*.

B.

- **PAIRS.** Depending on your students' background knowledge, you may want to have them work with a partner to add two or more examples in each column (except *Articles*). Check by eliciting answers and writing them on the board. Alternately, do this exercise as a class. Elicit examples, write them on the board, and have students write them in their charts.

13 Punctuation (5 min. or less)

A.

- Read the names of the punctuation marks aloud and have students repeat.
- Elicit or explain when each punctuation is used: *period* (end of a declarative statement/sentence), *question mark* (end of a question), *exclamation point* (end of an exclamatory statement/sentence), *comma* (most commonly used to separate a series of words or to show a pause in a person's thoughts or speech). Use L1 if helpful.
- Give an example for each and write it on the board. Some examples:
I am a teacher.
Are you a student?
Wow! She's so beautiful!
I can speak, read, and write in English.

B.

- Read the instructions and have students work individually to punctuate the items.
- To check answers, call on two students to write the answers on the board.

Answer key

A: What's your name?

B: My name's Lucia.

A: That's funny. My name's Lucia, too.

Communication

14 Greetings (5 min.)

- **10** Read the instructions aloud and play the audio one or more times for students to repeat. Then elicit the answer for the first item. (Good evening.)
- Have students work individually to write in the responses. Elicit the answers orally.

Answer key

1. Good evening. 2. Good morning.

3. Good afternoon.



Have students complete Workbook Exercises 1–14.

Grammar

12 Some parts of speech

A. Look at the examples of the parts of speech in the chart.

Nouns	Pronouns	Adjectives	Verbs	Prepositions	Articles
boy, girl, Australia, book	I, he, it, we, they	beautiful, small, tall	write, listen, read	from, at	a, an, the

B. **PAIRS.** Add two more examples in each column, except under "Articles." (Note: There are only three articles in English.)

13 Punctuation

A. Look at the punctuation.

- . (period)
- ! (exclamation point)
- ? (question mark)
- , (comma)

B. Add the correct punctuation.

A: What's your name

B: My name's Lucia

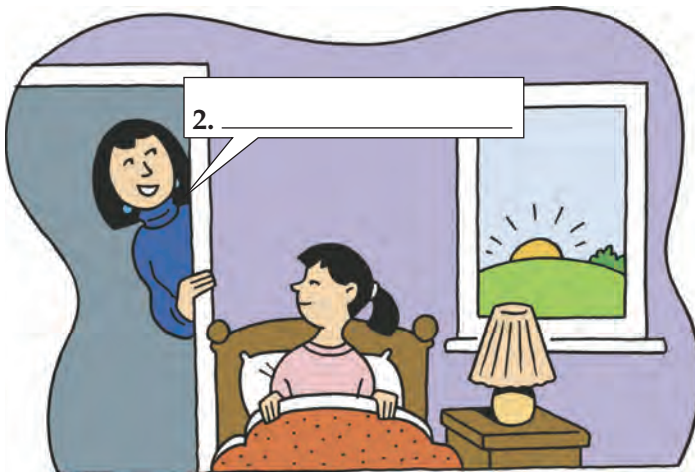
A: That's funny My name's Lucia too

Communication

14 Greetings

10 Listen and repeat the greetings. Write the correct greeting in each balloon.

- Good morning.
- Good afternoon.
- Good evening.



Let's get started. **5**

1

Can you count?

1 Dialogue

11 Cover the dialogue and listen.

Andy: Look who's here! Hi, Joey.

Joey: Is this a bad time to come?

Andy: No, no. It's OK. What time is it?

Joey: One o'clock. Are you guys going out?

Liza: Well, yeah.

Andy: Be quiet, Liza! Don't be rude.

Brian: Joey! It's good to see you!

Joey: Thanks.

Brian: Hey, why's your name *Joey*?

Joey: It's short for Josephine.

Brian: Oh, cool. Andy, what time does the movie start?

Joey: What movie? Can I come, too?

Liza: Joey, we can't all fit in the car!

Andy: Don't listen to her, Joey.

Liza: Oh, all right. Hurry up.

Learning goals

Communication

Talk about abilities
Ask for permission

Grammar

Imperatives
Can to talk about abilities

Vocabulary

Clock times

2 Comprehension

A. Circle the correct answers.

1. Liza is (*happy* / not happy) to see Joey.
2. Brian (*likes* / *hates*) the name *Joey*.
3. Joey (*wants* / *doesn't want*) to go to the movies.
4. Andy (*is nice* / *isn't nice*) to Joey.
5. Liza (*is nice* / *isn't nice*) to Joey.

B. 12 Read along as you listen again. Check your answers.



1

Can you count?

Learning goals

The following are additional learning goals in this unit:

Learning strategy

- Have a *can-do* attitude

Pronunciation

- The /æ/ sound in *can* and *can't*

Skills

- Predict missing lines
- Listen for specific information
- Talk about abilities and talents

- Ask permission to borrow something
- Write commands

Background notes (5 min.)

A **nickname** is a shortened form, or a pet name, for a person. For many English names, the shortened form is taken from the first syllable—for example, *Tim* for *Timothy*. This is the case for the characters *Andy* (for *Andrew*) and *Robbie* (for *Robert*). *Liza* is a common nickname that comes from the middle of the name *Elizabeth*. The name *Brian* does not have a common nickname.

Warm-up (5 min.)

- Have students review cardinal numbers by skip counting by 5s. Write *5, 10* on the board. Elicit from the class the numbers in the pattern, through *55*, and write them on the board. Practice skip counting together as a whole class.
- Pair students. Tell them to alternate turns and practice counting by 5s to 100. When they've finished, have them switch roles so that Student B begins.
- Tell students that they will practice more with numbers today—they will practice telling time. Have students open their books. Introduce the unit title.

Using the large photo (5 min.)

- Have students look at the picture. Ask *Who do you know in the picture?* (Andy, Liza, Brian, and Joey) *Where are they?* (in front of their house) *Do Andy and Brian look happy?* (yes) *Who looks unhappy?* (Liza)

1 Dialogue and 2 Comprehension (15 min.)

- Tell students to cover the dialogue.

A.

- Tell students to silently read the directions and Comprehension items for Exercise A. Ask them to raise their hands if they need help with the directions or items.

- 11 Play the audio two or more times.

B.

- 12 Tell students to uncover the dialogue. Play the audio while students review their answers. As you check the answers, ask students *How do you*

know that Brian likes Joey? (He says *Joey! It's good to see you!* He also says *Joey's name is cool.*) *How is Andy nice to Joey?* (He tells Liza *Be quiet! Don't be rude.* He tells Joey *Don't listen to her, Joey.*)

Answer key

1. not happy
2. likes
3. wants
4. is nice
5. isn't nice

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *Look who's here, a bad time to come, going out, Well, Be quiet, Don't be rude, short for, and Hurry up.*
- Have the class repeat the dialogue, then have students practice in groups of four, changing roles after each reading. Finally, select a group to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

Focus on values

Discuss friends and friendship with the class. Here are some ideas to start.

- Refer to the dialogue. Ask *Is Liza happy to see Joey?* (no) *Why not?* (maybe she is jealous or does not like her) Write *jealous* on the board. Say *When you're jealous, you're unhappy because someone has something you want, or you think someone will take something away from you—for example, love.*
- Ask *How does Liza sound when she says, Well, yeah?* (unfriendly) Ask *Does Andy like the way Liza talked to Joey?* (No, he tells Liza to stop it.)
- Ask *Who would you choose as a friend, Liza or Joey? Why? What do you do when someone is not friendly to you?* Elicit positive strategies for responding to rudeness; for example, be friendly in return, ask the person if he or she is angry.

3 Useful expressions (15 min.)

A.

- Elicit the meaning of each expression or the situation in which it is used.
- 13 Play the audio, pausing for students to repeat. Encourage students to mimic the intonation.

B.

- Read the directions aloud and elicit the answers for the first two blanks. Then have students work individually or in pairs to complete the dialogue.
- Check by calling on two students to read the dialogue aloud.

Answer key

A: Look who's here! Hi, [Joey].

B: Hi, [Brian]. Are you busy? Is this a bad time to come?

A: No, no. It's OK. It's good to see you.

B: Nice to see you, too. Are you going out?

A: Yeah, to the mall. Would you like to come?

B: All right.

A: Come on. Hurry up.

C.

- PAIRS.** Pair students. Have them practice the conversation in Exercise B several times, substituting their own names for *Joey* and *Brian*. Tell them to switch roles after the first round.
- To extend the activity, have pairs practice looking up and making eye contact while speaking, then practice again with books closed.

4 Vocabulary (15 min.)

A.

- On the board, draw the face of a clock with the minute hand pointing at twelve and the hour hand pointing at three. Write the word *o'clock* on the board. Ask *What time is it?* (three o'clock) Redraw the hour hand to several different hours and elicit the time.
- Draw the hour hand to point at two and the minute hand to point at the ten-minute mark. Tell students that this can be read as *ten after two*. Write this on the board. Then redraw the minute hand so that it points at the fifteen-minute mark. Tell students that this can be read as *a quarter after two*; write this on the board.
- 14 Tell students to look at the clock illustration. Play the audio as students read along and repeat.

B.

- PAIRS.** Read the instructions aloud, then call on a pair to model the first two items. Tell them to tell the time as they did in Exercise A, with *to* and *after*.
- Assign pairs and have students begin. Walk around to monitor and help as students practice.
- Elicit the answers orally from individual students. Write them on the board, if helpful. Then erase them and elicit the answers again from the whole class.

Answer key

- a quarter after eleven
- twenty to ten
- ten to eight
- a quarter to nine
- five-thirty / half past five
- seven o'clock
- twenty-five after five
- five after one
- twenty-five to four
- ten after three



Have students complete Workbook Exercises 1–2.

3 Useful expressions

A. 13 Listen and repeat.

- Look who's here!
- Hurry up.
- It's good to see you.
- All right.
- Is this a bad time to come?
- No. It's OK.

B. Complete the dialogues with expressions from Exercise A.

A: Look who's here! Hi, [Joey].
 B: Hi, [Brian]. Are you busy? _____
 A: No, no. It's OK. _____
 B: Nice to see you, too. Are you going out?
 A: Yeah, to the mall. Would you like to come?
 B: All right.
 A: Come on. _____

C. PAIRS. Role-play the conversation in Exercise B. Replace the names with your classmates' names.

4 Vocabulary

Clock times

A. 14 Look at the clock as you listen and repeat.

- | | |
|-----------------------|--------------------------|
| ten o'clock | ten-thirty/half past ten |
| five after ten | twenty-five to eleven |
| ten after ten | twenty to eleven |
| a quarter after ten | a quarter to eleven |
| twenty after ten | ten to eleven |
| twenty-five after ten | five to eleven |



B. PAIRS. Look at the clocks. Take turns asking each other for the time.

For example:

A: What time is it?
 B: It's a quarter after eleven.





GRAMMAR FOCUS

Imperatives

Affirmative

Look who's here!

Negative

Don't look!

Uses of the imperative

Look out! (for exclamations and warnings)

Be quiet! (for orders)

Please **help** me. (for polite requests)

Pull the door, then **lock** it. (for instructions)

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. An affirmative imperative starts with a (verb / noun).
2. (Do / Don't) comes first in a negative imperative.
3. Use the (past tense / base form) of a verb in an imperative.

Practicing grammar

5 Practice

A. Write five affirmative classroom commands. Use a period or an exclamation point (!).

1. Open your books!
2. _____
3. _____
4. _____
5. _____
6. _____

B. Underline the verbs in Exercise A.

C. Rewrite the commands in Exercise A as negative commands.

1. Don't open your books!
2. _____
3. _____
4. _____
5. _____
6. _____

D. **PAIRS.** Student A, give a command from Exercise A. Student B, act out the command. Take turns giving and acting out commands.

6 Practice

GROUPS. Have a competition! Go to page 68.



A. **GROUPS.** Talk about school. Discuss these questions: Is your school a friendly place? Do you like being at school? Explain your answer.

Useful language:

- Umm, not really./Maybe.
- Well, it's OK.
- I like/don't like school.
- Because of the homework.
- Because I see my friends at school.
- Because some students aren't nice.
- Yeah.

B. **GROUPS.** Make a list of ten Dos and Don'ts for students and teachers to make your school a better and more enjoyable place. Share your list with the class.





Grammar Focus

and Discovering grammar (15 min.)

Imperatives

👉 See Grammar reference, page 98.

- Explain the uses of imperatives by modeling. Tell students *Listen and do what I say. Open your book to page 48.* (give instructions) *Stand up.* (give orders) Tell a student *Please give me your pencil.* (make a polite request) Point behind the class and say *Look out!* (give a warning) For each ask *What did I ask you to do? How did I say it?* Write the phrases on the board. State the function (for example, *give instructions*) of each phrase.
- Have students look at the grammar chart as you read each example aloud.
- Have students work individually to complete the exercise. Check answers orally.

Answer key

1. verb
2. Don't
3. base form

- Use the board to elicit other key points about the grammar chart, such as the fact that most imperatives begin with the base form of the verb and that negative imperatives usually begin with *Don't*. (See the Grammar reference.)

Practicing grammar

5 Practice (15 min.)

A.

- Have students read the directions and example. Elicit several examples of affirmative commands; for example, *Read the dialogue, Raise your hand, Please listen.* Write them on the board.
- Have students work individually or in pairs to complete the exercise. Walk around, helping students as needed.
- Check by calling on several volunteers to tell the class one of their imperatives.

Answer key: A, B, C

Answers will vary.

B.

- Read the instructions aloud, and then ask students *What's the verb in number one?*
- Have students underline the verbs in the commands they made for Exercise A.

C.

- Read the instructions aloud, and then ask students *What's the negative command in number one? How do you make it negative?* (begin with *Don't*)
- Have students work individually to write out negative commands.
- Ask several volunteers to share their negative commands.

D.

- **PAIRS.** Read the instructions and call on a pair to model giving and following a few commands for the class.
- To conclude this exercise, call on a pair to give commands to the whole class.

6 Practice

- **GROUPS.** Turn to page 68 and let students have a competition.



Have students complete **Workbook Exercises 3–8** and **Grammar Builder Exercises 1–4**.



(10 min.)

A.

- **GROUPS.** Read the instructions aloud and write the two questions on the board. Chorus the Useful language with the class. Then model the beginning of a discussion with one or more students.
- Assign groups and have students discuss.

B.

- **GROUPS.** Read the instructions. Write on the board *Dos* and *Don'ts*. Tell students that they will write rules to make the school a better place. Tell them that *Dos* are rules in the affirmative, while *Don'ts* are in the negative.
- Read the first example aloud. Ask *Is this a Do or a Don't?* (a Do) Write this under *Do* on the board. Elicit another example of a *Do* rule from students to write on the board. Then elicit two *Don't* examples to list under *Don't*.
- Assign groups of three or four students. As students are working, circulate to help with vocabulary.
- Call on several groups to share their lists with the class. Discuss the lists by asking the class *What Dos and Don'ts are on many lists? What are the most important? What are the most interesting?*

Using the large photo (5 min. or less)

- Tell students to look at the picture. Ask *Who do you know in the large photo?* (Joey, Robbie, Liza, Brian, and Andy) *Where are Joey and Robbie?* (in front of a movie theater) *What are they holding?* (money; U.S. dollars) *Who else do you see in the large photo?* (a woman) *What does she sell?* (movie tickets)

7 Dialogue and 8 Comprehension (15 min.)

- Have students cover the dialogue.

A.

- Have students read the instructions and questions silently.
- **15** Play the audio two or more times and have students work independently to complete the exercise.

B.

- **16** Have students uncover the dialogue. Play the audio again and have students read along and check their answers. Check orally.

Answer key

1. Fifty dollars
2. *Spider-Man, The Final Chapter*
3. 2:30
4. Five

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *I'll buy, first, right?*, and *Enjoy the movie.*
- Have the class repeat the dialogue, then have students practice in pairs, changing roles after each reading. Finally, select a pair to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

7 Dialogue

15 Cover the dialogue and listen.

- Joey: I'll buy our tickets.
Robbie: Can I go with you, Joey? Please?
Joey: Sure. But first, let's count the money. You can count money, right?
Robbie: Yeah, I can.
Joey: OK. Count this for me.
Robbie: OK. One . . . two . . . twenty . . . thirty . . . forty. Fifty dollars.
Joey: Good. Now, which movie do we want?
Robbie: *Spider-Man, The Final Chapter!*
Joey: Right. So look up there at the movie schedules. Can you find our movie on the list?
Robbie: Yeah. It's at . . . 2:30.
Joey: Good job, Robbie. Now tell the lady what you want.
Robbie: Hello. Five tickets for *Spider-Man* at 2:30, please.
Woman: Here you go. Enjoy the movie.
Robbie: Thanks.

8 Comprehension

A. Write the answers.

1. How much money do they have for the tickets? Fifty dollars.
2. What movie does the group want to see? _____
3. What time does the movie start?

4. How many tickets does Robbie buy?

B. 16 Read along as you listen again. Check your answers.





GRAMMAR FOCUS

Can to talk about abilities

Affirmative statements

I **can speak** English.

Yes/No questions

Can you **speak** English?

Can he **speak** German?

Information questions

What languages **can** you **speak**?

Who **can speak** English?

Contraction

can't → cannot

Negative statements

They **can't speak** English.

Short answers

Yes, I **can**./No, I **can't**.

Yes, he **can**./No, he **can't**.

Answers

We **can speak** Portuguese and English.

I **can speak** English.

Discovering grammar

Look at the grammar chart. Complete the rules.

1. Use _____ + the base form of a verb to talk about abilities.
2. The full form of *can't* is _____.

Practicing grammar

9 Practice

PAIRS. Look at the picture. Take turns. Ask who can do each activity below.

- speak English
- ride a bike
- swim
- sing
- drive
- draw
- dance
- play the guitar
- act
- play soccer
- Rollerblade
- skateboard

For example:

A: Who can speak English?

B: Jim can speak English. Who can sing?





Grammar Focus

and Discovering grammar (10–15 min.)

Can to talk about abilities

👉 See Grammar reference, page 98.

- Read the grammar chart head. Tell students *You use can for requests. You also use can to talk about abilities—things you can do.* Tell students and write on the board *I can swim.* Demonstrating *swim* if needed, ask the class *Who can swim? Raise your hands.*
- Read the grammar chart aloud and have students repeat the example questions and statements after you.
- Have students work individually to complete the exercise. Check orally.

Answer key

1. can
2. cannot

- Use the board to elicit other key points about the grammar chart, such as the sentence structures for statements, *Yes/No* questions, and information questions.

Practicing grammar

9 Practice (10 min.)

- **PAIRS.** Read the directions aloud. Then read the activity verbs aloud and have students pronounce each after you. Depending on students' abilities and level, you may want to teach some of the new vocabulary at this point, or you may want to wait and let students guess the meanings of the terms as they complete the exercise.
- Read the first names on the pictures aloud and help students pronounce them. Then read the example aloud and have students say it after you.
- Call on a pair to model taking turns asking and answering about the first two or three activities. Then have students form pairs and begin. Walk around to monitor as students practice.
- To check, ask individual students a *Who* question for each activity.

Answer key

Jim can speak English. Jon can ride a bike. Carl can swim. Sue can sing. Ann can drive. Liz can draw. Phil can dance. Tom can play the guitar. Bob can act. Mia can play soccer. Lynn can Rollerblade. Pam can skateboard.

- To extend this exercise, have pairs take turns asking and answering *What* questions about the pictures—for example, *What can Jim do?* (He can speak English.) Tell students to ask about the pictures at random.

10 Practice (5 min.)

A.

- **GROUPS.** Read the instructions aloud and then call on three students to role-play the example. As a model, have the same group play the game with their own information. Tell them to keep going, adding an ability to the list, until all three students have reported an ability. Then have each member say their own and the other two classmates' abilities.
- Assign groups of four. As student practice, walk around to monitor and encourage students.

B.

- Have students choose a group representative. Call on the representative for each group to tell the class what the group members can do.



Have students complete **Workbook Exercises 9–14** and **Grammar Builder Exercises 5–7**.

11 Pronunciation (5 min.)

A.

- Write *can* and *can't* on the board, underlining the *a*. Tell students that these words have the /æ/ sound. Tell students that to pronounce the /æ/ sound they need to open their mouth, spread their lips, and push their tongue down and to the front. Model this for the class, and then say the sound and have students repeat it.
- **17** Play the audio, pausing for students to repeat.

B.

- **18** Play the audio again. Have students listen and repeat once more, then take turns practicing the questions and answers.

12 Your turn (15 min.)

A.

- Have students read the directions. Read number 1 and elicit the question *Can you play the piano?* Then read the other items and have students repeat. Elicit or explain the meaning of new vocabulary such as *whistle* and *cook*.
- Tell students to stand and interview classmates to find a student who can do each activity. Tell them they need to write one name in the blank next to the activity. Model with several students if helpful.

B.

- Ask the class *Who can play the piano?* Elicit responses from several volunteers. Do the same for the other activities.

Learn to learn (15 min.)

- Read the strategy line and explain or elicit the meaning. If helpful, discuss the ideas presented in this section in L1.

A.

- Read the instructions and the first item. Ask *Who can speak some English? Raise your hands.* Make sure all students have raised their hands, then say *Check the box.*
- Have students work individually to check the boxes. Walk around to monitor and encourage a *can-do* attitude as students work.

B.

- **PAIRS.** Read the instructions and example. Elicit some other ideas for how students can help each other improve their speaking ability, using L1 if needed. Use this as a platform to teach the class some English terms that will be helpful in their discussion.
- Have students form pairs and discuss. Walk around to monitor, help, and offer suggestions.
- To conclude this exercise, go through the list of English skills and elicit ways students can help each other improve their abilities.

Cross-curricular activity: science

- Write on the board *octopus, parrot, cat, and owl.* Using pictures, have students identify each animal. Say the animal names and have students repeat them.
- Tell students *Take a piece of paper. On the left, write True, and on the right, write False.* Model this on the board. Say *I will say a sentence about one of the animals. If it's true, write the animal name under True. If it's false, write the name under False.*
- Read each of the following sentences aloud twice, pausing for students to mark their papers.
 1. An octopus can change color. [True. It can turn blue when angry or white when scared.]
 2. A parrot can learn 20 words. [True. It can mimic the human voice.]
 3. A cat can taste sweet things. [False. Cats don't like candy because they can't taste sweet things.]
 4. An owl can't hear well. [False. It can hear a mouse from a kilometer away.]
- Pair students and have them compare answers. Then go over the answers with the class. Ask *Who thinks it's true? Raise your hand. Who thinks it's false? Raise your hand.*

10 Practice

A. **GROUPS.** Play a memory game with four classmates.

For example:

A: I can play the drums.

B: Maria can play the drums. I can ride a bike.

C: Maria can play the drums. Trish can ride a bike. I can dance the samba.

B. Have a representative tell the class what each of your group members can do.

11 Pronunciation

The /æ/ sound in *can* and *can't*

A.  Listen and repeat.

can can't act
rap dance add

A: Can you rap?

B: Yes, I can.

A: Can you dance?

B: No, I can't.

A: Can you act?

B: Yes, I can.

A: Can you add $\frac{1}{2}$ and $\frac{1}{4}$? B: No, I can't.

B.  Listen again. Then practice the conversations.

12 Your turn

A. Find someone who can do these activities by asking, "Can you . . . ?" Write the student's name next to the ability.

1. play the piano _____

2. break-dance _____

3. whistle a tune _____

4. skate _____

5. cook _____

6. sing a song in a foreign language

7. rap _____

8. do the moonwalk _____

9. swim _____

10. do a belly dance _____

B. Share your findings with the class.



Learn to learn

Have a can-do attitude.

Think positively. Say "I can," not "I can't."

A. Think about your English skills. What can you do in English? Check (✓) the boxes.

- I can speak some English.
- I can understand audiotapes in English.
- I can pronounce English words well.
- I can understand simple readings in English.
- I can speak in front of the class.
- I can write simple sentences in English.

B. **PAIRS.** Compare your results. Choose one skill you didn't check. What can you do to help each other improve that skill?

For example:

We can practice speaking English together.

13 Communication

Ask for permission

- You can also use *can* to ask for permission.

A. 19 Listen to the conversation.

Robbie: Can I come in, Liza?

Liza: Sure.

Robbie: [After 5 minutes] Can I play a game on your computer?

Liza: Not right now, Robbie. I'm busy.

B. PAIRS. Student A, ask if you can borrow or use one of your classmate's things. Student B, say *No* because you're using it. Switch roles. This time, Student A, say *Yes*.

14 Practice

A. PAIRS. Compete with another pair. Make a list of questions asking for permission that are commonly used in class.

For example:

Can I erase the board?



B. Compare your list with that of another pair. Who wrote the most questions?



13 Communication (10 min.)

- Tell students that *can* is also used to ask for permission. Give some a few examples and write them on the board—for example, *Can I go to the restroom? Can I sharpen my pencil?*

A.

- Have students look at the illustration. Ask questions to set the context, such as *Where is Liza?* (in her room) *Who is knocking on the door?* (Robbie)
-  Tell students to read along as they listen to the conversation. Play the audio, and then ask students *How does Liza say yes to Robbie's first request?* (Sure.) *How does she say no to Robbie's second request?* (Not right now, Robbie. I'm busy.) Point out that Liza gives a reason and that this is the polite thing to do.
-  To prepare students for Exercise B, play the audio again and have students repeat.

B.

- **PAIRS.** Call on a student to read the directions aloud. Elicit the question and write it on the board: *Can I borrow/use your ___?* Then elicit ways to respond and write them on the board—for example, *Sure, Here you go, OK* and *No, I'm sorry, I need it* or *Not right now, I'm using it.* Call on a volunteer to model the exercise with you.
- Pair students. Have them practice and switch roles several times. Walk around to help as needed. To conclude the exercise, call on a pair to stand and perform the conversation for the class.

14 Practice (5 min.)

A.

- **PAIRS.** Read the instructions and example aloud and then elicit several other examples of requests for permission. Tell students they have a time limit of three minutes. Assign competing pairs (sets of two pairs who will compete against each other) and then tell students to begin. To keep the competition exciting, notify students when their time is half finished, then when they have thirty seconds left.

B.

- Have pairs compare their lists to see who wrote the most requests. Then ask the “winning” pairs to raise their hands. Elicit classroom requests from several of these pairs. Encourage your students to make their future classroom requests in English.



Have students complete Workbook Exercises 15–16.

Putting it together

At the amusement park (15 min.)

Background notes

Amusement parks are large, commercial parks with attractions, such as roller coasters, that are designed to give riders a thrill. Well-known amusement parks in the United States are Disneyland in California and Disney World in Florida. There are many amusement parks in Florida, including Universal Studios and SeaWorld.

Driver's licenses in the United States are issued by each state, and the age at which a teen can obtain one varies. Though a few states permit students to start learning to drive at age fourteen, most allow students to start at age fifteen and get their license at age sixteen.

A.

- Read the title and instructions aloud. Elicit what students know about amusement parks. Then have students look at the photos. Help students predict by asking questions such as *Who do you know in the first picture?* (Joey, Brian, Andy, and Liza) *Where are they?* (at home) *Does Liza look happy?* (no) *Where are they on Sunday afternoon?* (at an amusement park) *What is Brian looking at in picture 4?* (his watch; the time)
- Have students work individually to read the dialogue and fill in the blanks. Then elicit students' guesses.

B.

- **20** Play the audio and have students check their answers. Pause after each of the answers is spoken and elicit it from the class. Ask students to raise their hands if they got the correct answer.

Answer key

1. No, I can't
2. No, you can't
3. Sure

- To extend work with the photostory, go over vocabulary such as *I can't wait*, *I'll be right back*, *quick*, *closed*, and *instead*.

- You may also want to have students practice the dialogue. Work on students' pronunciation as you play the audio or read the dialogue aloud. Then assign groups of four and have students practice, changing roles after each reading so that all students read each role once. If time allows, have students practice the dialogue again, substituting their own names. Then call on one or more groups to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page xii.

Activities

Fun with songs 1, page 62

Focus on culture 1, pages 64–65

- ✏ Have students complete the Unit 1 test, page 80.

Putting it together *At the amusement park*

A. Before you listen, read the dialogue. Fill in the missing responses.

That was a fun movie! Hey, Brian, can you drive?

Would you like me to ask Dad?

(1) _____
Sorry. Why?

It'd be fun to go to the amusement park tomorrow.

Really? Great! Uh, can I come in for a few minutes?

(2) _____, Joey. It's late, and we're tired.

Oh, OK. Andy, call me tomorrow, OK?

(3) _____

Sunday afternoon

I can't wait to go inside!

Me, too.

Guys, wait! Let's wait for Dad and Robbie.

OK. Wait here. I'll go get the tickets.

It's already one o'clock. Better hurry.

I'll be right back.

That was quick.

There's a problem, guys. The park's closed.

Well, can we go to the zoo instead?

Good idea. Let's tell Dad.

I'm really sorry.

B. Listen to the conversation. Check your answers.

2

I always get up at six-thirty.

1 Reading

21 Read along as you listen to Brian's description of his typical day.

Brian's Typical Day

Every morning, on a school day, my alarm goes off at 6:30. But I usually turn it off and close my eyes again. Of course, it's never easy to go back to sleep after the alarm goes off, so I get up.

I do the same things every day. First, I take a shower and get dressed for school. Then I eat breakfast. After that, I brush my teeth. I sometimes have cereal. But I usually just grab a banana and eat it at the bus stop. My bus leaves at exactly 7:30.

School starts at 8:00. I'm never late for school. Lunch break is at 12:00. On nice days, my friends and I sometimes sit outside. Classes end at 3:00, but I never get home until after 6:00. I am on the track and field team, and I practice after school. After practice, I usually go to the gym.

On Saturdays, my school team often competes with teams from other schools. My dad always watches me when I compete. I'm always tired after a competition, but I don't mind it. I love running.

Sunday is my favorite day. It's usually my lazy day, and I love it.

Learning goals

Communication

Talk about daily routines

Grammar

Sequence words: *first, then, after that, next, finally*

Adverbs of frequency

How often?

Vocabulary

Daily routines



2

I always get up at six-thirty.

Learning goals

The following are additional learning goals in this unit:

Learning strategy

- Plan your weekly and daily activities

Pronunciation

- The pronunciation of -s and -es endings

Skills

- Read for specific information
- Study a graph
- Listen for specific information and complete a chart

- Talk about routines and activities
- Write about your typical day or week

Warm-up (5 min.)

- Bring in some pictures of people doing typical everyday activities, such as brushing their teeth, eating breakfast, getting on a bus to go to school, doing homework, and so on. Tape them on the board in random order.
- Call on several individual volunteers to come to the front and rearrange the pictures in an order reflecting their own day. For each arrangement, ask for a show of hands of students who perform the activities in the same order.
- Tell students that they will learn how to tell about their typical (usual) everyday activities today. Have students open their books. Introduce the unit title.

Using the large photo (5 min. or less)

- Have students look at the picture. Ask questions to help students create a context for the reading passage: *Who do you see in the picture?* (Brian) *Where is Brian?* (in his room, at home) *What time is it?* (six-thirty) *Is it morning or evening?* (morning) *What is Brian doing?* (waking up; stretching)

1 Reading (10 min.)

- 21 Play the audio. Tell students to read along as they listen. Then let them read the article again silently. Tell them that there will be some vocabulary that they don't understand but that they may be able to guess the meanings of these words and phrases.

2 Comprehension (10 min.)

A.

- Have students read the directions and then work individually to complete the exercise. Check the answers orally.

Answer key

1. 5
2. 1
3. 2
4. 4
5. 3

B.

- Tell students to write short answers to the questions. You may want to ask students to challenge themselves by answering the questions in this exercise without looking back at the text.
- Check answers as a class. Ask volunteers to read aloud the passage in the text that answers the question.

Answer key

1. At 6:30
2. Cereal or a banana
3. Practices track and field and goes to the gym.
4. Track and field / running

- Ask students if they could guess the meanings of some of the new vocabulary. Ask which words were new to them. Elicit guesses as to the meanings of words like *alarm*, *goes off*, *turn it off*, *take a shower*, *get dressed*, *brush my teeth*, *sometimes*, *usually*, *grab* (get something quickly), *exactly*, *late*, *get home*, *track and field*, *competition*, *don't mind*, and *lazy*. Teach the meanings of any terms that students were not able to guess.

3 Pronunciation (15 min.)

A.

- Explain that there are three different pronunciations for the *-s* endings for simple present, third person. The pronunciation depends on the last sound of the word the *-s* is added to.
- In one column on the board, write several verbs that end in *sibilant* sounds—/s/, /ʃ/, /ʒ/, /z/—such as *practice* (/s/), *brush* (/ʃ/), *watch* (/ʒ/), and *close* (/z/). These endings have a hissing sound. Write and say the third person present forms of the verbs. Point out that the *-s* ending in these kinds of words is pronounced /ɪz/.

- Model the pronunciation of each verb with the /ɪz/ ending, then ask students to repeat. Ask students to pronounce the words with their fingers touching the front of their throats. Point out that there is a buzzing feeling in the throat when the /ɪz/ sound is made.

- Next, in another column, write several verbs ending in *voiceless* consonant sounds—/p/, /t/, /k/, /f/—such as *sleep* (/p/), *get* (/t/), *compete* (/t/), *think* (/k/), *like* (/k/), and *laugh* (/f/). When we pronounce voiceless consonants, our vocal chords do not move or vibrate. Ask students to put their fingers on the front of their throats as they say the last sounds of the words. Point out that there is no buzzing feeling in the throat when these sounds are made. Tell students that the *-s* ending is pronounced /s/ in words like these. On the board, add an *-s* to each of these verbs. Model the pronunciation of each, then ask students to repeat.

- Do the same with verbs ending in *voiced* sounds: *grab* /b/, *run* /n/, *ring* /ŋ/, *call* /l/, *imagine* /n/, *end* /d/, *love* /v/, *stay* /eɪ/. Point out that there is a buzzing feeling in the throat when we pronounce the last sounds of these words. Tell students that the *-s* ending is pronounced /z/ in words like these. Model the pronunciation of each verb with the /z/ ending, then ask students to repeat with their fingers touching the front of their throats to feel the vibration.

- 22 Play the audio a couple of times, pausing for students to repeat the words. Help with pronunciation as needed.

B.

- 23 Call on a student to read the directions aloud. Then play the audio, pausing for students to circle the verbs with the /z/ or /ɪz/ sound.
- Check answers by calling on individual students; elicit the ending sound and write it on the board.

Answer key

1. leaves /z/
2. goes /z/
3. watches /ɪz/

C.

- 24 Play the audio again and have students repeat the sentences. Then have students form pairs. Tell pairs to take turns. If students need more practice, have them change roles several times. Check by calling on individuals to read the sentences aloud.



1



2



3



4



5

2 Comprehension

A. Match the sentences with the pictures.

- 5 1. Brian's alarm goes off at 6:30.
 _____ 2. He takes the bus to school.
 _____ 3. School starts at 8:00.
 _____ 4. He has lunch at school.
 _____ 5. On Saturdays, he competes with students from other schools.

B. Answer the questions.

1. What time does Brian get up?
2. What does Brian have for breakfast?
3. What does he do after school?
4. What sport does Brian like?

3 Pronunciation

The pronunciation of *-s* and *-es*

A. 22 Listen and repeat.

/s/	/z/	/ɪz/
eats	goes	watches
wakes	leaves	brushes

B. 23 Listen. Circle the verbs with the /z/ or /ɪz/ sound.

1. Brian wakes up at 6:30. He leaves home at 7:30.
2. He goes to high school. He takes the bus to school.
3. He gets home at 6:30. He watches TV.

C. 24 Listen again and repeat.

4 Vocabulary

Daily routines

- A. Number the activities 1 to 12 according to your routine on school days.
- B. **PAIRS.** Compare your routines.



_____ take a shower



_____ go to school



1 get up



_____ eat or have breakfast



_____ eat or have dinner



_____ do homework



_____ brush my teeth



_____ get home from school



_____ watch TV



_____ comb/brush my hair



_____ go to bed



_____ get dressed



GRAMMAR FOCUS

Sequence words

First, the alarm rings. **Then** I turn it off. **After that**, I get up.

First, she takes a shower. **Next**, she gets dressed.

Then she has breakfast. **After that**, she brushes her teeth. **Finally**, she leaves the house.

Discovering grammar

Look at the grammar chart. Answer the questions.

- What are some common sequence words?
_____, _____, _____,
_____, _____
- What punctuation can you use after some sequence words? _____

Practicing grammar

5 Practice

Write three more things Brian does after he wakes up on a school day.

- First, Brian takes a shower.* _____
- _____
- _____
- _____

6 Your turn

PAIRS. Tell your classmate three things you do after you wake up on a school day.

For example: First, I take a shower.

7 Communication

Talk about your routines

- A. **25** Listen and read.

A: What do you do on Sundays?

B: Nothing much. First, I check my e-mail. Then I text my friends. After that, I call up my best friend. How about you?

- B. **PAIRS.** Talk about what you do on Sundays.

4 Vocabulary (10 min.)

A.

- Read the instructions aloud. Then read the labels on the pictures and have students say them after you. Point out that either *eat* or *have* can be used to talk about meals and snacks.
- As a model, call on a student to tell the class what he or she does first, second, and third. Then have students work individually to number the activities. Number the pictures to match your own routine in preparation for Exercise B.

B.

- **PAIRS.** Read the instructions aloud and model this activity with a student. Put your book next to the student's book. Model talking about how your routines are the same and different.
- Have students form pairs. Walk around to monitor as students talk.
- To conclude this activity, call on several different students to tell the class ways in which ways their routine was the same or different from their partner's.

Extension

- Have students play a memory game in small or large groups. Tell them that they are to build up a string of sentences about daily routines from the beginning of the day to the end. Student A says, *I wake up.* Student B says, *I wake up. I get up.* Student C says, *I wake up. I get up. I take a shower.* Students continue adding sentences until a student makes a mistake or can't remember a sentence. Then the group must begin again. Model this for the class before assigning groups.



Have students complete Workbook Exercises 1–3.



Grammar Focus

and Discovering grammar (10 min.)

Sequence words

See Grammar reference, page 99.

- Direct students' attention to the grammar chart. Call on students to read the sequences aloud. Make sure students understand that *first* and *finally* come at the beginning and end of the sequence, but that *then*, *after that*, and *next* are interchangeable.
- Read the instructions and questions aloud; explain *common* and *punctuation* if needed. Then have students work individually to complete the exercise. Check answers orally.

Answer key

1. first, then, after that, next, finally 2. , (a comma)

- Use the board to elicit other key points about the grammar chart, such as when to use the simple present and which sequence words can be followed by a comma.

Practicing grammar

5 Practice (5 min.)

- Read the instructions and first sentence aloud. Tell students that they need to write any three things Brian does in the morning and that they need to be in order. Tell them not to look back at the reading.
- When students have finished writing, let them look back at the reading to check their answers. Ask students to raise their hands if their answers were correct. Elicit answers from several students.



Have students complete Workbook Exercises 4–8 and Grammar Builder Exercises 1–2.

6 Your turn (5 min.)

- **PAIRS.** Read the instructions and example aloud. Model the activity with a student. Then assign pairs and tell students to begin.
- To check, ask a few volunteers to share what they do with the class. Ask for a show of hands of other students who do the same sequence of events.

7 Communication (10 min.)

A.

- **25** Play the audio as students read along. Check that students understand *Nothing much*, *check my e-mail*, *text my friends*, and *call up*. Play the audio again, pausing for students to repeat.

B.

- **PAIRS.** Read the instructions aloud. Call on a pair to model. Then have students form pairs to discuss their routines. Circulate and monitor, helping with vocabulary as needed. Check by calling on several students to tell you what they do on Sundays.

Cross-curricular activity: science

- Select a simple natural process that students are very familiar with, such as the life cycle of a frog, butterfly, or plant. Elicit from the class the different steps in this process. Let students use L1 if needed, and help them translate the steps into English. Alternately, have them work in groups with a dictionary before eliciting the steps.
- Write the steps on the board.
- Have students form groups and make a poster of the process by drawing each step and labeling it, using sequence words in their sentences.



Have students complete Workbook Exercises 15–17.



Grammar Focus

and Discovering grammar (10–15 min.)

Adverbs of frequency; *How often?*

👁️ See Grammar reference, page 99.

- Have students look at the graph in the grammar chart. Tell them that the words on the left are *adverbs of frequency*; that is, words that tell us how often something is done or how often something happens. Read each adverb aloud and have the class repeat.
- Say *Look at the word always and the line next to it. The line shows 100%. That means that when you always do something, you do it 100% of the time, or every time.*
- Direct students' attention to the word *never*. Ask *Is there a line for never?* (no) Say *That means that when you never do something, you do it 0% of the time, or not at all.*
- Ask students to take a look at *usually* and *often*. Ask *Which do you use to say you do something more often?* (usually) Elicit comparisons for *often*, *sometimes*, and *rarely/seldom*.
- Ask a strong student a number of questions to elicit the frequency of certain activities in his or her day: *Do you get up before six every morning? Do you eat cereal for breakfast? Are you late for school every day? Do you read the newspaper? Do you watch TV every afternoon? Are you tired on Monday mornings?* Help with frequency adverbs as needed.
- Call on a student to read the grammar chart aloud. Have the class say each sentence after the student.
- Have students work individually to circle the correct answers. Check answers orally.

Answer key

1. how often
2. adverbs
3. after
4. before

- Use the board to elicit other key points about the grammar chart, such as which adverbs are used for something that is done frequently, and which are used for infrequent events.

Practicing grammar

8 Practice (5 min.)

- Read the instructions aloud and elicit the answers to the first two items. Depending on your students' abilities, have them rewrite the sentences individually or in pairs. Elicit answers orally. Then have students work in pairs to take turns reading their sentences aloud.

Answer key

1. My teacher is always early.
2. I often check my e-mail.
3. Brian is never late.
4. We sometimes study together.
5. They usually have lunch together.
6. My friends are always at my house.
7. I am sometimes late for school.

9 Practice (15 min.)

A.

- Call on a student to read the instructions. Then read the items aloud and have students say them after you. Check that students understand *shower* (noun), *hungry*, and *falls asleep*.
- Read the examples aloud and then elicit questions for the other items orally.
- Point out that when students answer, they should use an adverb of frequency. Elicit from students the possible answers to the first question: *I always/usually/often/sometimes/rarely/never sing in the shower.*
- Model the activity by asking one or more students the first question. Write the name of the first student who satisfies the description.
- Have students stand. Set a time limit of five minutes. Tell students to continue asking their classmates until they complete their chart or time is up.

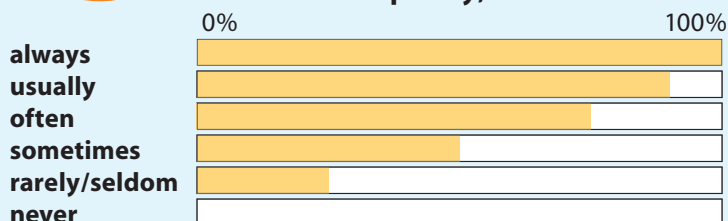
B.

- Elicit one or more names from the class for each item.



GRAMMAR FOCUS

Adverbs of frequency; How often?



How often do you arrive late to school?

I'm **always** late for school.

I'm **usually** late for school.

I'm **often** late for school.

I'm **sometimes** late for school.

I'm **rarely/seldom** late for school.

I'm **never** late for school.

Positions of frequency adverbs

With *be*

I'm **sometimes** late for school.

Dana **is never** late for school.

With other verbs

I **sometimes** wake up late.

Carlos **never** wakes up late.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Adverbs of frequency tell (*how well / how often*) an activity is done.
- Never* and *often* are examples of (*adverbs / adjectives*).
- Adverbs of frequency come (*before / after*) a form of the verb *be*.
- They come (*before / after*) all other verbs.

Practicing grammar

8 Practice

Insert the adverbs of frequency in the sentences. Then rewrite the sentences.

- My teacher is ^{always} early. (*always*) My teacher is always early.
- I check my e-mail. (*often*) _____
- Brian is late. (*never*) _____
- We study together. (*sometimes*) _____
- They have lunch together. (*usually*) _____
- My friends are at my house. (*always*) _____
- I am late for school. (*sometimes*) _____

9 Practice

A. Find one student who does each of the activities below. Write his or her name on the line.

For example:

Q: How often do you sing in the shower? *OR* How often do you arrive late to school?



- usually sings in the shower.

- never arrives late to school

- always does homework

- often gets hungry during class

- usually falls asleep in class

- rarely plays sports

B. Share your findings with the class.

10 Practice

Play a game! Go to page 68.



GROUPS. Talk about how often you do things. Choose from the activities below or use your own ideas.

- dance
- sing in the shower
- call your grandparents
- go to bed early
- help in the kitchen
- walk to school
- go to parties
- speak English outside class
- go to the library
- go shopping on weekends
- go to the movies

Useful language:

- How often do you . . . ?
- Really?
- That's interesting!
- Why not?
- Because . . .
- No way! / Seriously?

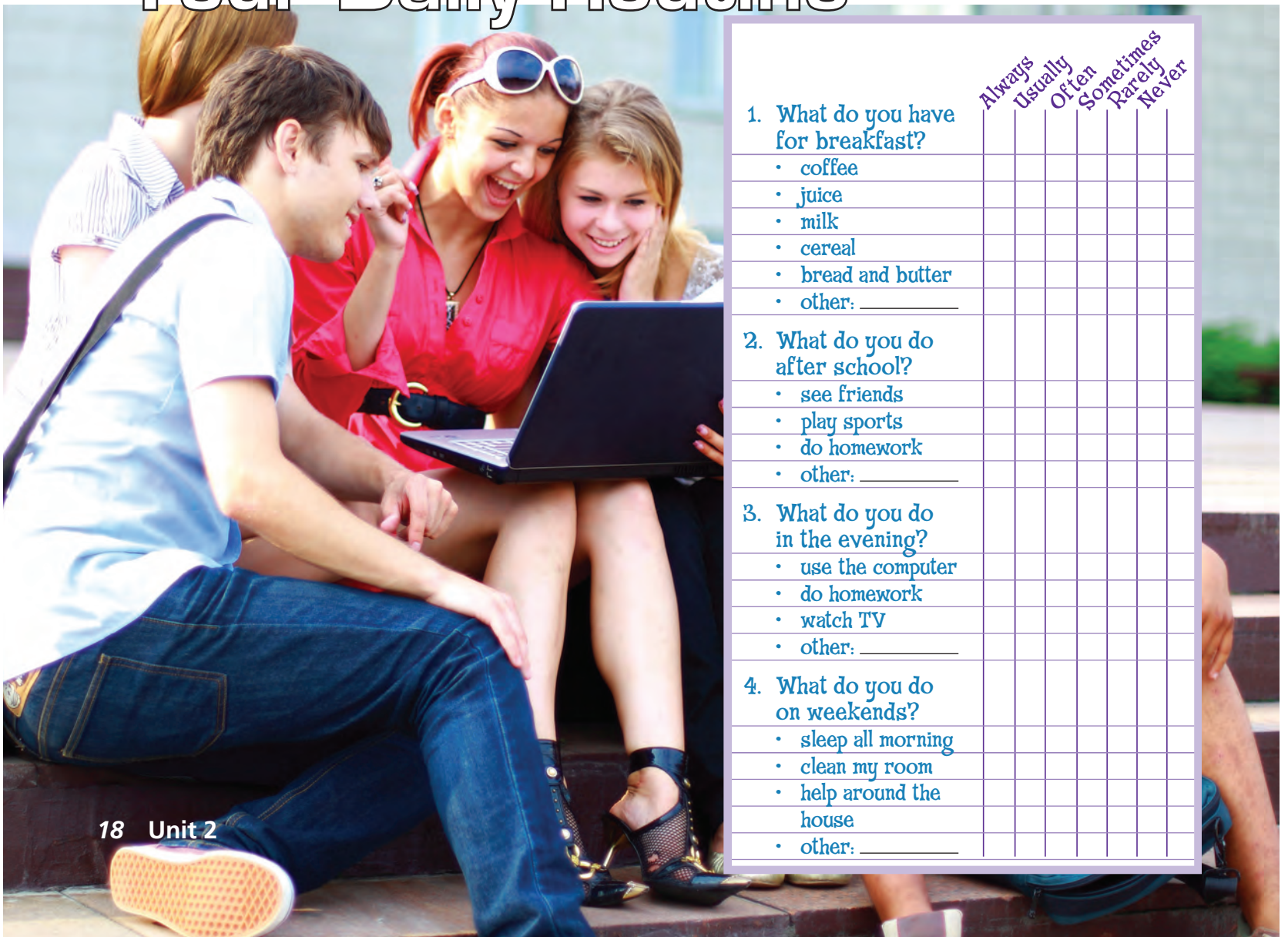
11 Practice

PAIRS. Complete the questionnaire for your classmate by asking questions. Put a check (✓) in the appropriate column.

For example:

- A:** What do you have for breakfast?
B: I always have cereal and milk. I sometimes have bread and butter.
A: Do you have coffee for breakfast?
B: No. I never have coffee.

Your Daily Routine



	Always	Usually	Often	Sometimes	Rarely	Never
1. What do you have for breakfast?						
• coffee						
• juice						
• milk						
• cereal						
• bread and butter						
• other: _____						
2. What do you do after school?						
• see friends						
• play sports						
• do homework						
• other: _____						
3. What do you do in the evening?						
• use the computer						
• do homework						
• watch TV						
• other: _____						
4. What do you do on weekends?						
• sleep all morning						
• clean my room						
• help around the house						
• other: _____						

10 Practice (10 min.)

- Turn to page 68 and let students play a game.



Have students complete Workbook Exercises 9–14 and Grammar Builder Exercises 3–6.



(10 min.)

- **GROUPS.** Read the instructions aloud and then chorus the list of activities. Check that students understand new vocabulary such as *early*, *help*, *outside class*, and *library*. Elicit a few other activities that students might want to talk about and write them on the board.
- Preview the Useful language. Point out that *No way!* and *Seriously?* are different ways of saying *Really?* but show more surprise. Say these aloud and have students mimic your stress and intonation.
- Model a conversation for this activity by taking turns asking and answering a few *How often* questions with a student. Ask follow-up questions and use the Useful language to respond when appropriate.
- After students have finished their conversations, ask several groups to tell you something interesting that they discovered about each other.

11 Practice (15 min.)

- **PAIRS.** Read the instructions and then call on a pair to role-play the example for the class. Call on students to tell you, based on the example, what they would check off on the questionnaire. (*always* next to *milk* and *cereal*; *sometimes* next to *bread* and *butter*; *never* next to *coffee*.)
- Tell students to answer in full sentences. Model the activity with a student.
- Have students work in pairs. Walk around to monitor and help.

- To extend the exercise, have students change partners and share the information on their questionnaires. Remind them to use the correct form of the verb after *he* or *she*. You may also want to have students write a short paragraph about their partner's daily routine. Have students exchange paragraphs with their original partner for peer correction.

Extension

- Have students form pairs. Tell each pair to think of a famous person they'd like to interview. Elicit some examples of celebrities from the class, then give pairs a few moments to decide on a celebrity.
- On a separate piece of paper, have pairs write five *How often* questions to ask the celebrity, leaving space for an answer underneath each question. Circulate and help with vocabulary as students write.
- Have pairs exchange their questions with another pair. Tell pairs to answer the questions as if they were the celebrity being asked. Circulate as students work.
- Have students return the interview questions and answers. After students have read these, call on volunteer pairs to role-play some of the funnier interviews for the class.

12 Practice (1 hour)

A.

- **GROUPS.** Read the instructions and have students fill in the name of their country. Elicit a few breakfast foods in English. Have students form groups and write the breakfast foods they usually eat. (If your class is multinational, arrange students in groups according to country.) Have students use a dictionary to find English equivalents or help students translate from L1 yourself. Check by eliciting the names of breakfast foods from the class and writing them on the board.

B.

- This activity requires students to have Internet access at school or at home. It can either be done in class or assigned as homework.
- Tell students to use the Internet to get information about the kinds of food people from other countries have for breakfast. You may also want to have students download and print pictures of these foods. Ask them to write down the URLs of the websites they got the information or pictures from. You may want to suggest websites that all students can use for their basic research; Wikipedia, for example, has a helpful entry on breakfasts around the world.

C.

- Have students work in groups to share their research and complete their charts.
- To check, elicit the names of several breakfast foods for each country. Elicit or explain what the foods are, using L1 as needed.

D.

- **GROUPS.** Model asking and answering several of the questions in this exercise with a student. Then have students get together in groups to discuss.
- When groups have finished, discuss these questions as a class.

Focus on values

- Explain to students that, in general, printing out information or pictures from the Internet is allowed for school or personal use. However, when they use a source for a class assignment, they should cite it. Explain that when we *cite a source*, we say where we got the information. We have to cite our sources when we take and use information, ideas, or pictures from someone's website, book, speech, song, poem, play, or artwork. Citing sources is being respectful and honest.

13 Reading (15 min.)

Cross-curricular activity: math and social studies

- If your students are unaccustomed to working with averages and bar graphs, ask a student how many hours of sleep he or she got on different weeknights—for example, *How many hours did you sleep on Monday night? On Tuesday night?* Write these times on the board. Then average the time. Show students how you total the hours and divide the total hours by the number of days. Draw a vertical y axis on the board and label it with *Hours*, and a horizontal x axis with the label *Sleep* (as in the Student Book). Complete the graph by drawing a bar to indicate the average number of hours of sleep. Ask *How many hours does this bar graph show?*

A.

- Have students look at the graph. Tell students that this shows the average amount of time a student spends doing things on weekdays. Give students a few moments to study the chart. Then ask *On the graph, what does Other mean?* (other activities that a student does on a weekday) Ask students to give examples of activities that might be in this category. (doing sports or hobbies, going out with friends, listening to music)

B.

- Have students read the instructions aloud and complete the exercise individually. Check orally.

Answer key

1. 8 hours
2. 7 hours
3. 2 hours
4. 4 hours

C.

- Read the instructions aloud and have students look at the unfinished graph. Ask several students *How many hours a day do you sleep?* Have students complete this bar on the graph.
- Have students work individually to complete their graphs.

14 Speaking (10 min.)

- **PAIRS.** Read the instructions and example sentences aloud. Then call on a pair to model the activity.
- Have students form pairs and discuss their graphs. Check by calling on several pairs to tell you the similarities and differences in their daily routines.

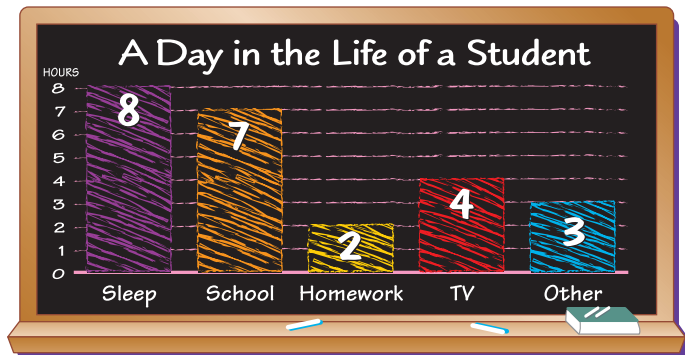
12 Practice

- A. **GROUPS.** First, write your country in the chart. Then write the foods you usually have for breakfast.
- B. Use the Internet to find out what kinds of food people from other countries have for breakfast.
- C. Complete the chart with the information from Exercise B.
- D. **GROUPS.** Discuss the questions.
1. Which countries have similar breakfast foods?
 2. Which breakfast foods do you find unique or interesting?
 3. Which breakfast foods from other countries have you tried? Which ones would you like to try?

COUNTRY	BREAKFAST
_____	_____
 Australia	
 Japan	
 Egypt	
 Scotland	
 France	
 Canada	

13 Reading

- A. Study the graph of a teenager's typical day.



- B. Answer the questions.
1. How many hours a day does the student sleep? 8 hours
 2. How many hours a day does the student spend in school? _____
 3. How many hours of homework a day does the student do? _____
 4. How many hours of television a day does the student watch? _____

- C. Create a bar graph of your typical school day.



14 Speaking

- PAIRS.** Compare your bar graph with that of your classmate.

For example:

I sleep eight hours a day. You . . .
 I do two hours of homework a day. You . . .
 I watch three hours of TV a day. You . . .

15 Listening

- A. **26** Listen to Doris describe her typical day. Then complete the chart.

Activity	Time
Gets up	6 A.M.
Bus picks her up	
School starts	
School ends	
Gets home	
Eats dinner	
Goes to bed	

- B. **27** Listen again and complete the sentences.

When Doris gets home, she always does the following:

1. First, she looks for something to eat.
2. Then she _____.
3. After that, she _____.
4. Next, she _____.
5. Finally, she _____.



I am always busy on a school day.

I usually get up at six. First,

16 Writing

What's your typical day or week like? Write about it on the paper on the right.

Learn to learn

Plan your weekly and daily activities.

Planning your activities can help you become more efficient.

Create a personal calendar for next week. Write down all deadlines for homework, quizzes and tests, projects, birthday parties, and other activities you usually do.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

15 Listening (15 min.)

A.

- Read the instructions and items on the chart aloud. Check that students understand *picks her up*, *starts*, and *ends*.
- **26** Play the audio two or more times and have students fill in the chart. After students have filled in the chart, elicit answers and write them on the board.

Answer key

Activity	Time
Gets up	6 A.M.
Bus picks her up	7 A.M.
School starts	7:35 A.M.
School ends	3:15 P.M.
Gets home	3:45 P.M.
Eats dinner	7 P.M.
Goes to bed	10 P.M.

B.

- **27** Read the instructions and example. Make sure students understand that they are only to write about what Doris does when she gets home. Point out that students will need to change the verbs from first person to third person.
- Play the audio two or more times, pausing after each answer is given so that students have time to write.
- To check, call on four students to write the answers to items 2–5 on the board.

Answer key

1. First, she looks for something to eat.
2. Then she talks to her friends on the phone.
3. After that, she does her homework.
4. Next, she eats dinner.
5. Finally, she watches TV.

Audioscript

There goes my alarm clock—that awful ring that tells me it's time to get up. It's 6:00 A.M. I always get up at 6:00. The school bus always picks me up at 7:00. It's never late. School starts at 7:35 and ends at 3:15.

I get home at 3:45. I do the same things when I get home every day. First, I look for something to eat. Then I talk to my friends on the phone. After that, I do my homework. Yeah, honest. I really do my homework every day. Next, I eat dinner at 7:00. Finally, I watch TV. I usually go to bed at 10:00.

16 Writing (10 min.)

- Read the instructions and example aloud. Then model writing the first few sentences of a paragraph about your day or week.
- As students write, walk around to monitor and help.
- When students are finished, you may want to have them exchange papers with a partner and, using the Peer editing checklist on page 138, edit each other's work. They can then rewrite their passages before turning them in.

Learn to learn (15 min)

- Read the strategy line and explain or elicit the meaning.
- Read the instructions aloud, making sure students understand *deadlines*.
- Tell students that, as much as possible, they should arrange the activities in the order that they are supposed to happen. If helpful, model by helping a student write his or her calendar for Monday on the board.
- To conclude this exercise, elicit some deadlines and activities for different days of the week. Ask for a call of hands from other students with similar deadlines or activities. Point out to students that a personal calendar can help them to think ahead and use their time wisely.

Progress check Units 1 and 2

Test-taking tip

- Read the Test-taking tip aloud. Ask students *Why is it good to do the easier items first?* (so you have more time for the harder items) Tell students to write the answers to section A of the test. Tell them to answer the easiest items first, then go back to answer the harder ones. When students have finished the first section of the test, make the same suggestion for the second section.

Answer key

Grammar

A.

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

B.

Answers will vary.

C.

1. I always visit my grandparents.
2. We are usually home on Saturdays.
3. My dad rarely goes out on Friday evenings.
4. I never watch TV on a school day.
5. I am sometimes busy on weekends.

Vocabulary

D.

1. It's a quarter to ten.
2. It's ten to nine.
3. It's four-thirty / half past four.
4. It's twenty-five after twelve.
5. It's five o'clock.

E.


Answers will vary.

Communication

F.

Answers will vary.

Now I can . . .

- Have students check the functions they can now perform.
-  Have students complete the Unit 2 test, page 81.

Progress check

Units 1 and 2

Test-taking tip: Do easier test items first.
Do the easier test items first so you have more time for the harder items.

Grammar

A. Match the responses with the situations. (1 point each)

1. It's sunny, but the lights are on. c
2. Your friend is at your door. _____
3. Your sister is locking the door, but you need to go back in. _____
4. It's raining outside. Your brother's opening the windows. _____
5. Your classmate is talking loudly during class. _____
 - a. Don't open the windows.
 - b. Be quiet.
 - c. Please turn off the lights.
 - d. Don't lock the door.
 - e. Please come in.

B. Write sentences about what you can and can't do. (3 points each)

1. A language you can or can't speak
I can speak English.
2. An instrument you can or can't play

3. An activity you can or can't do

4. A sport you can or can't play

C. Insert the frequency adverbs. (1 point each)

1. I ^{always} visit my grandparents on Sundays. (*always*)
2. We are home on Saturdays. (*usually*)
3. My dad goes out on Friday evenings. (*rarely*)
4. I watch TV on a school day. (*never*)
5. I am busy on weekends. (*sometimes*)

Vocabulary

D. Write the times in words. (3 points each)

1. 9:45 It's a quarter to ten.
2. 8:50 _____
3. 4:30 _____
4. 12:25 _____
5. 5:00 _____

E. Write three more things you do when you wake up on a school day. (3 points each)

- I brush my teeth.
- _____
- _____
- _____

Communication

F. Answer the question about your routine. Write four more sentences using sequence words. (3 points per sentence)

A: What do you usually do when you get home from school?

- B: First, I have a snack.
- _____
- _____
- _____
- _____

Now I can ...

- talk about abilities.
- ask for permission.
- talk about daily routines.

Game 1 *Race track*

You need:

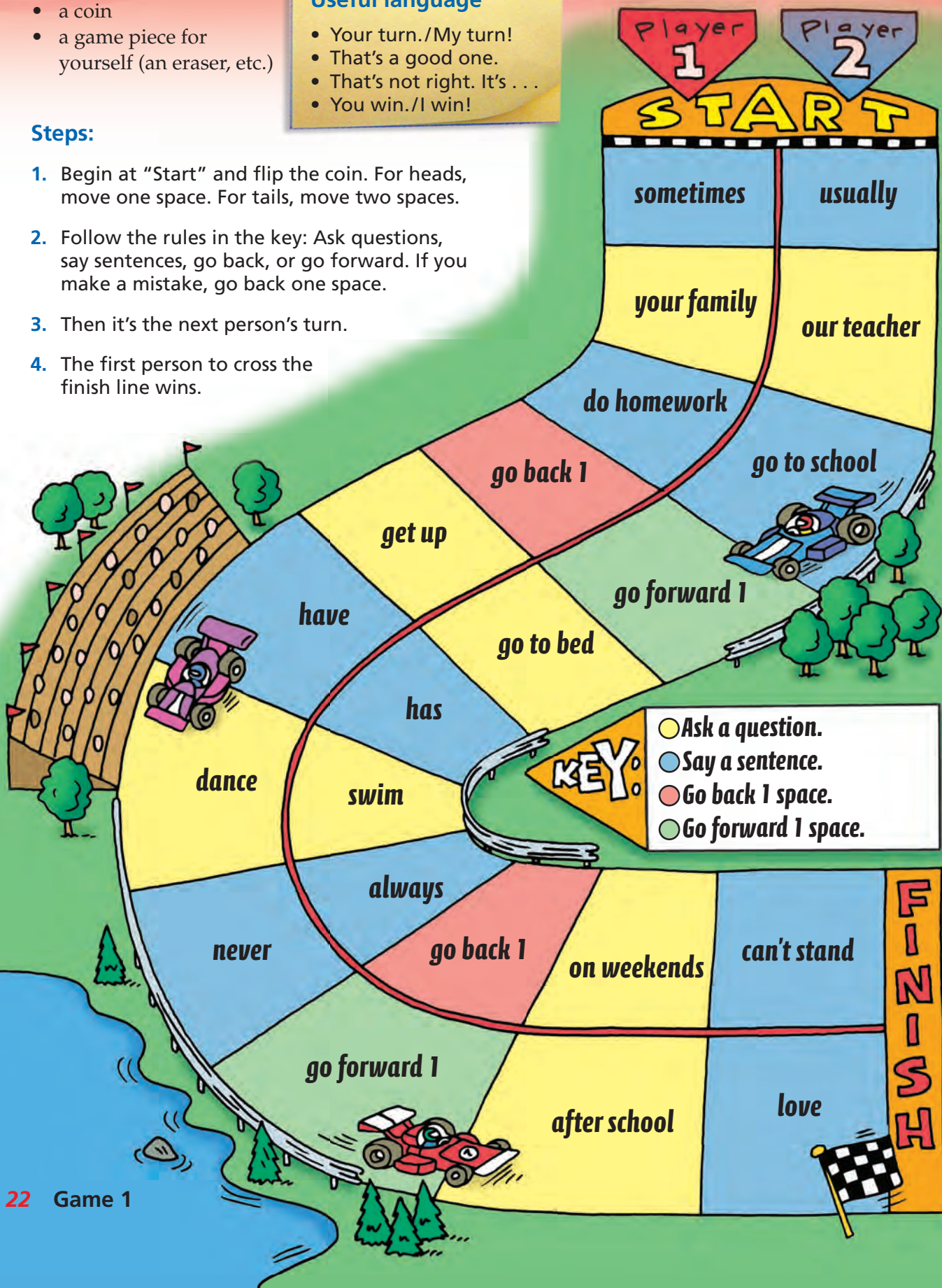
- a coin
- a game piece for yourself (an eraser, etc.)

Useful language

- Your turn./My turn!
- That's a good one.
- That's not right. It's . . .
- You win./I win!

Steps:

1. Begin at "Start" and flip the coin. For heads, move one space. For tails, move two spaces.
2. Follow the rules in the key: Ask questions, say sentences, go back, or go forward. If you make a mistake, go back one space.
3. Then it's the next person's turn.
4. The first person to cross the finish line wins.



Game 1 Race track

- Read or call on a student to read the *You need* section. Have each student choose a game piece, then a coin. You may want to bring extra coins to lend students.
- Read the Useful language aloud and have the class say it after you.
- Read or have a student read aloud each of the four numbered steps, modeling the game as you go along. For example:
 1. Show your coin and ask which side is *heads* and which is *tails*. Have all students flip their coins. Ask students who have gotten *heads* to raise their hands. Ask students who have *tails* to raise their hands. Tell them that when they play the game, *heads* start first. Elicit how many spaces their game piece can move if they get *heads* (one) and how many spaces for *tails* (two).
 2. Choose an able student to model this with you. Tell the student that you will go first, then flip your coin. Tell the class whether you got *heads* or *tails* and move your game piece. Elicit the cue on that space. As Player 1, there are only two possible spaces for you to land on: *sometimes* or *your family*. Point out the Key on the page and elicit whether you should ask a question, make a sentence, or go back or forward one space. For example, a blue space with the word *sometimes* means you have to make a sentence using *sometimes* and a yellow space with the words *your family* means you have to ask a question about your partner's family. Elicit or give several possible statements for the cue *sometimes*; for example, *I sometimes have eggs for breakfast* or *I sometimes go bowling on weekends*. Elicit or give several possible questions for the cue *your family*; for example, *Where does your family live?* or *Is your family into sports?* Tell students that they can form either *Wh-* or *Yes/No* questions. Point out that if a player makes a grammatical mistake, or, for example, says a sentence instead of asking a question, he or she should go back one space.
 3. Have the student you are modeling the game with take his or her turn, eliciting the steps the student should take. After the student has made a question or sentence, elicit several other possible questions or sentences from the rest of the class. Model the Useful language when appropriate.
 4. Point out the finish line. If your class has students of widely varying abilities, you may want to tell those who finish early to start again.
- Tell students to form pairs and begin the game. Have students flip their coins to see who starts first. Remind them that they can continue flipping until there is a winner. As students play, go around the class, helping, monitoring, and encouraging students.

Project 1 A snapshot of a classmate

- Tell students that for this project they will be working with a partner. Partners will interview each other about their leisure activities, take notes, and then make an oral presentation. For this activity, they will practice their listening, writing, and speaking skills.
 - Read the first step aloud. Have a volunteer pair take turns reading aloud interview questions from the list of sample questions in the book. Elicit other questions students might ask and write them on the board. Remind students to use a balance of *information* and *Yes/No* questions when they interview each other.
 - Read the second step and the example notes. Tell students to use these as a guide when they make notes themselves.
 - Read the third step aloud. Have students look at the picture of the student doing an oral presentation on *Victor*. Call on a student to read the text in the speech bubble.
 - Assign pairs. Have students interview each other about their favorite leisure activities using the questions in the first step and other questions they may have added to the list. Tell them to write their notes on note cards.
- Give students time to study their notes. Explain that their notes should guide them in their presentation but that they should try not to read directly from their notes from start to finish. Making eye contact with their audience and using gestures can make their presentation more interesting.
 - To help them gain confidence and be familiar with their presentation, tell students to first practice presenting to a partner.

This is a Home/School connection activity.

- You may want to ask students to practice making their presentations at home to their family members before giving them in class.
- After students have had enough practice, ask them to take turns standing and making their oral presentations to the class. If the class is very large, you may want to have students present to groups of five or six.

Project 1 *A snapshot of a classmate*

Make an oral presentation about a classmate. Interview a classmate about his or her leisure time. Take notes. Then make a presentation. Use the steps below as a guide.

1. Ask a classmate about his or her leisure time. Then find out about his or her favorite leisure activity. Ask information and Yes/No questions to find out as many details as possible.

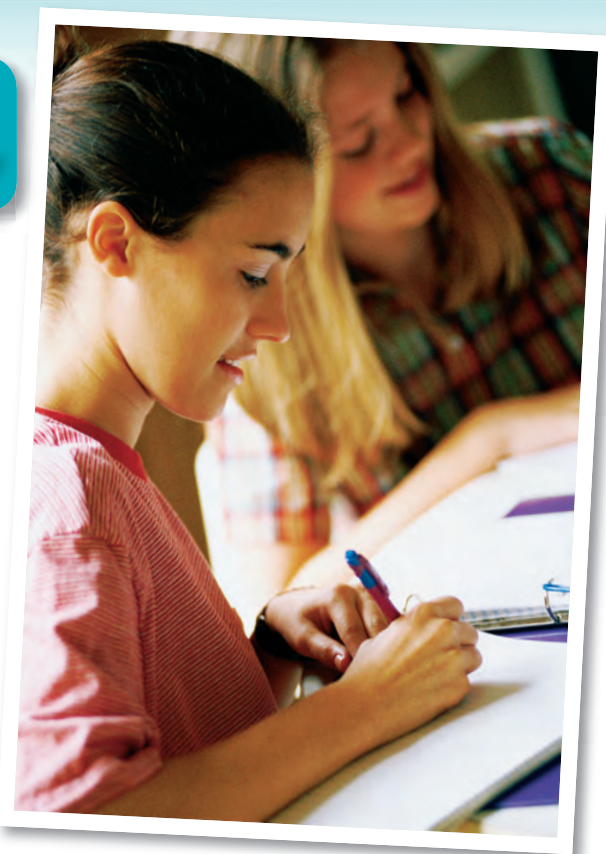
What do you do in your leisure time?
What's your favorite leisure activity?
When do you usually . . . ?
Who do you usually . . . with?
Where do you usually . . . ?
Do you have a favorite (team, TV show, etc)?
Who's your favorite (player, actor, etc.)?
Why do you like (him or her)?
Do you like . . . ?

2. As you interview your classmate, take short notes on note cards.

	<i>• listens to music, watches TV, plays soccer</i>
	<i>• loves soccer</i>
	<i>• usually plays after school, on weekends</i>
	<i>• usually with friends in his neighborhood</i>

3. Study your notes and try to remember the information. Then stand and make an oral presentation to your group or class. Try not to look at your notes. Make eye contact and use gestures to make your presentation interesting.

Victor listens to music, watches TV, and plays soccer in his leisure time. He really loves soccer. He usually plays after school and on weekends. He usually plays with friends in his neighborhood. They always play in a park near his house. His favorite soccer team is . . .



3

Miami—A great place to be!

1 Reading

28 Read along silently as you listen. Underline some of the interesting places and activities in Miami.

Miami, Florida, is a tourist's paradise. It has a tropical climate and sandy white beaches. Miami is home to many Spanish-speaking immigrants. English and Spanish are the major languages spoken there. It is often called the "Gateway to Latin America."

There are many interesting places to visit in Miami. There's the Metrozoo, the Seaquarium, the Planetarium,

the Venetian Pool, and the Vizcaya Museum and Gardens. There are beautiful parks there, too.

South of Miami there's a place called Coconut Grove. If you love shopping or if you enjoy the theater and the arts, Coconut Grove is the place for you. You can go to shows, visit museums, shop at expensive stores, go to dance clubs, or eat at fabulous restaurants.

And, of course, there are some great beaches in Miami, where you can hang out and people-watch, relax in the sun, or go for a swim in the ocean or bay.



Learning goals

Communication

- Make suggestions
- Ask and say where places are
- Talk about leisure activities

Grammar

- Prepositions of location: *across from, in front of, behind, between, next to, on the corner of, in, on*
- There is/There are*
- Some and any*

Vocabulary

- Places in a town or city
- Leisure activities



Coral Gables



Coconut Grove



Highway 1

27th Avenue

Bayshore Drive

Biscayne Bay

Port of Miami

Venetian Pool

Hibiscus

Palm Island

McArthur

3

Miami—A great place to be!

Learning goals The following are additional learning goals in this unit:

Learning strategy

- Prepare before a presentation

Pronunciation

- Intonation in Yes/No questions and short answers

Skills

- Read for specific information
- Read a map
- Listen for specific information

- Talk about favorite places
- Make suggestions
- Organize information in a chart

Background notes

Miami is a city located on Biscayne Bay on the Atlantic Coast. This warm and sunny metropolis is very popular with tourists and retirees. There are several universities and many museums. Miami's tropical climate gives it green parks, avenues lined with palm trees, and beautiful gardens.

Coconut Grove is one of the oldest parts of Miami, with elegant shops and restaurants.

Warm-up (5 min.)

- Bring in some pictures of evening or weekend activities and tape them on the board. Above the pictures, write *What do you usually do on weekends?* Have students choose a picture and elicit or give the vocabulary; for example, *go shopping, ride my bike, go to movies*. Write the verb phrase under each picture.
- On the board, write *Where do you _____?* Elicit *Where* questions using the leisure activity vocabulary on the board—for example, *Where do you go shopping?*
- Model asking and answering *What* and *Where* questions about weekend activities with a student. Then have students get in small groups to talk about their weekends.
- Tell students that they will learn how to give information about weekend activities in this unit. Have students open their books. Introduce the unit title.

Using the large map (less than 5 min.)

- Have students look at the map. Ask previewing and predicting questions such as *What do you know about Miami? Besides English, what other language do many people speak in Miami?* (Spanish) *Which ocean is Miami on? What bay is Miami on? What are the names of some areas in Miami?*

1 Reading (10 min.)

- Read the instructions aloud. Emphasize that students are to underline places (nouns) and activities (verb phrases).
- 28 Play the audio while students read along. Then let them read the article again silently and finish underlining the places and activities. Tell them that there will be some vocabulary that they don't understand but that they may be able to guess the meanings of some words and phrases.
- Ask students if they could guess the meanings of some of the new vocabulary. Elicit guesses as to the meanings of terms such as *tourist's paradise, tropical climate, sandy, immigrants, gateway, the theater, the arts, fabulous* (very good), *hang out* (to stay somewhere for a while), and *people-watch*. Teach the meanings of words students were not able to guess.
- Elicit the places and activities students underlined.

Answer key

sandy white beaches
 the Metrozoo
 the Seaquarium
 the Planetarium
 the Venetian Pool
 the Vizcaya Museum and Gardens
 beautiful parks
 Coconut Grove
 shopping
 the theater and the arts
 go to shows
 visit museums
 shop at expensive stores
 go to dance clubs
 eat at fabulous restaurants
 great beaches
 hang out and people-watch
 relax in the sun
 go for a swim in the ocean or bay

2 Comprehension (5 min.)


- Read the instructions aloud. Ask students to challenge themselves by answering the questions in this exercise without looking back at the text.
- Check answers orally. Ask volunteers to read aloud the passage in the text that proves the statement is true or false. Then ask them to make any false sentences true.

Answer key

1. True
2. False (English and Spanish)
3. False (warm/tropical)
4. True
5. True
6. False (some great beaches)

3 Vocabulary (10 min.)

A.

- Have students look at the Vocabulary words. Ask them which words they already know or can guess. Ask which words students don't know. Give a brief definition of these.
-  29 Play the audio and have students listen and repeat.

B.

- Read or call on different students to read the descriptions on the right. Elicit or explain any new vocabulary, such as *save*, *borrow*, *medicine*, *artwork*, *exhibits*, *mail*, and *packages*.
- Have students work individually or in pairs to complete the exercise.
- Check as a class by asking volunteers to read the name of the place and its description aloud.

Answer key

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

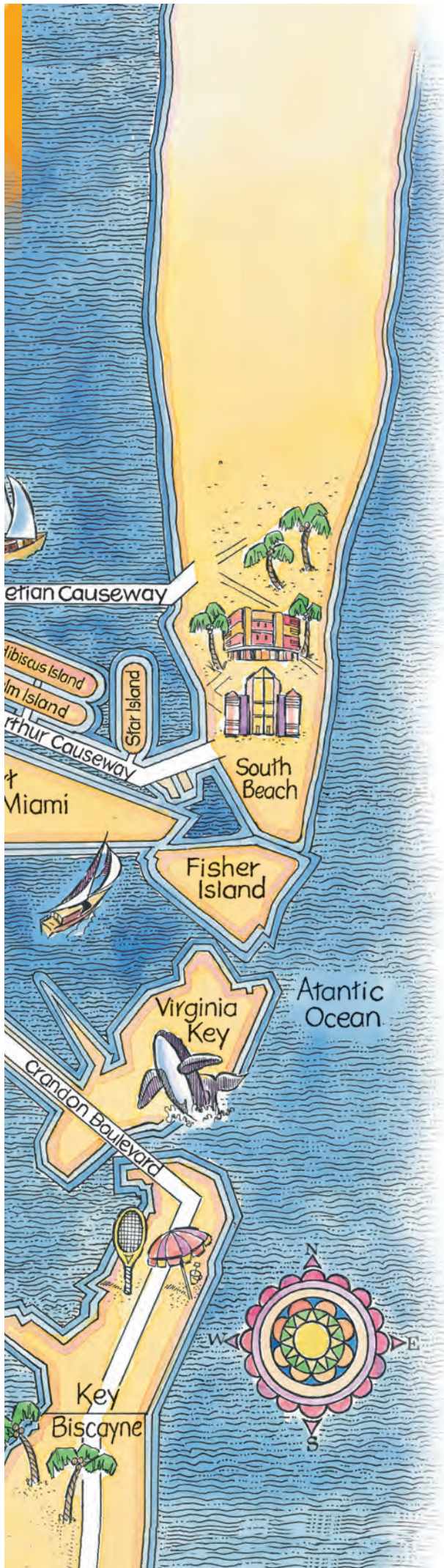
- To extend this activity, help students connect their concrete knowledge of places in their city or town with the vocabulary in this section. Tell students *I'll say a place—for example, park. If you can think of the name of a park in our town, raise your hand. Who can think of the name of a park in our town?* Call on one or more students to tell you the name of the park they are thinking of. Do the same with other vocabulary items. Go quickly to make this activity fun and fast-paced.

4 Practice (10 min.)

- Turn to page 68 and have students play a game.



Have students complete Workbook Exercises 1–3.



2 Comprehension

Write *True* or *False* before each statement.

- _____ 1. Miami is in Florida, U.S.A.
 _____ 2. Spanish and Portuguese are the two major languages in Miami.
 _____ 3. It is usually cold in Miami.
 _____ 4. You can visit a planetarium in Miami.
 _____ 5. Tourists can go to Coconut Grove to shop.
 _____ 6. Miami doesn't have any beaches.

3 Vocabulary

Places in a town or city

A. 29 Listen and repeat.

- bank
- bookstore
- bus stop
- drugstore
- mall
- movie theater
- museum
- post office
- restaurant
- supermarket
- zoo
- park

B. Match the places with their descriptions.

- | | |
|------------------------|--|
| 1. bank <u> b </u> | a. a place with lots of stores and restaurants |
| 2. drugstore _____ | b. a place where you save or borrow money |
| 3. supermarket _____ | c. a place where you buy and eat food |
| 4. museum _____ | d. a place where you buy books |
| 5. post office _____ | e. a place where you watch movies |
| 6. movie theater _____ | f. a place where you buy medicine |
| 7. zoo _____ | g. a place where you wait for buses |
| 8. bookstore _____ | h. a place where you see artwork and other exhibits |
| 9. park _____ | i. a place where you see different kinds of animals |
| 10. restaurant _____ | j. a place where you mail letters and packages |
| 11. mall _____ | k. a place with grass and trees where you can play and relax |
| 12. bus stop _____ | l. a place where you shop for food and things for the house |

4 Practice

Play a word guessing game! Go to page 68.

5 Dialogue

30 Cover the dialogue and listen.

Andy: So where would you like to go today, Brian?

Brian: I'm not sure. Can I look at the map? Venetian Pool . . . Is this just a pool?

Andy: Not really. There are also waterfalls and restaurants there.

Brian: Let's go there! Where is it?

Andy: It's in Coral Gables, between Coral Way and 40th Street.

Liza: And there's also the Seaquarium.

Andy: Oh, yeah. You can see sharks there.

Brian: Awesome! Can we go there today?

Andy: Sure. You can see dolphins there, too. And then we can go to the Planetarium.

Brian: Great! And what about Coconut Grove? What's that?

Andy: It's Liza's favorite place. It's across from Coral Gables.

Liza: It's a shopping place. There are really great restaurants there, too.

Brian: Umm, I think I'll skip Coconut Grove. I hate malls.

6 Comprehension

A. Look at the chart. Write two things that you can find in each place.

Venetian Pool	Coconut Grove	Seaquarium
waterfalls		

B. Write the places Brian wants to visit.

C. 31 Read along as you listen again. Check your answers.

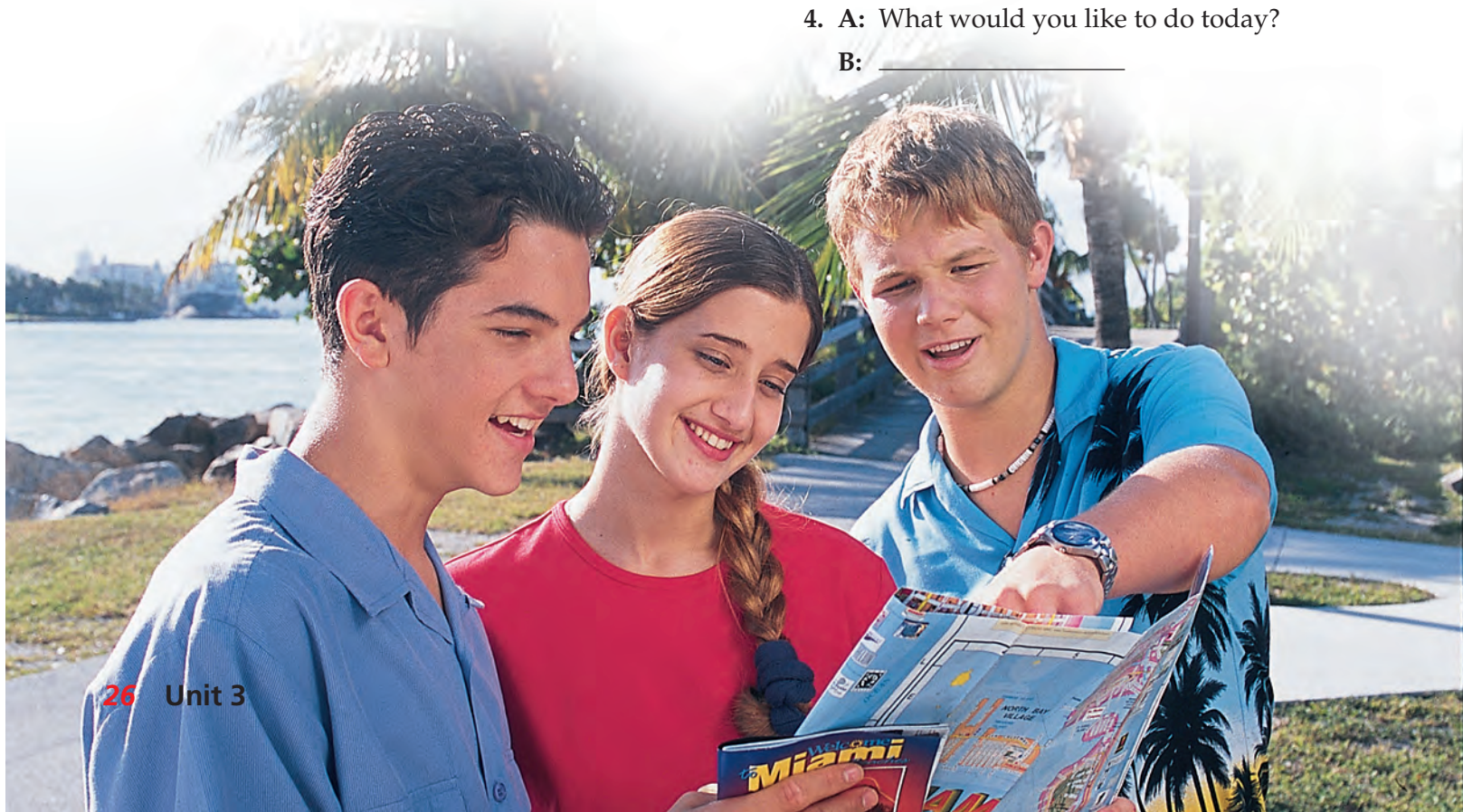
7 Useful expressions

A. 32 Listen and repeat.

- I'm not sure.
- Great!
- Not really.
- Oh, yeah.

B. Write the appropriate responses. Use the expressions in Exercise A.

1. A: Let's go to the movies.
B: Great!
2. A: Do you like Tom Cruise?
B: _____ I prefer Brad Pitt.
3. A: It's Mom's birthday today, remember?
B: _____
4. A: What would you like to do today?
B: _____



Using the large photo (5 min. or less)

- Tell the class to look at the picture. Ask *Who do you see in the picture?* (Andy, Liza, and Brian) *What are they looking at?* (a map) *What city is the map of?* (Miami)
- Tell students that the kids are talking about things they can do in Miami. Have students scan the dialogue and pick out the tourist sites that are mentioned. (Venetian Pool, Coral Gables, Seaquarium, Planetarium, Coconut Grove) Ask students to guess what people do in these places.
- Take advantage of the discussion of the possible features of the tourist sites to introduce some vocabulary in the dialogue that students will need to know for Exercise A—for example, *waterfalls*, *sharks*, and *dolphins*. Write these words on the board. It would be a good idea to bring pictures of these to show students.

5 Dialogue and 6 Comprehension (15 min.)

- Have students cover the dialogue.
- A.
- Read the instructions aloud. Ask *What's one thing you can find at the Venetian Pool?* (waterfalls)
 - 30 Play the audio two or more times and have students work independently to fill in the chart.
- B.
- 30 Play the audio again and have students fill in the blanks with the places that Brian would like to go.
- C.
- 31 Have students uncover the dialogue. Play the audio again as students read along and check their answers. Then check students' answers orally.

Answer key

A.

Venetian Pool: waterfalls, restaurants
Coconut Grove: shops, restaurants
Seaquarium: sharks, dolphins

B.

Venetian Pool, Seaquarium, Planetarium

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *would you like to*, *I'm not sure*, *Not really*, *There is/are, between*, and *You can see sharks/dolphins there* (*can* for possibility), *Oh, yeah* (that's right; now I remember), *Great!*, *across from*, and *skip* (miss; not go to).

Focus on values

- Ask students, using L1 as needed, *What is Liza's favorite place to go to?* (Coconut Grove). *Brian said, I think I'll skip Coconut Grove. I hate malls. How do you think that makes Liza feel?* (disappointed, sad, hurt, embarrassed)
- Explain to students that while honesty between friends is a good thing, being polite and sensitive to others' feelings is just as important. When Brian says he *hates* malls in front of Liza, he may just be being honest and sincere. However, he may also have hurt Liza's feelings or embarrassed her.
- Have the class repeat the dialogue, then have students practice in groups of three, changing roles after each reading. Finally, select a group to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

Extension

- Have students form pairs or small groups to discuss which places in Miami they would like to visit and why. On the board, write *Where would you like to go in Miami? I would like to go to _____. I like _____. Briefly model asking and answering with a student.*

7 Useful expressions (5 min.)

A.

- Elicit the meaning of each expression or the situation in which it is used.
- 32 Play the audio, pausing for students to repeat. Encourage students to mimic the intonation.

B.

- Before students begin, check that they understand *prefer* and *remember*. Have students work individually to fill in the blanks. Check orally.

Answer key

1. Great!
2. Not really.
3. Oh, yeah.
4. I'm not sure.

- To extend the exercise, have students practice the exchanges. Tell them to switch roles after the first round. You may then want to have pairs practice looking up and making eye contact while speaking, then practice again with books closed.



Grammar Focus

and Discovering grammar (10 min.)

Prepositions of location

See Grammar Reference, page 100.

- Beforehand, survey the area near your school and make a rough map of the streets and buildings. Pick out buildings that students are most likely to recognize by name.
- In class, draw a rough map of the area near your school on the board. Draw boxes to represent the buildings.
- Point to a building located on a corner and ask *What place is this?* After students have identified it, ask *Where is it?* Write *on the corner of* on the board and provide or elicit the sentence (*Place A*) *is on the corner of (names of two streets)*.
- Ask the same questions about one of two adjacent buildings. Write *next to* on the board and elicit (*Place B*) *is next to (place C)*. Follow the same procedure until you have introduced all six prepositions of location.
- Give students a few moments to study the grammar chart. Then have students work individually to complete the Discovering grammar section. Check answers orally.

Answer key

1. Across from
2. Behind
3. Between
4. On the corner of
5. on
6. in

Practicing grammar

8 Practice (5 min.)

- Read the instructions and elicit the answer for the first item. Then have students work individually to complete the sentences.
- Check answers by asking volunteers to read the sentences with the correct prepositions.

Answer key

1. on the corner of
2. between
3. on
4. in front of
5. next to
6. behind / next to

9 Practice (5 min.)

- **PAIRS.** Read the instructions aloud and have students say the example exchange after you. Model asking and answering about two places with a student, then assign pairs.
- After students have finished, check by asking *Where* questions and calling on random students to answer.
- To extend this exercise, have students change partners, cover the prepositions in the grammar chart, and ask and answer looking only at the map.

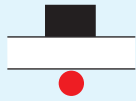


Have students complete Workbook Exercises 6–8 and Grammar Builder Exercises 1–3.

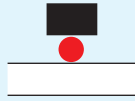


GRAMMAR FOCUS

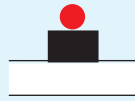
Prepositions of location



across from



in front of



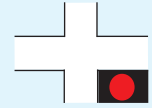
behind



between... and...



next to



on the corner of

The prepositions *in* and *on*

The Venetian Pool is **in** Coral Gables.

I live **in** New York City.

My house is **on** Fifth Street.

Discovering grammar

Look at the pictures in the grammar chart. Circle the correct answers.

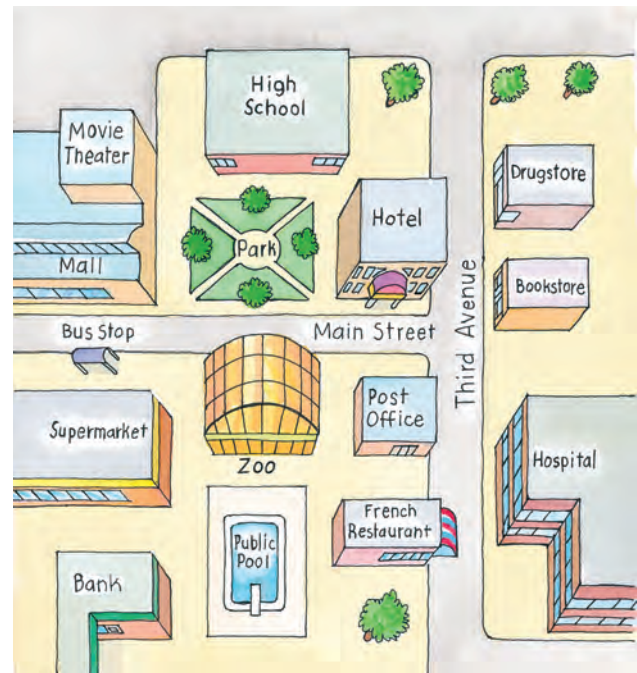
1. (*Across from* / *In front of*) means "on the other side."
2. (*Between* / *Behind*) means "at the back of something."
3. (*Between* / *Next to*) means "in the middle of two things."
4. (*On the corner of* / *In front of*) is the point where two streets meet.
5. Use (*in* / *on*) with the name of a street.
6. Use (*in* / *on*) with the name of a place.

Practicing grammar

8 Practice

Look at the map. Complete the sentences with prepositions of location from the grammar chart.

1. The post office is on the corner of Main Street and Third Avenue.
2. The park is _____ the mall and the hotel.
3. The zoo is _____ Main Street.
4. The bus stop is _____ the supermarket.
5. The bookstore is _____ to the drugstore.
6. The bank is _____ the supermarket.



9 Practice

PAIRS. Look at the map again. Take turns. Ask where each place on the map is.

For example:

- A: Where's the pool?
B: It's behind the zoo.



GRAMMAR FOCUS

There is/There are

Affirmative statements

There's a mall next to the park.
There are some good restaurants in Miami.

Negative statements

There isn't a mall in my town.
There aren't any good restaurants around my school.

Yes/No questions

Is there a Portuguese restaurant in Miami?
Are there any electronic stores in this mall?

Short answers

Yes, **there is**. / No, **there isn't**.
Yes, **there are**. / No, **there aren't**.

Contraction

There's = There is

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Use a (*singular / plural*) noun after *there is*.
2. Use a (*singular / plural*) noun after *there are*.
3. Use (*some / any*) after *there aren't*.
4. Use (*some / any*) after *are there*.

Practicing grammar

10 Practice

A. Look at the map. Write sentences using the following:

- *There is, There are, There isn't any, There aren't any*
- the vocabulary in Exercise 3
- prepositions of location

1. *There aren't any banks on the map.*
2. *There's a zoo across from the YMCA.*
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

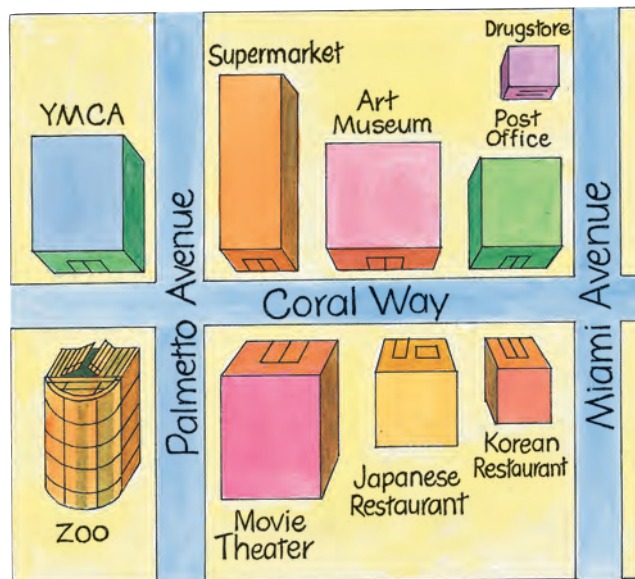
B. **PAIRS.** Give your sentences to another student and have him or her check them. Who has the most correct sentences?

11 Practice

- A. Look at the map carefully. Try to remember the places on it.
- B. **PAIRS.** Take turns. Student A, look at your map and ask Student B three *Yes/No* questions about the places on the map. Student B, close your book and answer Student A's questions. Keep score of the correct guesses.

For example:

- A: Is there a mall on the map?
B: Umm . . . Yes, there is!
A: No, there isn't. Next question. Are there . . . ?





Grammar Focus

and Discovering grammar (15 min.)

There is/there are

See Grammar Reference, page 100.

- Think of a well-known place in your city or neighborhood of which there is only one, such as a zoo, restaurant, store, or specialty museum. Write on the board and ask *Is there a (zoo) in (name of city or neighborhood)?* Elicit the response and write it on the board as a short answer and an affirmative statement *Yes, there is. There is a (zoo) on (street name).*
- Next, think of something in the plural that you know has an affirmative answer. Write on the board and ask *Are there any (drugstores) in (city or neighborhood)?* Elicit the answer and write it on the board as *Yes, there are. There are (two drugstores). One is (location), and one is (location).*
- Have students look at the grammar chart. Call on students to read each section aloud.
- Have students work individually to complete Discovering grammar. Check answers orally.

Answer key

1. singular
2. plural
3. any
4. any

- Use the board to elicit other key points about the grammar chart, such as the use of *any* in questions, the use of *some* in affirmative statements, and the use of *any* in negative statements.

Practicing grammar

10 Practice (10 min.)

A.

- Tell students they will write sentences to describe places on a map. Read the instructions aloud and ask volunteers to read the first two examples.
- Have students work individually to write their sentences. Walk around and monitor as they write; look for common errors in the sentences, such as subject-verb agreement.

Answer key

Answers will vary.

B.

- **PAIRS.** Pair students and have them exchange sentences. On the board, list any specific common errors that they should look for while checking. Have students mark each other's sentences and return them. Ask them to compare their total number of correct sentences. Have students with the most correct sentences raise their hands. Ask several students to read one of their sentences aloud.

11 Practice (10 min.)

A.

- Read the instructions aloud. Allow students 30 seconds to look at the map and remember as many places as they can.

B.

- **PAIRS.** Tell students they will be working with a partner. First, partners should decide who Student A and Student B will be.
- Read the instructions aloud. Point out that after Student A asks three questions, it's Student B's turn to look at the map and ask three questions.
- Read the example with a student taking B's role. Then have the student close his or her book. Model the activity by asking two more questions. Use the board to show how you keep score.
- Walk around and monitor as students practice. To check, have all the students close their books. Ask *Yes/No* questions and call on individual students to answer.



Have students complete Workbook Exercises 9–13 and Grammar Builder Exercises 4–5.

12 Pronunciation (5 min.)

A.

- Tell students you will ask them a question. Tell them to listen and decide if your voice is rising (going up) or falling (going down) at the end. Ask a *Yes/No* question, such as *Is there a bookcase in this room?* Elicit the fact that your voice is rising because you are asking a *Yes/No* question.
- Tell students to listen to a short answer and decide if your voice is rising or falling at the end. Say a short answer such as *Yes, there is.* Elicit the fact that your intonation is falling.
- **33** Play the audio, pausing for students to repeat.

B.

- **34** Play the audio again. Have students listen and repeat once more, then take turns practicing the questions and answers. To check, call on several pairs to role-play an exchange for the class.

Learn to learn (5 min. or less)

- Read the strategy line and explain or elicit the meaning. If helpful, discuss the ideas presented in this section in L1.
- **GROUPS.** Read the instructions aloud. Tell students they will practice making notes when they do the following exercises.

13 Your turn (30 min.)

A.

- For this activity, prepare art materials beforehand—construction paper, crayons, colored pencils, markers.
- **GROUPS.** Have students make groups of four. Read the instructions aloud and then explain the task. Say, for example, *Each group is a team of town planners. The government wants you to plan a town that teenagers will love to live in or visit. As town planners, you discuss and decide how your town will look, what buildings and other things you will have, and where they will be located. In the end, you also decide the name of your town. Draw your town on a big piece of paper. Be sure to make it fun and colorful.*
- To get students started, brainstorm with the class some fun places they might want to include in their town, such as amusement parks, swimming pools, game parlors, concert halls, etc. Provide vocabulary as needed.

B.

- **GROUPS.** Read the instructions aloud. Tell the class that each student in the group should present some information about the town plan. Tell groups to decide who will talk about the different things in their town. Refer students back to the Learn to learn strategy. Tell students to write short notes about some of the things they will say.

C.

- **CLASS.** Read the instructions and example language aloud. Remind “town planners” to use *There is/are* and prepositions of location in their presentations. After the first presentation, have the rest of the class ask *Yes/No* and *Where* questions about the plans.

D.

- After all teams have presented, ask students to vote for the plan they like best. Elicit reasons why the winning plan was chosen.



(5–10 min.)

- **GROUPS.** Read the instructions aloud and then go over the Useful language with the class. On the board, write *What can you do _____? You can _____.* Give and then elicit some examples of this usage of *can*, such as *What can you do at the zoo? You can see lions and tigers. What can you do at the amusement park? You can ride the big roller coaster.* You may also want to help students practice emphatic intonation for these phrases: *I love it! It's awesome there.*
- Model a conversation for this activity with a student. In addition to using the Useful language in your model, recycle some language students have learned in previous units such as *Yes/No* questions (*Is there a . . . ? / Does it have a /any . . . ?*), *Where* questions (*Where is it?*), *How many* questions (*How many pools are there?*), *How often* questions (*How often do you go there?*), and functional expressions (*Really? Seriously? That's great!*). After your model, elicit the questions and expressions you used and write them on the board as a guide to help students in their discussions.
- As students talk, walk around to monitor. After their discussions, elicit favorite places from several different groups.

12 Pronunciation

Intonation in Yes/No questions and short answers

- A. 33 Listen to the questions and answers. Notice how the voice falls on the last word in the short answers.

Questions

A: Is there a mall in this area?

A: Is there a hotel near the mall?

A: Are there any restaurants near your house?

A: Are there any stores in your neighborhood?

Answers

B: Yes, there is.

B: No, there isn't.

B: Yes, there are.

B: No, there aren't.

- B. 34 Listen again. Then role-play the conversations.

Learn to learn

Prepare before a presentation.

Prepare for speaking activities by writing down some of the things you want to say or ask.

GROUPS. Prepare for part B of Exercise 13 by writing down some of the things you want to say in your presentation. Prepare for part C by writing down some questions.

- C. **CLASS.** Ask the town planners questions about their plans for the town. Ask *Yes/No* and *Where* questions. Give comments about the plans.

For example:

Student 1: Is there a . . . ?

Presenter: No, there isn't a . . ./there aren't any . . .

Student 1: Why not?

Student 2: Excuse me. I think the public pool is very small.

- D. Vote on the plan that you like best. Explain your choice.

13 Your turn

- A. **GROUPS.** Pretend you're town planners. Your government asks you to plan a new area in your town for teenagers. Follow these instructions:

1. Discuss the places you want to include in your town.
2. Make a sketch of your plan on a big piece of paper. Make your plans colorful and fun.
3. Name your town.

- B. **GROUPS.** Present your town plans to the whole class. Use *There is*, *There are*, and prepositions of location in your presentation.



GROUPS. Talk about a favorite vacation place or a favorite place in your town or city. Ask your classmates about their favorite place. Find out where it is and what you can do and see there.

Useful language:

- What's your favorite . . . ?
- What can you do there?
- My favorite place is . . .
- I love it!
- It's awesome there.
- It's in/on . . . (*location*)
- There's/There are . . .
- Let's go there. (*Suggest when to go.*)

14 Vocabulary

Leisure activities

A. Label the pictures with the following:

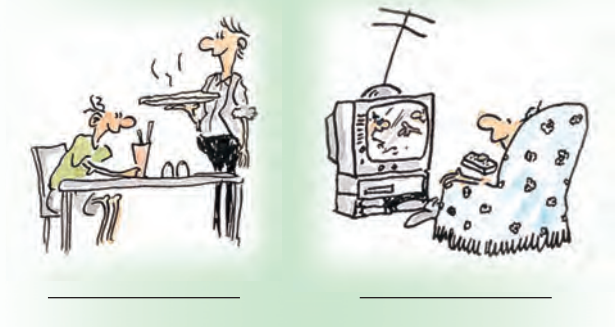
- | | |
|-----------------------|--------------------|
| eat out | go to a party |
| go shopping | visit grandparents |
| hang out with friends | watch a DVD |

B. Look at Exercise A. Put three checks (✓✓✓) next to the activities you *always* do on weekends; two checks (✓✓) next to the ones you *sometimes* or *often* do on weekends; and an X next to the ones you *never* do on weekends.

C. **PAIRS.** Talk about your weekend activities.

For example:

- A: What do you usually do on weekends?
 B: Well, I usually go out with my parents.
 How about you?
 A: I sometimes visit my grandparents.



15 Communication

Make suggestions

- A. **35** Listen to the conversation.
- A: Would you like to go to the movies this weekend?
 B: Sorry. I can't. I don't have any money.
 A: Oh, OK. Let's watch a DVD at my house then.
 B: Good idea!
- B. **PAIRS.** Invite your classmate to do any of the activities in Exercise 14A.

16 Listening

- A. **36** Look at the ads as you listen to the conversation. Where do the kids want to go? Circle the ad.
- B. **37** Listen again. Circle the events, people, and places mom and the kids talk about.
- | | |
|------------------------|--------------------------|
| an outdoor movie | Seaquarium |
| Rolling Stones concert | Vincent van Gogh exhibit |
| Shakespeare festival | Black Eyed Peas concert |
| Picasso exhibit | |
| Planetarium | |



14 Vocabulary (15 min.)

A.

- Quickly read the list of leisure activities and have students say them after you.
- Have students work independently to label the pictures. Check orally by pointing to each picture and asking *What activity does this picture show?*

Answer key

go shopping visit grandparents go to a party
hang out with friends eat out watch a DVD

B.

- Read the instructions aloud. Model by saying *Who always goes shopping on weekends? Raise your hands.* Write three check marks on the board and tell the students who raised their hands to write three checks on the *go shopping* picture. Follow the same procedure with *sometimes* or *often* and *never*.

C.

- **PAIRS.** Call on a pair to read the example aloud. Then ask them to model talking about their own weekend activities. Suggest that they also ask other information and *Yes/No* questions to find out more about their partner's weekend activities.
- Walk around to monitor and help as students talk. If time allows, have them change partners and discuss their weekend activities with another student.
- Conclude the exercise by asking several students what they usually do on weekends.



Have students complete Workbook Exercises 4–5.

15 Communication (10 min.)

A.

- Ask for a show of hands of students who go to the movies on weekends. Elicit some reasons for not going to the movies. Write these on the board.
- **35** Play the audio as students read along. Then play it once more, pausing for students to repeat.
- Have students work in pairs to role-play the dialogue several times, switching roles after each role-play.

B.

- **PAIRS.** Read the instructions and have students look back at the vocabulary in Exercise A. Call on a pair to model a conversation for the class. Then tell pairs to role-play several times.
- Check by calling on pairs to perform a role-play.



Have students complete Workbook Exercises 14–16.

16 Listening (15 min.)

A.

- Have students look at the ads. Ask volunteers to read them aloud.
- **36** Read the instructions aloud. Tell students that they are going to hear a conversation about the characters' weekend plans. Ask them to pay attention to the one place the kids want to go. Play the audio two or more times. Check the answer orally.

Answer key

Seaquarium

B.

- Read the instructions aloud. Tell students that this time they will listen for all the events and people that Mom and the kids discuss. Elicit or explain any unfamiliar names or events.
- **37** Play the audio again two or more times. Check answers orally.

Answer key

Shakespeare festival, Vincent van Gogh exhibit,
Black-Eyed Peas concert, Seaquarium

- If helpful, you may want to use the board to teach some of the new vocabulary in this listening, such as *a lot going on*, *boring*, *(talk) weird*, *takers*, *painter*, and *cut off his ear*. Play the audio once more and then ask the class a few more content questions about the conversation.

Audioscript

Mom: Guys, what do you want to do this weekend?

Andy: We're not sure, Mom. Why?

Mom: Well, there's a lot going on this weekend. Go get the newspaper, Robbie.

Robbie: Here it is, Mom.

Mom: Thanks. There's a Shakespeare festival downtown, in that theater across from the mall.

Liza: That's going to be so boring!

Robbie: Yeah, they talk weird, too.

Mom: OK. Sorry, Shakespeare. There's a Black-Eyed Peas concert at the beach. Any takers?

Andy: Well . . . it sounds OK. What else is there?.

Mom: There's also a van Gogh exhibit at the Vizcaya Gardens.

Robbie: Who is van, van, van what?

Liza: Gogh. Van Gogh. He's a famous painter. You know, the one who cut off his ear?

Robbie: He did?

Andy: Thanks, Mom. But Brian wants to go to the Seaquarium. There are dolphins and sharks there, and Brian wants to see them. Liza, could you call Joey and tell her what we're doing this weekend?

Liza: Why me? You tell her.

Brian: Don't worry, Liza. I'll call Joey.

Putting it together

A skateboard contest (15 min.)

Background notes

Skateboarding is a teen recreational activity that became very popular in the United States in the 1970s. Since then, skateboarding has become a worldwide competitive sport.

A.

- Have students look at the pictures and tell what they remember about the characters. Elicit information by asking leading questions such as *Who is the girl with Liza?* (Annie, Liza's best friend) *What are they looking at?* (a newspaper) *Who do you think Andy is on the phone with?* (his girlfriend, Caroline)
- Read the instructions. Tell students to guess what Andy is saying to Liza and Annie, but not to write it in the blanks. Give students a few minutes to read the conversation, then elicit students' guesses.
- **38** Play the audio, pausing after each answer. Elicit what Andy said and write it on the board. Ask students to raise their hands if they guessed correctly. Have students fill in the blanks in the dialogue. Go over vocabulary and concepts such as *skateboard contest*, *Please understand*, *Uh-oh* (Oh no), *in trouble with*, and *Oh, well*.

Answer key

1. No! Leave me alone.
2. What skateboard contest? Hey, wait for me!

B.

- **CLASS.** Read each discussion question aloud and ask volunteers for their answers and opinions. Encourage students to express different or opposing views.
- To extend work with the photostory, you may want to have students practice the dialogue. Work on students' pronunciation as you play the audio or read the dialogue aloud. Then assign groups of four and have students practice, changing roles after each reading. If time allows, have students practice the dialogue again, substituting their own names. Then call on one or more groups to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

Extension

- Bring several copies of the entertainment section of a local English-language newspaper to class. Alternately, bring in the entertainment listings from a U.S. newspaper online.
- In groups, have students find and write down three interesting events that are happening this weekend. Have them include locations and ticket prices, if given. Then ask volunteers to share with the class the events they chose and why.



Have students complete Skills Development 1 Exercises (1–4) in the Workbook.



Have students complete the Unit 3 test, page 82, and the Test for Units 1–3, pages 86–89.

Putting it together *A skateboard contest*

A. 38 Look at the pictures and read the conversations. Guess what Andy is saying to Liza and Annie. Write the missing lines. Then listen and see if you guessed correctly.



B. **CLASS.** Discuss the questions.

1. Is Caroline upset with Andy? If so, why?
2. What's Andy's explanation?
3. Is Andy a good boyfriend? Explain your answer.



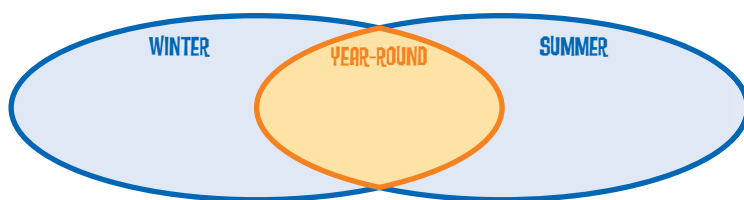
Wide Angle on the world

1 Reading

Reading skill: Reading with a purpose

Before you read, decide what information you will look for.

- A. Read the interview for the things that Halldóra says teens do in their leisure time. Underline them.
- B. Fill in the Venn diagram with the things Halldóra says teens do in the winter, year-round, and in the summer.



2 Listening

39 Listen to an interview with Josh Jones, a teen from New York City. Underline the things Josh says teens do in the winter. Circle the things he says teens do in the summer. Circle and underline the things teens do year-round.

go skiing
 go to the gym
 go shopping
 go to dance clubs
 go swimming
 go to museums

go out to eat
 go ice skating
 go to movies
 hang out in the park
 have picnics
 go skateboarding

3 Writing

In your notebook, draw a Venn diagram. List the things teens in your city do for fun in the winter, year-round, and in the summer.

4 Speaking

PAIRS. With your partner, discuss the following questions:

1. What do you do for fun in the winter?
2. What do you do for fun in the summer?
3. What do you do for fun year-round?



Wide Angle on the world

Pictures (5 min.)

- Call on a student to read the title aloud. Ask students to locate Iceland on the satellite photo (circled). Have students look at the pictures. Elicit what students can identify. Discuss how these scenes are similar to, or different from, what they see in their own country.

1 Reading (15 min.)

A.

- Go over the Reading skill with the class. Tell students they will be reading an interview. As they read, they should look for and underline things that teenagers in Iceland do in their leisure time.
- After the reading, elicit answers orally. (See Exercise B Answer key.)

B.

- Have students look at the Venn diagram. Read the labels aloud. Elicit or explain that winter and summer are each represented by an oval. The part where the ovals overlap contains the year-round features. Explain that Venn diagrams can help students remember information through grouping.
- Draw the Venn diagram on the board. Elicit one activity for each section.
- Have students read the interview again and fill in the Venn diagram in their books. Check answers as a class.

Answer key

Winter: read, watch TV, go bowling, go to the Youth Center, ski, skate, swim in hot pots

Year-round: go swimming

Summer: go hiking, go camping, stay up late

2 Listening (5 min.)

- Tell students that, just as they read with a purpose in Exercise 1, they will also listen with a purpose for this exercise. As they listen, they should pay attention to what teenagers do in their leisure time.
- Have students read the directions and the leisure activities in the box.
- **39** Play the audio two or more times as students complete the exercise. Elicit the answers orally.

Answer key

Winter: go to museums, go to movies, go out to eat, go shopping, go ice skating

Summer: hang out in the park, have picnics, go skateboarding

Year-round: go out to eat, go to movies, go to museums, go shopping

Audioscript

Interviewer: So what do teens do for fun in New York City?

Josh: Lots of things. Winter is pretty cold, so we do a lot of indoor activities. We go to museums a lot. The Metropolitan Museum and the Museum of Modern Art are cool. We also go to movies. There are a lot of movie theaters in New York. And we go out to eat with our friends. There are some great restaurants. And, of course, we go shopping. New York has great shops and department stores. You can find things from all over the world.

Interviewer: Do you do any outdoor sports in the winter?

Josh: Yes, a lot of people go ice skating. We have two great rinks—one in Central Park and one in Rockefeller Center.

Interviewer: What do teens do for fun in New York in the summer?

Josh: We like to hang out in Central Park. It's an awesome park. We have picnics with friends there, and just hang out. And a lot of teens—especially guys, like me and my friends, like to go skateboarding in the park.

Interviewer: What else do you do in the summer?

Josh: We do most of the same things we do in the winter! We go out to eat, we go to movies, we go to museums, and we go shopping!

Interviewer: So teens enjoy living in New York?

Josh: You bet! It's the most exciting city in the world!

3 Writing (10 min.)

- Have students make their own Venn diagrams.
- Ask students to compare and share their Venn diagrams with a partner.

4 Speaking (5 min.)

- **PAIRS.** Read the discussion questions aloud. Explain that students should also use other follow-up questions, such as *Yes/No* and *Wh-* questions, to keep the conversation going.
- Have students talk with a partner about leisure activities.

Extension

- Have students write a dialogue following the model interviews in Exercises 1 and 2. Before they begin, elicit the key questions that the interviewers used to prompt the answers from *Halldóra* and *Josh*. (What's there to do in . . . ? What do teenagers do for fun in the winter/summer? Do you do any outdoor/indoor activities in the winter/summer? What else do you do in the summer/winter?) Elicit other questions the interviewer could ask and write them on the board.
- Have students work in pairs to create their own dialogue. Circulate and assist students as needed.
- Have students rehearse and then present their dialogues to other pairs or in front of the class. You may also record the students' dialogues and use these dialogues for listening and note-taking exercises later.



Teens in Iceland: Hot Pots and Midnight Sun



Teens participate in similar leisure activities all over the world. But each town and country offers some special activities. An interviewer is talking to Halldóra Jónsdóttir, a seventh grader in Reykjavik, Iceland.

Q: What's there to do in Reykjavik, Halldóra?

A: There are lots of things to do, but it depends on the season. We're very far north, and in the winter we get just four hours of sunlight a day.

Q: What do teenagers do for fun in the winter?

A: Well, we do a lot of indoor activities—we read, we watch TV, we go bowling. And we spend a lot of time at the Youth Center. We meet friends there, listen to music, and just hang out.

Q: Do you do any outdoor activities in the winter?

A: Yes, we ski and skate—the ski slopes and skating rinks have lights. And we swim in the hot pots!

Q: Hots pots?!

A: Yes, hot water swimming pools that are outdoors. Reykjavik has a lot of hot springs, and we use the hot water to generate energy. After that, the water goes to heat our homes, and it also goes into hot water pools. So we can swim outside year-round—even when it's snowing. In Reykjavik, there is a famous pool called the Blue Lagoon. The white mud in the pool is very good for your skin.

Q: What's summer like in Reykjavik? Do you mostly stay indoors?

A: No way! In the summer, we have the midnight sun. We get sunlight for 18 hours a day and the sun never really sets. So we spend a lot of time outdoors! We go hiking and camping, and stay up very late!



Wide Angle 1 33

4

What's Brian doing?

1 Dialogue

40 Cover the dialogue and listen.

- Liza: Where's Brian?
Andy: He's upstairs in the bedroom.
Liza: What's he doing? Is he reading?
Andy: No, he isn't. He's writing an e-mail.
Liza: Who's he writing to? Is he e-mailing his parents?
Andy: I don't know, Liza. Stop bothering me. I'm watching TV.
Liza: I'm just asking you questions.
Andy: I know, but you're bothering me.
Liza: Gee, Andy. You're grumpy today. I'm out of here.

Learning goals

Communication

Ask what someone's doing now
Describe what's happening right now
Talk about a house

Grammar

The present continuous: *be (am/is/are) + verb -ing*

Vocabulary

Rooms and parts of a house

2 Comprehension

A. Cross out the wrong information in each sentence. Then correct it.

1. Liza is asking about ~~Robbie~~. *Brian*
2. Andy doesn't know where Brian is.
3. Brian is reading.
4. Andy wants to talk to Liza.
5. Liza says Andy is nice.

B. 41 Check your answers. Read along as you listen again.



4

What's Brian doing?

Learning goals The following are additional learning goals in this unit:

Learning strategy

- Know how to scan an article

Pronunciation

- Stress on important words

Skills

- Preview and predict an article
- Listen to an interview for specific information

- Talk about favorite places in a house
- Ask *Yes/No* questions about a picture
- Ask what someone's doing now
- Write messages about weekend plans

Warm-up (5 min.)

- Review verbs by asking students *What verbs can you remember from the last few units?* Elicit as many as students can recall and write them on the board. Give hints for any important ones they've missed.
- Tell students *You can use these verbs to talk about the things you usually do. Now you'll learn how to use them in a different way. You'll learn how to talk about what you are doing right now.* Introduce the unit title. Explain that by using *be* and adding *-ing* to *do*, you can ask what someone is doing right now.

Using the large photo (less than 5 min.)

- Have students look at the pictures. Ask *Who do you see in the pictures?* (Andy, Liza, and Brian) *Where are Andy and Liza?* (at home; in the living room) *Is Brian at home?* (Yes, he's at the computer.) Using the board, help students construct present continuous statements to answer these questions: *What is Andy doing right now?* (He's watching TV.) *What is Liza doing right now?* (She's talking.)

1 Dialogue and 2 Comprehension (15 min.)

- Have students cover the dialogue.

A.

- Read the directions aloud. Using the example, make sure that students understand *cross out*. Then call on a volunteer to read the sentences aloud.
- 40 Play the audio two or more times and have students work independently to complete the exercise. If helpful, pause after each answer on the second or third listening to give students time to write.

B.

- 41 Have students uncover the dialogue. Play the audio again as students read along. To check, have volunteers read aloud the original sentences first before reading the corrected sentences.

Answer key

1. Liza is asking about Brian.
2. Liza doesn't know where Brian is. / Andy knows where Brian is.
3. Brian is writing an e-mail.
4. Andy doesn't want to talk to Liza.
5. Liza says Andy is grumpy.

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as the present continuous forms: *Is he reading? No, he isn't. He's writing an e-mail. Who's he writing to? Is he e-mailing his parents?* Go over phrases such as *bothering, just, I know, Gee, and I'm out of here* (I'm leaving right now).
- Have the class repeat the dialogue, then have students practice in pairs, changing roles after each reading. Finally, select a pair to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

3 Useful expressions (5 min.)

- **42** Read the instructions aloud, then play the audio. Pause after each line and have students repeat. Encourage them to mimic the tone.
- Have students work individually to match the expressions.
- Check by having volunteers read each Useful expression and its equivalent.

Answer key

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

4 Vocabulary (10 min.)

Background notes

Housing in the United States: In the United States many families live in houses, especially in small to medium-sized cities and towns and in suburban areas (areas surrounding a city).

Single-family houses are surrounded by a yard—an open area planted with grass, flowers, and trees. **Duplexes** are two houses attached by a center wall. **Townhouses** are rows of houses, usually two or three stories high, with connecting walls between them. **Mobile homes** are house trailers; although they are on wheels, they are seldom moved once they are in place.

In urban areas and large cities, it is common for people to live in **apartments** or **condominiums (condos)**. A condo is an apartment that a resident owns.

Students at universities often live in a large building called a **dormitory (dorm)**. Dorms often have a cluster of sleeping rooms (**a suite**) with a shared bathroom and a common area for socializing.

A.

- **43** Play the audio and help students pronounce these words. Elicit the meanings of any terms students may not be able to guess.

B.

- Have students work individually to label the parts of the house.
- Check answers by pointing to each room and eliciting the number and name.

Answer key

(First floor and garage, from left to right) 3, 5, 7, 6, 8, 4
(second floor, from left to right) 2, 1, 9



Have students complete Workbook Exercises 1–3.

Extension

- Teach or elicit the vocabulary for the furniture in the house. Write the words on the board. Then have students classify them according to which room they belong in.
- In pairs, students quiz each other on the room and furniture vocabulary. One student points to a room or item, and the other student names it.
- Lead a discussion of how the house in the picture is the same as or different from houses in the students' country.



(10 min.)

- **PAIRS.** Read the instructions and go over the Useful language with the class. Model a conversation with a student, incorporating as much of the Useful language as possible. Then have students work in pairs. Walk around to monitor as students talk.
- To check, ask students to share which room or rooms were the most popular.

3 Useful expressions

42 Listen and repeat. Match the expressions with similar meanings.

- | | |
|-----------------------------|-------------------------------------|
| 1. I don't know. <u>b</u> | a. I'm leaving right now. |
| 2. Stop bothering me. _____ | b. I have no idea. |
| 3. You're grumpy. _____ | c. Don't ask me a lot of questions. |
| 4. I'm out of here. _____ | d. You're in a bad mood. |

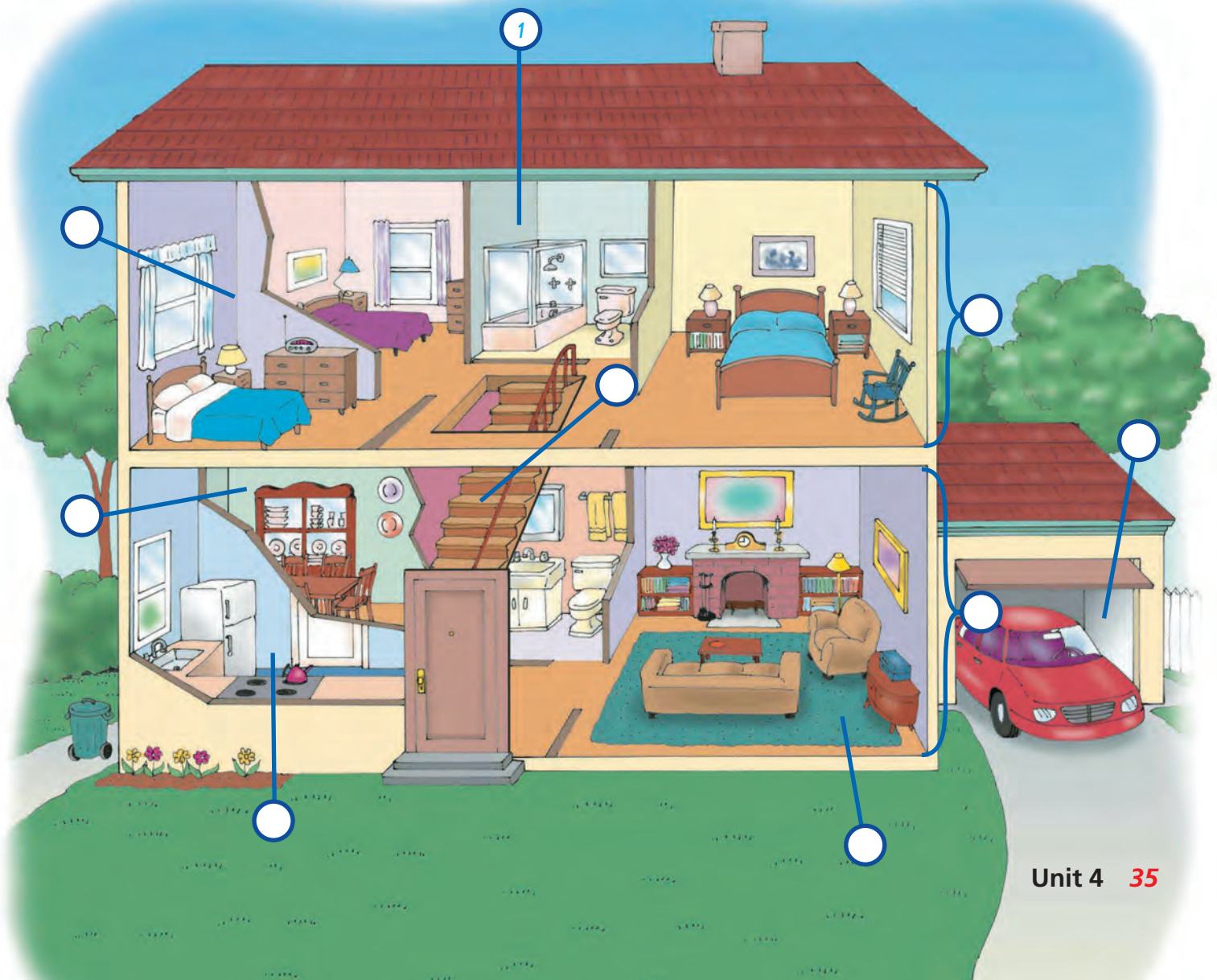
4 Vocabulary

Rooms and parts of a house

A. 43 Listen and repeat.

- | | | |
|----------------|----------------|---------------|
| 1. bathroom | 4. garage | 7. stairs |
| 2. bedroom | 5. kitchen | 8. downstairs |
| 3. dining room | 6. living room | 9. upstairs |

B. Label the parts of the house. Use the numbers in Exercise A as your labels.



PAIRS. Talk about your favorite place in your house.

Useful language:

- What's your favorite place in your house?
- Why is it your favorite?
- What's in that room?
- Sounds awesome/cool.
- Me, too!
- No way!
- Really?



GRAMMAR FOCUS

The present continuous:
be (am/is/are) + verb -ing

Affirmative statements	Negative statements
I'm	I'm not
You're	You're not
He's	He's not
She's	She's not
} studying.	
You're	You're not
We're	We're not
They're	They're not
} playing.	

Spelling of -ing verbs

listen—listening
smile—smiling

play—playing
sit—sitting

Discovering grammar

Look at the grammar chart. Complete the rules.

- Use _____ + verb -ing with *I*.
a. am b. is c. are
- Use _____ + verb -ing with *He, She,* and *It*.
a. am b. is c. are
- Use _____ + verb -ing with *We, You,* and *They*.
a. am b. is c. are

Practicing grammar

5 Practice

Write the -ing forms. Follow the patterns.

Group 1: Add -ing.

- play → playing
- study → _____
- fix → _____
- show → _____

Group 2: Drop the -e.

- write → writing
- use → _____
- leave → _____
- make → _____

Group 3: Double the consonant.

- plan → planning
- run → _____
- shop → _____
- get → _____

6 Practice

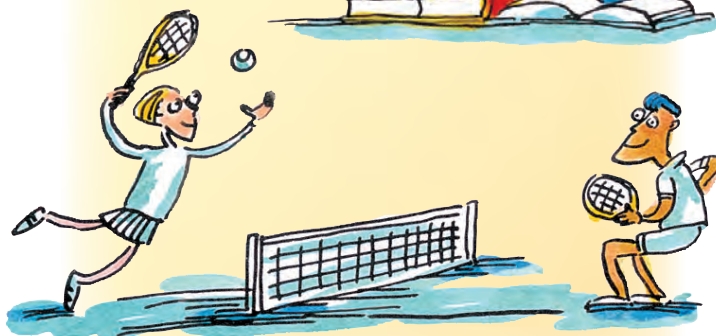
Complete the sentences with the present continuous form of the verbs in parentheses.

- Liza and Andy are talking. (*talk*)
- Andy _____ TV. (*watch*)
- Liza _____ Andy questions. (*ask*)
- Andy _____ annoyed. (*get*)
- Brian _____ in front of the computer. (*sit*)
- He _____. (*not read*)
- He _____ to his parents. (*write*)

7 Practice

What are the people in the pictures doing?

- she/use her computer _____
- he/take a shower _____
- she/do homework _____
- they/play tennis _____





Grammar Focus

and Discovering grammar (15 min.)

👉 See Grammar reference, page 101.

The present continuous: *be (am/is/are) + verb -ing*

- On the board, write: *He is writing an e-mail.*
- Say *In the sentence He is writing an e-mail, is writing tells me that the action is happening now. He is doing it now, right at this very moment. The verb is in the present continuous.*
- Draw separate boxes around *is*, the main verb (*write*), and *-ing*. Above it, write *Present Continuous*.
- Have students look at the grammar chart. Read the affirmative statements aloud as students say them after you. Then read the affirmative statements again and have the class read the negative statements.
- Point out the spelling information at the bottom of the chart. Tell students that verbs can sometimes change their spelling when *-ing* is added. Say *The spelling of listen and play do not change. Ask Does the spelling of smile change when you add -ing? (Yes, you drop the e and add -ing.) Ask the same question about sit.*
- Have students work individually to complete the grammar rules. Check answers orally.

Answer key

1. a 2. b 3. c

- Use the board to elicit other key points about the grammar chart, such as the spelling rules for adding *-ing*.

Practicing grammar

5 Practice (5 min.)

- Read the instructions aloud for the first group and elicit the spelling change for the first item. Then have students work individually to write the present continuous forms of the other verbs in the group. Follow the same procedures for the following groups.
- Check by calling on students to come to the board and spell the continuous forms of items 2–4 in each group.

Answer key

Group 1: 1. playing 2. studying 3. fixing 4. showing
 Group 2: 1. writing 2. using 3. leaving 4. making
 Group 3: 1. planning 2. running 3. shopping 4. getting

6 Practice (5 min.)

- Call on a student to read the instructions. Elicit the answer to the first item. Before having students work individually to complete the sentences, remind them to use the spelling rules that they have just learned.
- Check by asking volunteers to read the answers and spell out the verbs ending in *-ing*.

Answer key

1. are talking
2. is watching
3. is asking
4. is getting
5. is sitting
6. is not reading
7. is writing

7 Practice (5 min.)

- As you point to the first picture, ask *What is the girl in the picture doing?* Remind students that they are talking about what the people are doing right now, so they should answer with the present continuous. Encourage students to use contractions. Call on a student to answer.
- Have students work individually to write sentences about the pictures. Walk around to monitor as students are working.
- Have students check their answers with a partner before you elicit them for the class.

Answer key

1. She's using her computer.
2. He's taking a shower.
3. She's doing her homework.
4. They're playing tennis.

8 Practice (10–15 min.)

A.

- Have students look at the photograph. Ask *Where's Brian?* (He's in front of the Gibsons' house.) *What's he doing?* (He's smiling.) Tell students that this is a photo of Brian that he is sending to his parents in Australia. Introduce the verb *attach* by asking students whether they sometimes attach pictures to their e-mail messages.
- Read the instructions and elicit the answers for the first two items. Tell students to complete the e-mail, using contractions when possible. Have students work individually to complete the text.
- When students have finished, ask if there are any words in the letter that they don't understand. Elicit or explain the meanings.
- Call on volunteers to read the completed paragraphs. After each answer, ask the student to spell the verb ending in *-ing*. Then have students form pairs and take turns reading the paragraphs aloud to each other.

Answer key

1. I'm having
2. I'm enjoying
3. I'm sharing
4. I'm using
5. Mr. and Mrs. Gibson are preparing
6. Robbie's helping
7. Andy and Liza are watching
8. we're not helping
9. I'm standing

B.

- Read the instructions and elicit the answer to the first item. Point out that students should first write a negative statement and then write an affirmative statement with the correct information. Point out the use of a subject pronoun in the second sentence. (*He* instead of *Brian*) Then elicit the answer to the second item orally.
- Have students work individually or in pairs to complete the exercise. Check orally.

Answer key

1. Brian isn't sharing Robbie's bedroom. He's sharing Andy's bedroom.
2. Mr. and Mrs. Gibson aren't working in the garden. They're preparing dinner.
3. Robbie isn't helping Andy with dinner. He's helping his parents with dinner.
4. Andy and Liza aren't helping their parents. They're watching TV in the living room.
5. Brian isn't doing his homework. He's writing an e-mail to his parents.

Focus on values

- Ask *What do Andy, Liza, and Brian always do after dinner at the Gibsons' house?* (They do the dishes.) Ask students *Do you help at home with cooking or cleaning?*
- Elicit or explain the benefits of helping around the house. (It is polite to help other family members; You can learn how to take care of yourself when you are on your own.) If it is uncommon for students to do chores in their country, point out that in many countries, such as the United States, kids usually help out around the house.
- Ask your students *Why do you think Brian does the dishes?* (He wants to help; He may often help out at home; The Gibson kids always do the dishes.) Explain that if you are a guest in the United States, it is polite to offer to help with the household chores, especially if you are staying for some time.



Have students complete Workbook Exercises 4–6 and Grammar Builder Exercises 1–2.

8 Practice

A. Complete Brian's e-mail with the present continuous form of the verbs in parentheses. Use contractions where possible.

B. Make two sentences. In the first sentence, correct the wrong information. In the second sentence, give the correct information.

1. Brian is sharing Robbie's bedroom.

Brian isn't sharing Robbie's bedroom.

He's sharing Andy's bedroom.

2. Mr. and Mrs. Gibson are working in the garden.

3. Robbie is helping Andy with dinner.

4. Andy and Liza are helping their parents.

5. Brian is doing his homework.

Hi, Mom and Dad. How's everything at home? (1. *I/have*) I'm having a wonderful time here. (2. *I/enjoy*) _____ Miami a lot. It's a great place! Are you planning to visit me? You could stay at the Gibsons' house during your visit.

The house has four bedrooms. (3. *I/share*) _____ Andy's bedroom. Andy and I are great friends. He lets me use his things, including his computer. (4. *I/use*) _____ his computer right now.

It's almost dinnertime here. (5. *Mr. and Mrs. Gibson/prepare*) _____ dinner. (6. *Robbie/help*) _____ his parents. (7. *Andy and Liza/watch*) _____ TV in the living room. I know, Mom. You're wondering why (8. *we/not help*) _____ with dinner. Well, Andy, Liza, and I always do the dishes afterwards.

I'm attaching a picture of me. (9. *I/stand*) _____ in front of the Gibson's house. Looks great, right? I mean the house, not me.





GRAMMAR FOCUS

The present continuous tense: *be (am/is/are) + verb -ing*

Yes/No questions

Am I	} studying?
Are you	
Is he	
Is she	

Affirmative answers

Yes, you **are**.
 Yes, I **am**.
 Yes, he **is**.
 Yes, she **is**.

Negative answers

No, you **'re not**. / No, you **aren't**.
 No, I **'m not**.
 No, he **'s not**. / No, he **isn't**.
 No, she **'s not**. / No, she **isn't**.

Are you	} studying?
Are we	
Are they	

Yes, we **are**.
 Yes, we/you **are**.
 Yes, they **are**.

No, we **'re not**. / No, we **aren't**.
 No, we **'re/you're not**. / No, we/you **aren't**.
 No, they **'re not**. / No, they **aren't**.

Information questions

What **are** you **doing**?
 What **'s** she/he **doing**?
 What **are** they **doing**?

Short answers

Studying.
 Watching TV.
 Doing homework.

Long answers

I **'m studying**.
 She **'s/He's watching** TV.
 They **'re doing** homework.

Discovering grammar

Look at the grammar chart. Answer the questions.

1. What comes first in present continuous Yes/No questions? _____

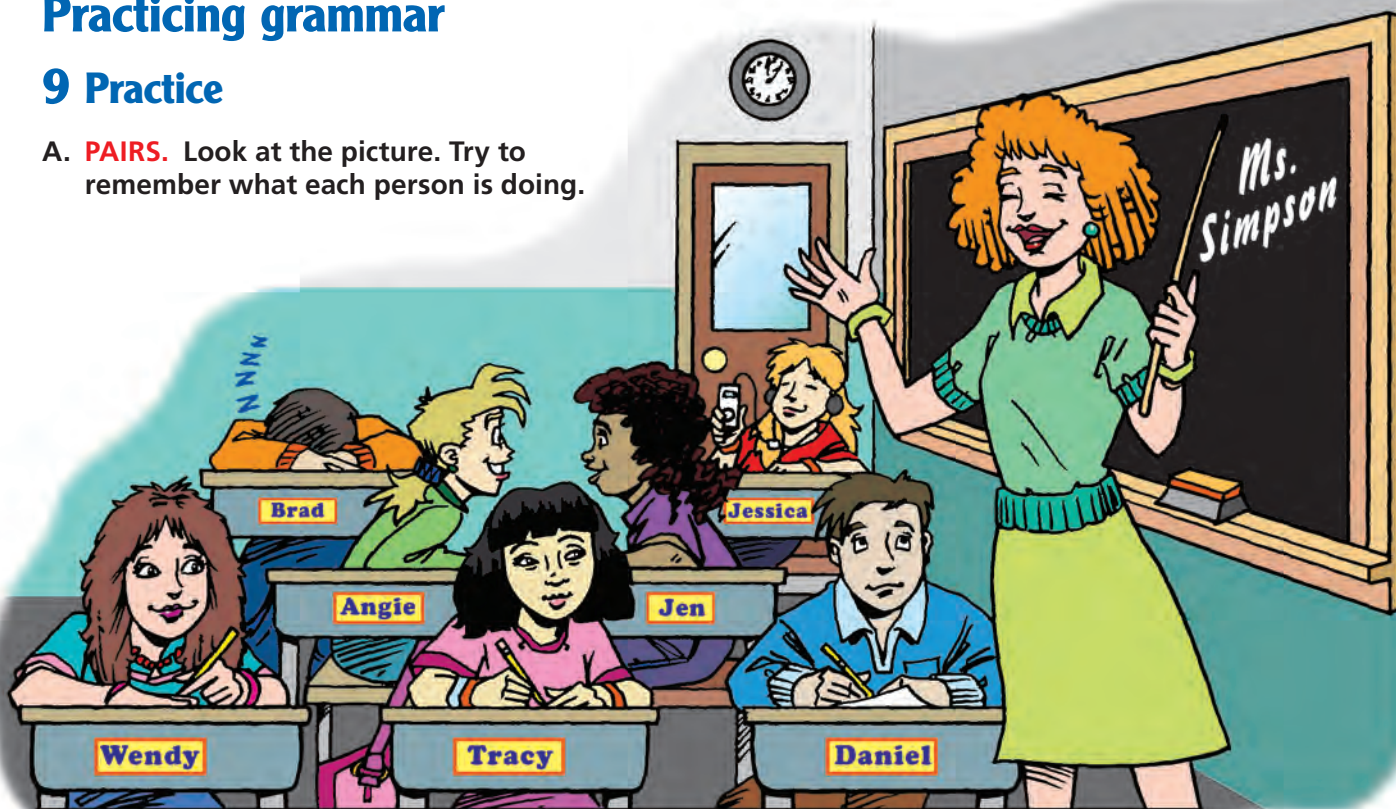
2. What comes first in present continuous information questions? _____

3. Can you contract *am + not*? _____

Practicing grammar

9 Practice

A. **PAIRS**. Look at the picture. Try to remember what each person is doing.





Grammar Focus

and Discovering grammar (15 min.)

The present continuous tense: *be (am/is/are) + verb -ing*

👉 See Grammar reference, page 101.

- On the board, write the heading *Present continuous* and under it, *Yes/No questions*. Under *Yes/No questions*, write *you/study?* Elicit how to form a *Yes/No* question with these words and write the answer on the board. (Are you studying?)
- To the right of *Yes/No questions*, write *Affirmative answers* and *Negative answers*. Elicit the affirmative and negative answers to *Are you studying?* (Yes, I am; No, I'm not.) Write the answers under the appropriate heading.
- Next, write the heading *Information question* and underneath write *What/you/do?* Elicit how to form a present continuous information question. (What are you doing?)
- Have students look at the grammar chart. Read the *Yes/No* questions aloud and have students say them after you. Then read these questions again and have students read the affirmative and negative short answers aloud. Follow the same procedures with the information questions.
- Have students complete the Discovering grammar questions individually. Check orally.

Answer key

1. *be*
2. a *Wh-* question word
3. *no*

- Use the board to elicit other key points about the grammar chart, such as how to form information questions with other *Wh-* question words.

Practicing grammar

9 Practice (10 min.)

A.

- **PAIRS.** Have students look at the picture. Elicit or explain the vocabulary students will need to talk about the picture, such as *teaching*, *taking notes*, *talking*, and *listening to music*. Then quickly read the names and have students pronounce them after you.
- Read the instructions aloud. Assign pairs. Give students thirty seconds to study the picture.

B.

- **PAIRS.** Read the instructions and example aloud. Call on a pair to model asking and answering *Yes/No* questions about the people in the picture.
- Assign pairs. Tell pairs to switch roles.
- Have all students close their books. Ask questions about the picture.

Answer key

1. **A:** Are Wendy, Tracy, and Daniel taking notes? **B:** Yes, they are.
2. **A:** Is Brad listening to Mrs. Simpson? **B:** No, he's not / he isn't. (He's sleeping.)
3. **A:** Are Jen and Angie playing? **B:** No, they're not / they aren't. (They're talking.)
4. **A:** Is Jessica talking on her cell phone? **B:** No, she's not / she isn't. (She's listening to music.)



Have students complete **Workbook Exercises 7–10** and **Grammar Builder Exercises 3–6**.

10 Your turn (less than 5 min.)

- **PAIRS.** Read the directions and example aloud. Model if helpful.

11 Practice (10 min.)

- Turn to page 69 and let students have a competition.

12 Pronunciation (15 min.)

A.

- **44** Play the audio, pausing for students to repeat. If helpful, use hand gestures to indicate stressed words.

B.

- Have pairs practice the exchanges.

13 Communication (10 min.)

A.

- **45** Play the audio and have students listen and repeat with stress on important words.

B.

- **PAIRS.** First have pairs practice the conversation in Exercise A, switching roles after the first reading. Then read the instructions aloud for Exercise B. Call on a pair to model. Suggest they use their real names, think of an activity they are doing and ask their partner about brothers or sisters. Have students exchange names of family members before they begin.
- Have students role-play several times; tell them to change roles after each round. Circulate and monitor, helping as needed.
- Check by calling on one or more pairs to perform.



Have students complete **Workbook Exercises 11–14**.

14 Writing (less than 10 min.)

- **PAIRS.** Read the instructions aloud and tell students to read the instant message conversation. Then assign pairs. Tell them to work together to complete the conversation.
- Call on several pairs to read their messages aloud.

15 Listening (15 min.)

A.

- Read the instructions aloud and explain or elicit the meanings of *inventions*, *scientists*, and *the environment*. Then read the statements and check that students understand *robot*, *makes clothes*, and *eats garbage*.
- **46** Play the audio two or more times. Then elicit the answers orally.

Answer key

c, e

B.

- Read the instructions and each statement aloud. Go over the meanings of *saving energy*, *saving water*, and *stopping pollution*.
- **46** Play the audio again once or twice. Elicit the answers orally. If helpful, play the audio once more, pausing to elicit the gist of the conversation; then play the audio again for confirmation.

Answer key

a, c, e, f

Audioscript

David: George, people hate household chores, but they love gadgets. Are you guys working on new inventions to help with cleaning and other chores?

George: Of course we are, but we're making sure that new inventions help the environment, too.

David: That's great! Everybody's worried about the environment. Can you give us some examples of what you guys are doing these days?

George: Well, lots of people think it's important to save energy and water, and nobody likes pollution. Right, kids?

Audience: Right!

George: Well, I have wonderful news. Scientists are working on a machine that washes dishes without water.

David: Without water? A machine that washes dishes without water?!

George: Here's more. We're working on a robot that can eat garbage.

David: Eat garbage?

George: Sure. It eats garbage so there's less pollution.

David: That's awesome. In other words, scientists are inventing machines that can do chores AND help out the environment.

George: We're trying!

David: Well, good luck. Thanks for coming by.

George: Thanks for having me. Till next time, kids.

- B. PAIRS.** Student A, close your book. Student B, ask Yes/No questions about the picture. Use the cues. Then switch roles.

For example:

A: Is Ms. Simpson singing?

B: No, she's not.

A: What's she doing?

B: She's teaching.

1. Wendy, Tracy, and Daniel / take notes
2. Brad / listen to Mrs. Simpson
3. Jen and Angie / play
4. Jessica / talk on her cell phone

10 Your turn

- PAIRS.** Take turns. Ask what three people around you are doing.

For example:

A: What's Dylan doing?

B: He's reading a text message. How about . . . ?

A: They're talking.

11 Practice

Have a competition! Go to page 69.

12 Pronunciation

Stress on important words

- A. **44** Listen and repeat.

A: What are you doing?

B: I'm studying.

A: What are they doing?

B: They're doing their homework.

- B. **PAIRS.** Practice the conversations.

13 Communication

Ask what someone's doing now

- A. **45** Listen to the conversation.

Liza: Hello.

Annie: Hi, Liza. What are you doing right now?

Liza: Watching TV in my room. Why?

Annie: I'm bored. Are Brian and Andy doing anything?

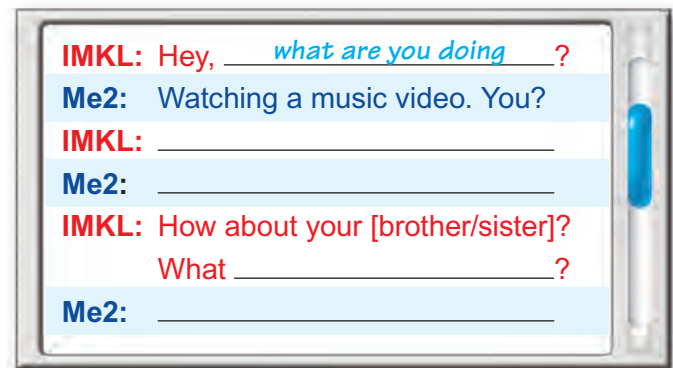
Liza: No. Would you like to come over?

Annie: OK.

- B. **PAIRS.** Role-play. Imagine you are at home after school. Have a phone conversation like the one in Exercise A.

14 Writing

PAIRS. It's the weekend. Write instant messages between you and a classmate. Talk about what you're doing and what's going on.



15 Listening

- A. **46** Listen to the interview. Circle the two new inventions the scientists are working on to help the environment.

- a. a robot that cleans your room
- b. a robot that makes clothes
- c. a robot that eats garbage
- d. a machine that cooks your meals
- e. a machine that washes dishes without water

- B. Which of these things are important to George Getty? Circle the letters.

- a. the environment
- b. making a lot of money
- c. saving energy
- d. making beautiful machines
- e. saving water
- f. stopping pollution

Learn to learn

Know how to scan an article.

When you scan an article, you read very quickly and look only for the information you need.

- A. You have 30 seconds. Scan the article "Intelligent Homes of the Future." Circle the rooms of the house in the article.
- B. **PAIRS.** Compare your results with a classmate.

16 Reading

- A. Look at the title and the pictures in the article below. What do you expect to read about? Circle all that apply.
- a. a family with intelligent children
 - b. a beautifully decorated home
 - c. a high-tech home
 - d. high-tech appliances
 - e. the high cost of houses
 - f. life in the United States
- B. **47** Read along silently as you listen.

INTELLIGENT HOMES OF THE FUTURE

In a futuristic home lab in the United States, this is what's happening: A man is walking toward his house. As he is walking toward the door, it opens by itself. He walks into the living room; the lights turn on and his favorite song starts to play. In the garage, one of his cars is making an appointment with the mechanic. The man goes to the kitchen and stops in front of the refrigerator. It is printing out a shopping list. Science fiction? No. Everything is real! In this home lab, engineers are developing intelligent refrigerators, lamps, TV sets, and cars.



Some homeowners are already testing these intelligent appliances. In Virginia, some residents can check that the doors are locked from

their offices. In Boston, some homeowners are using intelligent ovens. They put food in the oven before going to bed. Then they program the oven to refrigerate and cook the food for the next day.

In the future, an intelligent house can turn up the heat in the bedroom fifteen minutes before the homeowner wakes up, turn on the bedroom light when the alarm clock sounds, and turn on the coffee maker. The house can also display the news on the video screen in the bathroom and turn on the shower. The bathroom scale is very intelligent, too. If the homeowner is putting on weight, it can change the homeowner's menu. Now that's pretty cool.



17 Comprehension

1. Write what each of these things in the futuristic home lab can do.
- a. the door It can open by itself.
 - b. the refrigerator _____
 - c. the car _____
 - d. the oven _____
2. In the future, what can a bathroom scale do?

18 Speaking

PAIRS. Close your books and see how much you can remember. Answer this question: What can an intelligent home do?

For example:

- A: The door can open by itself.
B: The lights . . .

Learn to learn (10 min.)

- Read the strategy line aloud. If helpful, discuss the ideas presented in this section in L1. Tell students that they will be practicing a reading skill called *scanning*. Tell students that when they scan, they let their eyes move quickly over a text to look for specific information.

A.

- Read the instructions aloud. Point out that the goal is not to read and understand the article, but to look for specific words. Have students scan the article for 30 seconds and circle the names of rooms.

Answer key

living room garage kitchen
bedroom (twice) bathroom (twice)

B.

- **PAIRS.** Have partners compare the words they circled.
- Check by asking a volunteer to share circled words with the class.

16 Reading (10 min.)

A.

- Read the instructions aloud and then have volunteers read each item aloud. Elicit or explain the meanings of *intelligent*, *decorated*, *high-tech*, *appliances*, and *high cost*.
- Have students work independently to complete the exercise. Check orally.

Answer key

c, d, f

B.

- **47** Play the audio and have students read along.
- Go through the article with the class to elicit or explain the meanings of *futuristic*, *lab*, *happening*, *by itself*, *appointment*, *mechanic*, *printing*; *science fiction*, *engineers*, *residents*, *locked*, *program*, *refrigerate*, *turn up*, *display*, *scale*, and *putting on weight*.
- Have students read the article again silently.

17 Comprehension (10 min.)

- Read the instructions and the answer to the first item aloud. Tell students to use *can* in their answers and to write in full sentences.
- Check by asking volunteers to read their answers aloud. If helpful, have them point out the sentences in the article that support their answers.

Answer key

1. a. It can open by itself.
b. It can print out a shopping list.
c. It can make an appointment with a mechanic.
d. It can refrigerate and cook food automatically.
2. It can change the homeowner's menu.

18 Speaking (5 min.)

- **PAIRS.** Call on a student to read the instructions and example aloud. Then have students close their books. Have students form pairs and take turns making statements. Check by eliciting answers from several students.

Progress check Units 3 and 4

Test-taking tip

- Read the Test-taking tip aloud. Ask students *Why is it good to work slowly and carefully?* (so you don't make careless mistakes) Tell students to work slowly and carefully on each section of the test.

Answer key

Grammar

A.

1. The restaurant is next to the post office.
2. The movie theater is between the drugstore and the bookstore.
3. The bank is across from the drugstore.
4. The drugstore is on the corner of Paul Street and First Avenue.

B.

1. There aren't any
2. There is a
3. There aren't any
4. There is a
5. There isn't a

C.

1. is shining
2. 'm/am sitting
3. 'm/am reading
4. are walking
5. are playing
6. are jogging

D.

1. Where are you sitting?
2. What are you reading?
3. What are the kids playing?
4. Who is jogging?
5. Where is the old man sleeping?

Vocabulary

E.

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

Communication

F.

A: What are you doing?

A: Would you like to go to a volleyball game?

B: Yes, I'd love to.

Now I can . . .

- Have students check the functions they can now perform.

 Have students complete the Unit 4 test, page 83.

Activities

Fun with songs 2, page 63

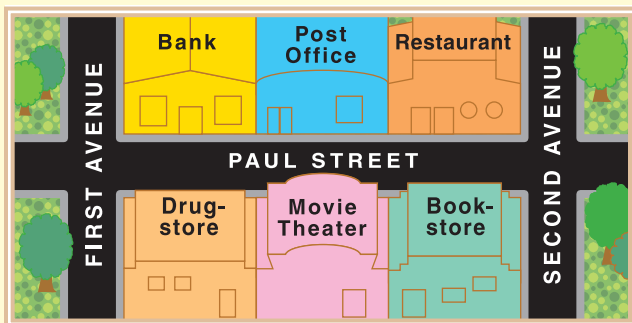
Focus on culture 2, pages 66–67

Progress check Units 3 and 4

Test-taking tip: Work carefully. Work slowly enough and carefully so you don't make careless errors.

Grammar

A. Look at the street map and answer the questions. Use the cues. (2 points each)



- Where's the restaurant? (*next to*)
The restaurant is next to the post office.
- Where's the movie theater? (*between . . . and*)

- Where's the bank? (*across from*)

- Where's the drugstore? (*on the corner of*)

B. Look at the map again. Complete the sentences with *There is a/There isn't a* or *There are/There aren't any*. (2 points each)

- There aren't any cars on the streets.
- _____ restaurant on the corner of Paul Street and Second Avenue.
- _____ houses in the area.
- _____ bookstore on Paul Street.
- _____ bank on Second Avenue.

C. Complete the paragraph with the present continuous. (2 points each)

It's a nice day. The sun (1. *shine*) is shining, and I (2. *sit*) _____ on a bench in the park. I (3. *read*) _____ a book. Some people (4. *walk*) _____ their dogs. Kids (5. *play*) _____ soccer. A man and a woman (6. *jog*) _____.

D. Ask information questions about the underlined words. (3 points each)

- I am sitting on a bench in the park.
(Where) Where are you sitting?
- I am reading a book.
(What) _____
- The kids are playing soccer.
(What) _____
- A woman is jogging.
(Who) _____
- The old man is sleeping on the grass.
(Where) _____

Vocabulary

E. Match the places with the objects. (1 point each)

- | | |
|------------------|--------------------------------|
| 1. drugstore | a. books and magazines |
| 2. museum | b. medicine |
| 3. bookstore | c. <i>Spider-Man</i> , popcorn |
| 4. post office | d. letters, stamps |
| 5. movie theater | e. fruits and vegetables |
| 6. supermarket | f. paintings, exhibits |

Communication

F. Complete the conversation. (3 points each)

- A: _____
 B: Nothing much. I'm watching TV. Why?
 A: _____
 B: A volleyball game? _____
 Where is it?
 A: At the park, next to the police station.

Now I can . . .

- make suggestions.
- talk about leisure activities.
- explain what's happening now.

5

Did he call her again today?

1 Dialogue

48 Cover the dialogue and listen.

Liza: Andy, where's Brian?

Andy: I don't know.

Robbie: He's in the house. He's on the phone.

Liza: With Joey? Did he call her again today?

Robbie: No. Joey's not home.

Liza: Good. Listen, let's have a surprise party for Brian.

Andy: That's a great idea, Liza!

Robbie: Yeah! And we can invite Joey because Brian likes her.

Liza: What? Did he say that?

Robbie: No, he didn't. But they talked on the phone all day yesterday. And they shopped together, too.

Andy: Don't gossip, Robbie. That's not very nice. When do you want to have the party, Liza?

Liza: The twenty-sixth.

Andy: OK. Hey, let's have a costume party!

Liza: Excellent idea, Andy.

2 Comprehension

A. Answer the questions.

1. Who's looking for Brian?
2. Where's Brian?
3. What does Liza suggest for Brian?
4. When does she want to have the party?
5. What kind of party does Andy suggest?

B. 49 Read along as you listen again. Check your answers.

Learning goals

Communication

Talk about past events
Express approval and disapproval

Grammar

The simple past of regular verbs

Vocabulary

Past time expressions
Emoticons and acronyms



5

Did he call her again today?

Learning goals

The following are additional learning goals in this unit:

Learning strategy

- Take notes in class

Pronunciation

- The pronunciation of *-d* and *-ed* endings

Skills

- Interpret emoticons and acronyms
- Listen for specific information
- Talk about jealousy
- Ask and answer Yes/No questions

- Talk about past events
- Write a summary using the simple past
- Write information questions

Background notes

A **surprise party** is usually planned by one's friends or family. The person for whom the party is planned does not know about it, while others secretly invite guests and plan the party date, time, place, food, and activities. Birthday, wedding anniversary, or welcome-home parties can also be surprise parties.

Warm-up (5 min.)

- Help the class brainstorm a list of different kinds of parties; for example, *birthday party, dinner party, surprise party, costume party, going-away party*.
- Have students form small groups and talk about the parties they really enjoy and why.
- Ask group representatives to share what they discussed with the class.
- Tell students that Andy and Liza plan a party in today's lesson. Have students open their books. Introduce the unit title.

Using the large photo (5 min. or less)

- Have students look at the picture. Ask questions to help students make predictions about the dialogue: *Who do you see in the picture?* (Liza, Andy, and Robbie) *Where are they?* (in front of their house; next to the garage) *What are they doing?* (playing basketball) *The kids are talking about having a surprise party. Who do you think it's for?* (Brian)

1 Dialogue and 2 Comprehension (15 min.)

- Have students cover the dialogue.

A.

- Have students look at the Comprehension questions. Ask volunteers to read them aloud. Explain or elicit the meaning of *suggest*. Point out that students should write short answers to the questions.
- **48** Play the audio two or more times as students work independently to answer the questions.

B.

- **49** Have students uncover the dialogue. Play the audio again for students to review their answers. Check orally.

Answer key

1. Liza
2. in the house
3. a surprise party
4. the twenty-sixth
5. a costume party

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as the past tense (*Did he call her again today? Did he say that? No, he didn't. But they talked on the phone all day yesterday. And they shopped together, too.*), Elicit or teach the meanings of *Listen, gossip, and Excellent idea*.
- Have the class repeat the dialogue, then have students practice in groups of three, changing roles after each reading. Finally, select a group to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

Focus on values

- Ask students' opinion about gossiping. Say *Andy said, Don't gossip, Robbie. That's not very nice. What did Robbie gossip about? Do you think it's true that Brian likes Joey? Why do you think Andy says it's not very nice to gossip? What do you think about gossiping?*
- Elicit the fact that while most people gossip, it can lead to misunderstandings because it can spread wrong information. If gossip about a person is untrue, it can hurt the person's feelings, especially if the gossip is about something bad or unpleasant. Misunderstandings and hurt feelings because of gossip can sometimes destroy friendships.

3 Useful expressions (10 min.)

A.

- Elicit the meaning of each expression or the situation in which it is used.
- Point out that these expressions show two different emotions—*approval* (the speaker likes what the other person said or did) or *disapproval* (the speaker does not like what the other person said or did).
- Read the instructions aloud and elicit the answer to the first item. Ask students to (a) listen carefully to how the expression is said, (b) repeat the expression with the proper emotion (approval or disapproval), and (c) mark it.
- **50** Play the audio, pausing after each line for students to repeat and write their answers. Check answers orally. If helpful, play the audio again and encourage students to mimic the expressive intonation and tone.

Answer key

That's a great idea. 😊
 Don't gossip. 😞
 That's not very nice. 😞
 Excellent idea. 😊

B.

- **PAIRS.** Read the instructions aloud and elicit or explain the meaning of *What a beautiful day!* Then have students form pairs to complete the conversation with phrases from Exercise A. Check by having a volunteer pair take turns reading the lines.

Answer key

B: That's a great idea.
B: Don't gossip. That's not very nice.

- Encourage students to use expressive intonation while performing the role-play. Have students role-play the conversation twice, switching roles the second time. Then have them role-play again—tell them to look down at the words but then look up and make eye contact with their partner when speaking. You may want to have students practice once more with their books closed. Finally, check by calling on one or more pairs to perform their role-plays for the class.

4 Vocabulary (10 min.)

A.

- Have students look at the vocabulary. Explain the difference between *last week* and *a week ago*. *Last week* means *any day of the week before*. *A week ago* means *a week or seven days before today*. You can use a calendar or draw a calendar on the board to explain the difference. Then have students explain the difference between *last month* and *a month ago*. (*Last month* means *any day of the month before* and *a month ago* means *about 30 days before today*.)
- **51** Play the audio and have students listen and repeat.

B.

- Have students look at the calendar. Say *This is a calendar. It shows the number of days and weeks in one month. There are two different months on this calendar. What are they?* (December and January)
- Read the instructions aloud. Ask *For this exercise, what day do we pretend that today is?* (Thursday, January 17) Elicit the answers for the first two items.
- Have students work in pairs to write the dates, days, or months next to the expressions. Check answers by calling on students to read their answers aloud.

Answer key

1. January 16th
2. January 16th
3. January 6th–January 12th
4. December
5. January 9th
6. January 14th
7. January 10th
8. December 17th



Have students complete Workbook Exercises 1–2.



3 Useful expressions

- A. **50** Listen and repeat. Draw a smiley (☺) next to the expressions of approval and a frownie (☹) next to those that express disapproval.
- That's a great idea. ☺ _____
 - That's not very nice. _____
 - Don't gossip. _____
 - Excellent idea. _____
- B. **PAIRS.** Complete the conversation with expressions from Exercise A. Then role-play the conversation.
- A: What a beautiful day! Let's sit outside.
 B: That's a great idea.
 A: Look. There's Zack and Dana. I think Zack likes Dana, but Dana doesn't like him.
 B: _____
 A: Sorry.

4 Vocabulary

Past time expressions

- A. **51** Listen and repeat.
- yesterday
 - last night
 - last week
 - last month
 - last year
 - last Monday
 - a few minutes ago
 - three days ago
 - a week ago
 - a month ago
 - a year ago
- B. **Look at the calendars. Write the dates, days, or months next to the expressions.**
1. yesterday January 16th
 2. last night _____
 3. last week _____
 4. last month _____
 5. last Wednesday _____
 6. three days ago _____
 7. a week ago _____
 8. a month ago _____





GRAMMAR FOCUS

The simple past of regular verbs

Affirmative statements

I **talked** to him yesterday.
 She **smiled** at him.
 He **stopped** by a few minutes ago.
 We **cried** because they moved away.

Negative statements

I **didn't talk** to him.
 He **didn't smile** back.
 He **didn't stop** for long.
 They **didn't cry** at all.

Contractions

didn't = did not

Discovering grammar

Look at the grammar chart. Complete the grammar rules with expressions from the box.

-d	simple past	ago	stop
-ed	yesterday	last	base

- Use the _____ to talk about actions that are finished.
- _____, _____, and _____ are past time expressions.
- The base form of *stopped* is _____.
- To form the simple past of regular verbs in affirmative statements, add _____ or _____ to the base form of a verb.
- To form the simple past of verbs in negative statements, use *did + not* + the _____ form of a main verb.

Practicing grammar

5 Practice

Have a competition! Go to page 69.

6 Practice

Complete the sentences with the simple past.

- Liza (*ask*) asked about Brian a while ago.
- Andy and Robbie (*play*) _____ basketball in the yard this morning.
- Brian (*stop by*) _____ five minutes ago.
- He (*try*) _____ to call Joey an hour ago.
- Liza (*worry*) _____ that Brian called Joey again.
- Brian and Joey (*enjoy*) _____ shopping together yesterday.
- Liza (*suggest*) _____ a party for Brian.

7 Practice

A. Write a summary of the conversation on page 42. Use the simple past of the verbs in the box.

agree	plan	stop
ask	play	suggest

This morning, Andy and Robbie played basketball in the yard. Brian stopped by for a few minutes.

Liza

She

Andy

They

B. **PAIRS.** Read your classmate's summary. Circle any incorrect information or incorrect use of the simple past. Correct the errors in your stories together.



Grammar Focus

and Discovering grammar (15 min.)

The simple past of regular verbs

👉 See Grammar reference, page 102.

- Have students scan the affirmative statements in the grammar chart for past time expressions. (yesterday, a few minutes ago) Say *These past time expressions tell us that the action is done or is finished. It happened in the past, not the present. We can also tell that something happened in the past by how the verb looks.*
- Write the heading *Base Form* on the board and next to it *Simple Past Form*. Write *talk* under *Base Form*. *This is the base form of the verb. The base form of a verb is the simplest form of that verb.* Have a volunteer read the first affirmative statement in the grammar chart. Then ask *What do we add to the base form of the verb talk to change it into its past form? (-ed)* Write *talked* next to *talk*. Next, write *smile*, then ask *What do we add to the base form of the verb smile to change it into its past form? (-d)* Continue with *stop* (double the *p*, add *-ed*) and *cry*. (change the *y* to *i*; add *-ed*)
- Read aloud the verbs in their past form. Ask *What do you notice about the ending sounds of the past tense form of the verbs? (It is either /t/ or /d/.)*
- Have students read through the negative statements. Say *The negative statements all have the same word. What is it? (didn't)* Elicit the uncontracted form of *didn't*. (did not)
- Read the affirmative and the negative statements aloud, pausing after each sentence for students to repeat.
- Have students work individually to complete the grammar rules in *Discovering grammar*. Check answers orally.

Answer key

1. simple past
2. Ago, yesterday, and last
3. stop
4. -d or -ed
5. base

- Use the board to elicit other key points about the grammar chart, such as the spelling rules for adding the regular past tense ending.

Practicing grammar

5 Practice (5 min.)

- Turn to page 69 and let students have a competition.

6 Practice (5 min.)

- Call on a student to read the instructions and the answer to the first item. Remind students to pay attention to the spelling of the past tense endings. Then have students work individually to complete the exercise.
- To check, call on students to say and spell the answers orally. Alternately, have six students come to the front and write the answers to items 2–7 on the board.

Answer key

1. asked
2. played
3. stopped
4. tried
5. worried
6. enjoyed
7. suggested



Have students complete *Workbook Exercises 4–6* and *Grammar Builder Exercises 1–3*.

7 Practice (15 min.)

A.

- Read the instructions aloud, then go over the verbs in the box; make sure students understand *summary*, *agree*, and *plan*. Read the first set of sentences aloud. Then have students look back at the dialogue. Elicit the next two items and write them on the board. Then have students work in pairs or small groups to complete the exercise.

B.

- **PAIRS.** Have students form pairs with a student from a different pair or group. Have them exchange their finished summaries and correct each other's work.
- To check, call on one or two volunteers to read their summaries to the class. Write their sentences on the board.



(10 min.)

- **GROUPS.** Read the instructions aloud. Elicit or explain the meaning of *jealous*. Then read the Useful language aloud and have students say it after you. Make sure students understand *situations, natural, of course*, and *Can you give an example?*
- With two or three students, take the lead in modeling a conversation about jealousy. Show students how to use the Useful language.
- Have students form small groups to discuss the topic. Walk around to monitor as students work, helping only when asked.
- Elicit examples of situations when people get jealous from several groups. Then elicit students' opinions about jealousy and the best way to deal with it.

8 Pronunciation (15 min.)

A.

- Elicit from students the ending sounds of regular simple past verbs. (/t/, /d/, /əd/) Point out the symbol for each sound. As a class, have students read through the list of verbs and sound them out by themselves.
- **52** Play the audio. Have students listen and repeat the words.
- Review the meaning of a *voiceless* sound (the vocal cords do not move or vibrate) and a *voiced* sound (the vocal cords vibrate). Point out that all vowel sounds are voiced sounds. Review and elicit examples of voiceless (/f/, /k/, /p/, /s/, /t/) and voiced (/b/, /d/, /g/, /v/, /z/) consonant sounds.
- Have the class read the past verbs ending in /t/ again. Elicit the base forms of the verbs. (stop, ask, talk) Ask *What are the ending sounds of these base verbs? (/p/, /k/)* Are they *voiced or voiceless?* (voiceless) Elicit or give the pronunciation rule: *If the base form of a verb ends in a voiceless sound, except /t/, the simple past form of the verb ends with a /t/ sound.*
- Follow the same procedures with the past tense verbs ending in /d/. Elicit or give the rule: *If the base form of a verb ends in a voiced sound, except /d/, the simple past tense form of the verb ends with a /d/ sound.*
- Repeat with the past tense verbs ending in /ə/. Point out the three ending sounds in the base form of the sample verbs—/t/, /d/, and the /i/ sound of *y*. Elicit or give the rule: *If the base form of a verb ends in /d/, /t/, or /i/, the simple past tense of the verb ends with an /əd/ sound.*

B.

- **53** Read the instructions aloud. Play the audio as students listen and circle the verb that ends with the /t/ sound.
- Check by having volunteers say the verbs with the /t/ endings first before reading the complete sentence.

Answer key

1. stopped 2. talked 3. laughed 4. watched

Learn to learn (5–10 min.)

- Read the strategy line and tips. If helpful, discuss these ideas in the L1.

9 Listening (10 min.)

- Use the pictures in the text and/or L1 equivalents to preteach the food items mentioned in the listening exercise. (cake, ice cream, spaghetti, hamburgers, lemonade, candy, peanuts)
- **54** Tell students that they will first listen and make notes in the blanks in the Learn to learn section. Play the audio two or three times. Have students listen and take notes about the important parts of Caroline's message.
- Tell students to answer the questions in the exercise using their notes. Point out that there may be more than one answer for each question.
- **54** Play the audio again and have students check their answers. Then check answers orally. Ask students if taking notes helped them understand the listening audio better.

Answer key

1. ice cream, cake 2. two
3. Caroline's mom 4. spaghetti, hamburgers
5. lemonade, candy, peanuts 6. at four o'clock

Audioscript

Listen to the conversation.

Caroline: Hi, Andy. It's Caroline. Just want to let you know that I ordered a cake and two kinds of ice cream, chocolate and vanilla. Mom cooked some spaghetti and hamburgers. And remember, I asked you to pick up some lemonade, candy, and peanuts from the supermarket before four. Did you? Let me know. Mom and I are driving the food to your house at four. Be sure you're home. Call me.

TEEN TALK

GROUPS. Liza is not happy because Brian seems to like Joey. Liza feels jealous of Joey. Talk about situations when people get jealous.

Useful language:

- What situations can make people jealous?
- Can you give an example?
- Do you think it's natural to feel jealous sometimes?
- Do you get jealous?
- Sometimes.
- Of course.
- I'm sometimes a little jealous of my brother/sister.
- Do you talk to your parents about it?
- Why not?

8 Pronunciation

The pronunciation of -d and -ed endings

A. 52 Listen and repeat.

/t/	/d/	/əd/
stopped	enjoyed	suggested
asked	played	wanted
talked	tried	decided

B. 53 Listen. Circle the verbs that end with the /t/ sound.

1. I stopped and listened to the music.
2. They talked while they played.
3. She laughed when he tried to kiss her.
4. We stayed home and watched a video.

Learn to learn

Take notes in class.

Taking notes in class helps you understand your lessons.

Here are some note-taking tips:

1. Don't try to write down every word you hear.
2. Listen for answers to *who*, *where*, *when*, and *what* questions.

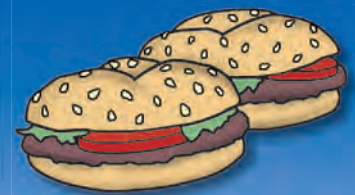
For example:

1. Who: Andy, _____, _____
2. What: cake, _____, _____, _____
3. When/What time: before 4, _____

9 Listening

54 Listen to Caroline's message for Andy. Circle the correct answers.

1. What did Caroline order for the party?
 ice cream cake
 cookies sandwiches
2. How many kinds of ice cream did she order?
 one two three four
3. Who cooked for the party?
 Caroline Caroline's mom
 Liza Liza's mom
4. What did she cook for the party?
 hot dogs hamburgers spaghetti cake
5. What did Caroline ask Andy to pick up from the supermarket?
 lemonade candy
 peanuts ice cream
6. When is Caroline going to Andy's house?
 at two o'clock at three o'clock
 at four o'clock at five o'clock





GRAMMAR FOCUS

The simple past of regular verbs

Yes/No questions

Did you **talk** to Brian yesterday?

Did he **stop** by a few minutes ago?

Did you **cry** last night?

Short answers

Yes, I **did**. / No, I **didn't**.

Yes, he **did**. / No, he **didn't**.

Yes, we **did**. / No, we **didn't**.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Yes/No questions begin with (*did / do*).
2. (*Add / Do not add*) -d or -ed to the main verbs in simple past questions.

Practicing grammar

10 Practice

A. Write Yes/No questions. Use the simple past and the cues.

1. finish your homework last night

2. watch a movie last Saturday

3. call your parents this morning

4. like the last Harry Potter movie

5. clean your room last weekend

6. text your friends yesterday

B. **PAIRS**. Take turns. Ask and answer the questions in Exercise A.

For example:

A: Did you finish your homework last night?

B: Yes, I did. How about you?

A: No, I didn't.

11 Practice

A. **PAIRS**. Complete the questionnaire for yourself. Put a check (✓) next to the ones you did and an X next to the ones you didn't do. Then ask a classmate the questions.

What kind of a person are you?

1 HOW HELPFUL ARE YOU?

Yesterday, did you ...

- | | Me | You |
|--------------------------------------|--------------------------|--------------------------|
| • help clean the house? | <input type="checkbox"/> | <input type="checkbox"/> |
| • wash the dishes after eating? | <input type="checkbox"/> | <input type="checkbox"/> |
| • clean your room? | <input type="checkbox"/> | <input type="checkbox"/> |
| • organize your things in your room? | <input type="checkbox"/> | <input type="checkbox"/> |



2 HOW STUDIOUS ARE YOU?

Last night, did you ...

- | | Me | You |
|---|--------------------------|--------------------------|
| • finish your homework? | <input type="checkbox"/> | <input type="checkbox"/> |
| • study for your tests? | <input type="checkbox"/> | <input type="checkbox"/> |
| • prepare your things for the next day? | <input type="checkbox"/> | <input type="checkbox"/> |



3 HOW SOCIABLE ARE YOU?

Last weekend, did you ...

- | | Me | You |
|--------------------------------------|--------------------------|--------------------------|
| • watch a movie with friends? | <input type="checkbox"/> | <input type="checkbox"/> |
| • invite friends over to your house? | <input type="checkbox"/> | <input type="checkbox"/> |
| • call your friends? | <input type="checkbox"/> | <input type="checkbox"/> |
| • stop by a friend's house? | <input type="checkbox"/> | <input type="checkbox"/> |



4 HOW HEALTHY ARE YOU?

Last weekend, did you ...

- | | Me | You |
|-------------------------------|--------------------------|--------------------------|
| • exercise? | <input type="checkbox"/> | <input type="checkbox"/> |
| • walk a lot? | <input type="checkbox"/> | <input type="checkbox"/> |
| • play any sport? | <input type="checkbox"/> | <input type="checkbox"/> |
| • avoid sweets and junk food? | <input type="checkbox"/> | <input type="checkbox"/> |



B. **GROUPS**. Join another pair. Compare your answers. Who is ...

- a. helpful? _____
- b. studious? _____
- c. sociable? _____
- d. healthy? _____



Grammar Focus

and Discovering grammar (5 min.)

The simple past of regular verbs

See Grammar reference, page 102.

- Tell students they will be learning how to ask and answer *Yes/No* questions using the simple past of regular verbs. Point out the questions and answers in the grammar chart. Say *Let's practice reading them. First, I'll read aloud a Yes/No question. Then the whole class will read the short answers. Go through the three questions in the grammar chart, then switch roles with the class. The class reads the questions and you read the answers.*
- Have students work individually to complete the Discovering grammar section. Check orally.

Answer key

1. did
2. Do not add

- Use the board to elicit other key points about the grammar chart, such as the use of *Did*, instead of the main verb, as a past tense marker in questions.

Practicing grammar

10 Practice (10 min.)

A.

- Read the instructions aloud. Elicit the answer to the first item. Explain or elicit the meaning of *finish*.
- Have students work individually. Check answers orally.

Answer key

1. Did you finish your homework last night?
2. Did you watch a movie last Saturday?
3. Did you call your parents this morning?
4. Did you like the last Harry Potter movie?
5. Did you clean your room last weekend?
6. Did you text your friends yesterday?

B.

- **PAIRS.** Read the instructions and example aloud. Call on a pair to model the first two items.
- Assign pairs and have students practice. Tell them to switch roles and start again when they have finished. Walk around to monitor and help.
- Check by calling on pairs to perform the exchanges for the class.

11 Practice (15 min.)

A.

- **PAIRS.** Read the instructions and call on students to read each question and the possible responses. Preteach vocabulary from the questionnaire: *organize, studious, prepare, sociable, healthy, exercise, avoid, sweets, and junk food.*
- Have students work individually to complete the questionnaire. Then have them work with a partner to practice asking and answering the *Yes/No* questions. Point out that students should respond to the questions with *Yes, I did* or *No, I didn't*. Have a pair of students model a few questions and answers for the class. Walk around to monitor as students practice.

B.

- **GROUPS.** Have pairs form a group of four to compare their answers. Ask them to write down who among them were the most helpful, studious, sociable, and healthy, based on the number of checks to the questions.
- Ask volunteers to share with the class what they discovered in their groups.



Have students complete **Workbook Exercises 7–8** and **Grammar Builder Exercises 4–5**.

Cross-curricular activity: history

- Assign groups, preferably of four students each. Give each group the name of a famous person in their country's history that all students know well.
- Tell groups that they need to write four past tense *Yes/No* questions about the historical figure. Tell them they must use regular verbs in their questions (not *be*). Tell students that two questions should have negative answers, and two should have affirmative answers. Model by writing questions about a historical figure on the board.
- Let groups use dictionaries to look up vocabulary for their questions. As students work, walk around to monitor and help.
- Have groups take turns standing and asking their questions to the class. Each student in the group should ask one question. He or she then calls on the first person to raise his or her hand. If that person gives the correct answer, his or her group gets a point. If not, the group gets a negative point (–1). Keep track of points on the board. The group with the most points wins.



Grammar Focus

and Discovering grammar (5–10 min.)

The simple past of regular verbs

See Grammar reference, page 102.

- Tell students they will be learning how to ask and answer *information questions* using the simple past of regular verbs. Elicit the difference between short and long answers. (Short answers are only words or phrases; long answers are complete sentences.)
- Have students look at the grammar chart. Divide the class into three groups. Tell the first group to read the question aloud, the second group to read the short answers aloud, and the third group to read the long answers.
- Have students work individually to complete Discovering grammar. Check answers orally.

Answer key

1. do not add *-ed*
2. don't use

- Use the board to elicit other key points about the grammar chart, such as how *Who* questions differ in structure from other information questions.

Practicing grammar

12 Practice (less than 10 min.)

A.

- Read the instructions and elicit the answer to the first item. As students work, walk around to monitor.
- Check by asking volunteers to read their questions aloud.

Answer key

1. When did you last exercise?
2. What time did you finish studying last night?
3. What movie did you watch last Saturday?
4. Where did you study yesterday?
5. When did you last clean your room?
6. Why did you call me last night?

B.

- **PAIRS.** Read the instructions and model if helpful. Tell students that they should answer in complete sentences. Point out that they may have to make up some “false” answers—for example, if they did not watch a movie last Saturday, they will need to pretend that they did and say the name of a movie. Tell students that when they have finished number 3, they should switch roles and practice again.

C.

- **PAIRS.** Have students ask and answer items 4–6.
- To check, ask all six information questions and call on different students to answer.

13 Practice (less than 10 min.)

- Read the instructions aloud. Point out that students will use the underlined words and *Wh-* word cues to make information questions.
- Do the first item as an example. Point out that 1) the underlined word *Andy* is the short answer to the question and 2) the *Wh-* question word *Who* is the first word in the information question. Elicit the answer to the second item to make sure students understand how to do the exercise.
- Have students check their answers with a partner before you check orally.

Answer key

1. Who picked up some snacks?
2. Who did Andy invite to the party?
3. When did Brian arrive in Miami?
4. Why did Liza suggest a party for Brian?
5. Who e-mailed his parents a few days ago?
6. What time did Annie call Liza this morning?

- To extend this exercise, have students form pairs to take turns asking and answering the questions. Then have one student in the pair close his or her book. The other student asks the questions, and the student must answer from memory. Then have them change roles.



Have students complete Workbook Exercises 9–11 and Grammar Builder Exercises 6–8.

14 Communication (15 min.)

A.

- **55** Tell students to listen to a conversation between two people about a television show. Play the audio and have students repeat. Then ask them to role-play the conversation several times, changing roles.

B.

- **PAIRS.** Read the instructions and model conversations with two or more students. Assign pairs and tell students to practice several times. As students speak, walk around to help with vocabulary and grammar. If time permits, have students change partners and practice again. Check by calling on several pairs to perform for the class.



Have students complete Workbook Exercises 12–14.



GRAMMAR FOCUS

The simple past of regular verbs

Information questions

Who **did** your sister **call** this morning?
 When **did** you **talk** to Brian?
 What time **did** he **stop** by?
 Why **did** you **cry**?

Short answers

Me.
 Yesterday.
 A few minutes ago.
 Because my mom **yelled** at me.

Long answers

My sister **called** me this morning.
 I **talked** to him yesterday.
 He **stopped** by a few minutes ago.
 I **cried** because my mom **yelled** at me.

With *Who* as subject

Who **called** you this morning? My sister. My sister **called** me this morning.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- When you use *did* with a main verb, (add -ed / do not add -ed) to the main verb.
- When the subject is *Who*, (use / don't use) *did* with the main verb.

Practicing grammar

12 Practice

A. Write information questions using the cues.

- When / last exercise

When did you last exercise?
- What time finish studying / last night

- What movie / watch / last Saturday

- Where / study / yesterday

- When / last clean / your room

- Why / call / me / last night

B. **PAIRS.** Student A, ask your classmate questions 1–3 in Exercise A. Student B, answer them.

C. **PAIRS.** Student B, it's your turn. Ask questions 4–6. Student A, answer them.

13 Practice

Write information questions for the underlined words in each sentence.

- Andy picked up some snacks.
 (Who) Who picked up some snacks?
- Andy invited Joey to the party.
 (Who) _____
- Brian arrived in Miami two months ago.
 (When) _____
- Liza suggested a party for Brian because he's leaving.
 (Why) _____
- Brian e-mailed his parents a few days ago.
 (Who) _____
- Annie called Liza at 10:00 this morning.
 (What time) _____

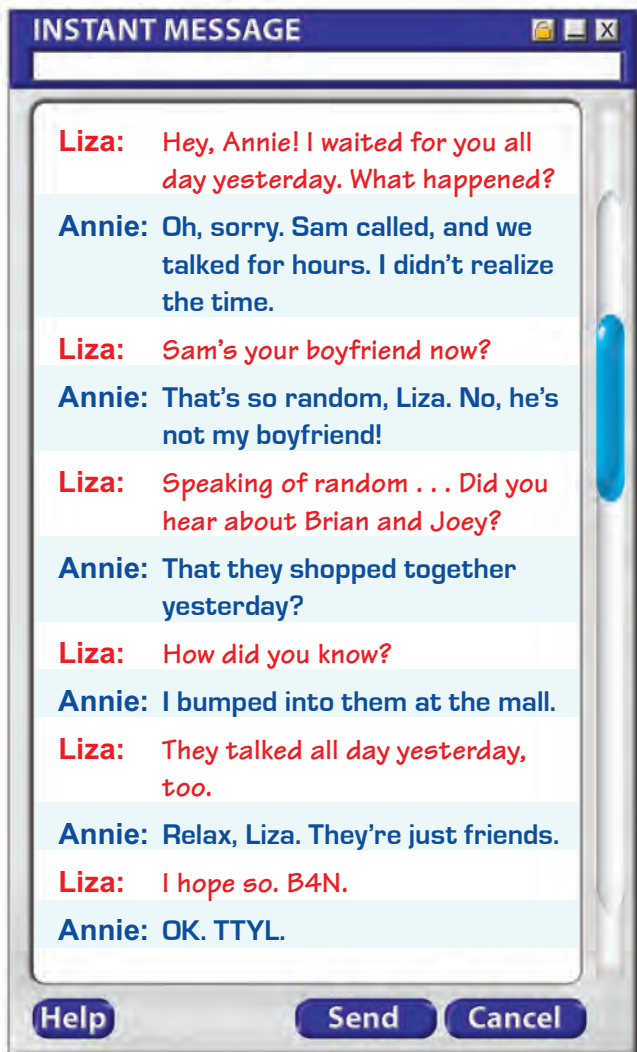
14 Communication

Talk about past events

- A. **55** Listen to the conversation.
- A: Did you watch *American Idol* last night?
 B: No, I didn't. Did you?
 A: Yeah. I didn't like it at all.
 B: I'm glad I didn't watch it.
- B. Talk about what you did last weekend.

15 Reading

Read the instant messages between Liza and Annie. What do the acronyms *B4N* and *TTYL* mean?



16 Comprehension

PAIRS. Draw a smiley (☺) or a frownie (☹) to show how each character felt when she wrote each of these sentences.

- Liza: I waited for you all day yesterday.
_____ ☹
- Annie: Oh, sorry. _____
- Annie: Sam called. _____
- Liza: They talked all day yesterday, too.

17 Vocabulary

Emoticons and acronyms

A. Match the emoticons with the emotions and actions they express.

Emoticons	Emotions
1. ;-)	a. I'm sad.
2. :--(b. I'm angry.
3. :-)	c. That's funny.
4. :-o	d. I'm joking.
5. >:-<	e. I'm happy.
6. :-D	f. I'm crying.
7. :'(g. I'm surprised.

B. Match the acronyms with the expressions.

1. ASAP	a. See you later.
2. B4N	b. Parents are watching.
3. BRB	c. Talk to you later.
4. CUL8R	d. Got to go.
5. G2G	e. As soon as possible.
6. PAW	f. Bye for now.
7. TTYL	g. Be right back.

18 Your turn

GROUPS. Put together a list of emoticons that teenagers like to use. Include what each one means. Share your list with the class.



15 Reading (5 min.)

- Have students scan the IM conversation. Ask *Who is having the conversation?* (Liza and Annie) *Who are they talking about?* (Brian and Joey)
- Read the instructions and elicit or explain the meaning of *acronym* (the combination of the first letters of words). Elicit or give examples of acronyms in the students' L1 as well as English acronyms they have already learned; for example, *CD* for *compact disc* and *IM* for *instant message*.
- Call on two students to read the roles aloud. Explain the expressions *for hours* (for a long time), *That's so random* (That doesn't make sense), *Speaking of . . .* (used when someone wants to change the subject because he or she has just been reminded of something), *bump into* (meet someone by accident), and *relax*.
- Elicit the meanings of the acronyms.

Answer key

B4N = Bye for now.
TTYL = Talk to you later.

16 Comprehension (5 min. or less)

- **PAIRS.** Draw the emoticons 😊 and ☹️ on the board. Elicit what feelings each can stand for: *good feelings* like *happy*, *pleased*, and *excited* for the smiley face, and *bad feelings* like *sad* and *sorry* for the frownie face. Explain or elicit the meaning of *emoticon*. (a typed icon or symbol that stands for a particular feeling)
- Have students work in pairs to draw an emoticon for each sentence. Check by having volunteers say which emoticon they chose and why.

Answer key

1. ☹️
2. ☹️
3. 😊
4. ☹️

17 Vocabulary (5 min.)

A.

- Read the instructions, then go over the emotions vocabulary. As the class reads each word, quickly act out or show the emotion or action on your face.
- Have students match the emoticons with the emotions. Check answers orally by asking questions such as *What's the emotion for emoticon 2?*

Answer key

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

B.

- Read the instructions and elicit the meaning of *acronym*. Explain the meaning of *Got to go*, *As soon as possible*, and *Be right back*. Elicit the answers to the first two items.
- Have students work independently to match the acronyms with the expressions. Check answers orally, explaining as necessary.

Answer key

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



Have students complete Workbook Exercise 3.

18 Your turn (10 min.)

- **GROUPS.** In groups of four, have students put together a list of emoticons and acronyms they usually use to communicate with each other. Have them include their meanings in the list.
- Ask each group to present their list to the class. Make a class list of the most common emoticons and acronyms on the board.

Putting it together

At the costume party (15 min.)

Background notes

At a **costume party**, people dress up in costumes. In the United States, costume parties are generally held on **Halloween**, the night of October 31st.

A.

- Ask students to look at the first two pictures and guess what is happening. Ask *Does Liza look happy?* (No, she doesn't.) *What do you think Liza and Joey are talking about?* (They're talking about Brian.) *Who is the person standing behind Joey?* (It's Brian.)
- Next, have them look at the last picture and guess what is happening. Ask *Does Liza look happy now?* (No, she doesn't. She looks embarrassed/upset.)
- Read the instructions. In pairs, have students discuss what costume each character is wearing.

Answer key

Liza is dressed as Juliet. Robbie is Superman.
Brian is Zorro. Andy is a doctor. Joey is Robin Hood.

- **56** Play the audio as students read along. Then check that students understand words and phrases such as *what's wrong*, *See what I mean?*, and *announced*.

B.

- **CLASS.** Have students look at the last frame. Ask students' opinions about why Liza looks the way she does and why she says *Oh, no!*

Answer key

Answers will vary.

- To extend work with the photostory, you may want to have students practice the dialogue. Work on students' pronunciation as you play the audio or read the dialogue aloud. Then assign groups of four and have students practice, changing roles each time. Then call on one or more groups to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

Focus on multiple intelligences: this activity focuses on visual and linguistic intelligences.

- Prepare art materials.
- Write the names of a few famous fictional characters on the board—they can be characters from a short story, novel, fairytale, cartoon, movie, or TV show. Elicit the names of other fictional characters from the class and write them on the board.
- Tell students that they are going to make a comic strip with at least five frames to tell about something that happened to their character. In every frame, their character must have an empty speech bubble. Point out the speech bubbles in the photostory.
- Tell students that instead of writing their character's words in the speech bubbles, they must write them on another piece of paper.
- Draw a frame or two of a comic strip on the board as a model.
- Have students work individually to make their comic strips and scripts. After students have finished, have them exchange strips with a partner. Students then look at their partner's comic strip, guess the story, and write in the speech bubbles what they think the characters are saying. Finally, partners share their work and compare the dialogues they have written for their comic strip characters.

 **Have students complete the Unit 5 test, page 84.**

Putting it together *At the costume party*

A. 56 First, look at the pictures and identify some of the costumes. Then listen and read.



B. **CLASS.** Discuss this question: Why does Liza say, "Oh, no!"

Game 2 *Add up the questions*

You need:

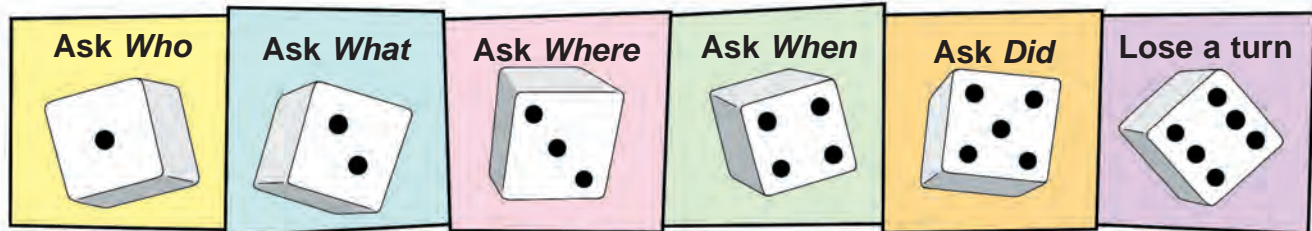
- a die, or write the numbers 1–6 on pieces of paper and fold them up
- a game piece for yourself (an eraser, etc.)

Useful language

- OK, you can move forward one.
- No, that's not right.
- The question should be . . .

Steps:

1. Work in pairs or small groups.
2. Put your markers on square *a*. Player A reads the sentence aloud. (*Sherri studied Spanish on the stairs last Saturday.*) Player A then rolls the die or picks a folded piece of paper. If the player gets a number from 1–5, he or she asks a question using the question word in that box. (For example, Player A gets a 1: *Who studied Spanish on the stairs last Saturday?*)
3. If Player A asks the question correctly, he or she moves to the next square. Then it's Player B's turn to read the sentence in square *a* and roll the die.
4. If a player rolls a 6, or doesn't ask the question correctly, he or she cannot move to the next square.
5. The first player to complete square *f* wins.



Game 2 Add up the questions

- Read the *You need* section.
- Have students form pairs or groups of three or four. Distribute one die or one set of numbered pieces of paper to each pair or group. You can also have a student in each pair or group tear a sheet of paper into six pieces, write the numbers 1 through 6 on them, and fold them. To decide the order in which players take their turns, have students roll the die or pick a number. The player with the highest number goes first. The player with the second highest number goes second, and so on. Give time for students to choose their game pieces.
- Read or have a student read aloud the five numbered steps, holding your book for the class to see and pointing out the elements of the game as you go along. Point out the boxed die keys and elicit all questions for square *a*:
 - Who** studied Spanish on the stairs last Saturday?
 - What** did Sherri study on the stairs last Saturday?
 - Where** did Sherri study Spanish last Saturday?
 - When** did Sherri study Spanish on the stairs?
 - Did** Sherri study Spanish on the stairs last Saturday?
- Read the Useful language aloud and have the class say it after you.
- Have a pair demonstrate the game for the class. The game begins with square *a*. Tell the pair of students to put their game pieces on square *a*. Player A reads aloud the sentence *Sherri studied Spanish on the stairs last Saturday*, then rolls the die or picks a folded piece of paper. Tell Player A to refer to the key.
- If Player A asks the question correctly, he or she moves to the next square. If he or she doesn't ask a question correctly or rolls a 6, he or she cannot move to the next square.
- Player B then reads the sentence, rolls the die or picks a number, and asks a question about the picture in square *a*.
- When Player B is finished, Player A reads aloud the sentence in square *b*, *Paco played the piano at a party a few days ago*, then asks a question. Continue modeling the game until the class understands how to play it. Tell students that the first player to complete square *f* wins.
- As students play, circulate and monitor for correct question structure and past tense usage.

Project 2 A snapshot of a field trip

- If students have access to the computer and the Internet at school or at home, create a message board for the class beforehand. Instruct students on how to use it to post questions, ideas, and opinions. You could also have a short lesson on how to attach photos, if helpful. You may want to assign the actual message writing or posting on the virtual message board as homework.
- If Internet access is not available, you can create an actual class message board on one wall of the classroom where students can pin or tape their suggestions and replies. Alternately, you could have students pass their suggestions to other students in the class for comment.
- Introduce the activity by asking students if they have ever gone on a field trip. Elicit details about their trips by asking questions; for example, *Where did you go? How did you get there? What did you see or do there?*
- Tell students to think about a place that they want to go for a field trip. They will write a few paragraphs and choose pictures or photos to go with these paragraph. Then each student will post his or her idea for a field trip for everyone else to read and comment on.
- Have students look at the photos in the book. Elicit or give the word for this particular place (aquarium) and words for the animals shown in the photos (dolphin, frog, shark).
- Ask volunteers to read the instructions and sample paragraphs aloud for each step of the project. Point out the emoticons and acronyms and review their meanings. Tell students they can choose the emoticons and acronyms that they want to put in their messages and comments.
- Give students time to think about their field trip ideas and make notes. Circulate and help with vocabulary. You may want to set aside class time for students to do research on the Internet or in books and magazines.
- Have students write their first drafts. You may want to assign this as homework and have students do more research at home.
- When students have finished, tell them to exchange their first-draft papers with a classmate and edit each other's work. Have them use the Peer editing checklist on page 138.
- Circulate and assist the students. Help draw students' attention to serious errors and parts of the text that could be expanded, clarified, edited, or improved.
- In class or as homework, ask students to write a second draft of their paragraphs using the comments and suggestions of their partners. They should also collect the photos they plan to include or make drawings to illustrate their projects.
- Have students post their ideas on the message board. If they are posting it on the Internet, allow time for students to read and reply to their classmates' ideas. You may want to assign the reading and responding portion as homework. If students are posting their ideas on the message board on the classroom wall, or are passing their suggestions around the room, allow time for students to read their classmates' ideas, write their comments and replies, and post them.

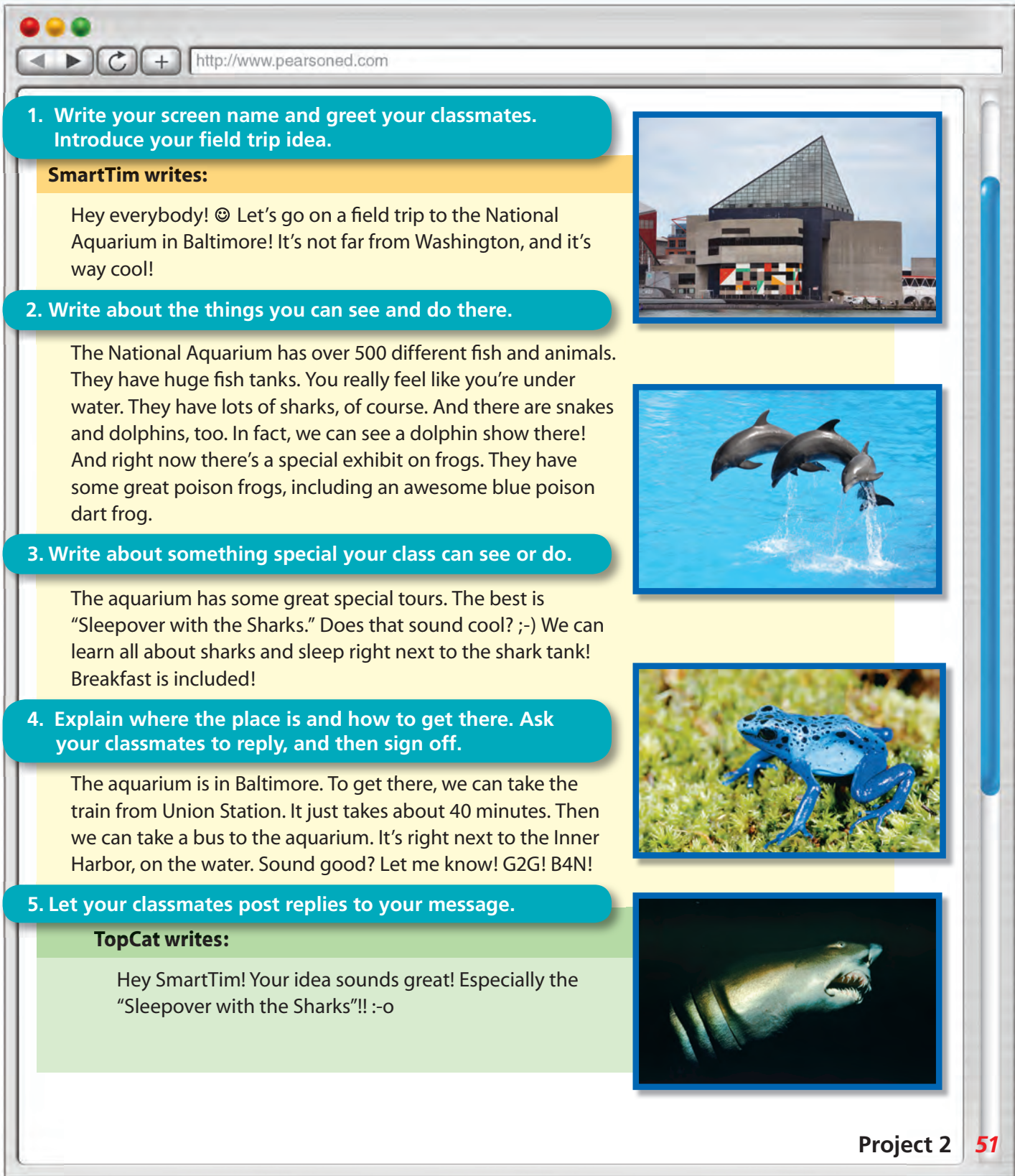
This is a Home/School connection activity.

- After other students have commented on the field trip ideas, suggest that students share their work with their families. Tell them to read aloud and explain their field trip plans and classmates' comments.

Project 2

A snapshot of a field trip


Imagine your teacher wants your ideas on a field trip. Think of a place you'd like to visit with your class. Post your suggestion on an Internet message board—or write it on a piece of paper to share with the class. Choose photos to go with your post. Use the message and steps below as a guide.



1. Write your screen name and greet your classmates. Introduce your field trip idea.


SmartTim writes:

Hey everybody! ☺ Let's go on a field trip to the National Aquarium in Baltimore! It's not far from Washington, and it's way cool!




2. Write about the things you can see and do there.

The National Aquarium has over 500 different fish and animals. They have huge fish tanks. You really feel like you're under water. They have lots of sharks, of course. And there are snakes and dolphins, too. In fact, we can see a dolphin show there! And right now there's a special exhibit on frogs. They have some great poison frogs, including an awesome blue poison dart frog.



3. Write about something special your class can see or do.

The aquarium has some great special tours. The best is "Sleepover with the Sharks." Does that sound cool? ;-). We can learn all about sharks and sleep right next to the shark tank! Breakfast is included!




4. Explain where the place is and how to get there. Ask your classmates to reply, and then sign off.

The aquarium is in Baltimore. To get there, we can take the train from Union Station. It just takes about 40 minutes. Then we can take a bus to the aquarium. It's right next to the Inner Harbor, on the water. Sound good? Let me know! G2G! B4N!

5. Let your classmates post replies to your message.

TopCat writes:

Hey SmartTim! Your idea sounds great! Especially the "Sleepover with the Sharks"!! :-o



6

I really had a great time.

1 Dialogue

57 Cover the dialogue and listen.

Brian: Good-bye, Mrs. Gibson. Thanks for having me this summer. I really had a great time.

Mom: We're glad you came, Brian. It was fun for us, too. And you were so good with Robbie. Say hi to your parents.

Robbie: Uh, Brian. You can have my baseball. It's my present for you.

Brian: Thank you, Robbie. I left something for you in your room.

Joey: And this is from all of us. It's the family picture you took at the picnic.

Brian: You're a great friend, Joey. Andy, you're cool. Thanks, man.

Andy: No problem, dude. Good luck.

Liza: We'll miss you, Brian. Keep in touch.

Brian: OK. Oh, I almost forgot. This is for you, Liza. Joey thought you'd love this.

Liza: Oh, thank you! It's beautiful.

Brian: Bye, everyone.

All: Bye. Have a great trip.
Take care.

Learning goals

Communication

Talk about the past
Say good-bye
Talk about occupations

Grammar

The simple past of
be (was/were)
The simple past of
irregular verbs

Vocabulary

Some occupations

6

I really had a great time.

Learning goals

The following are additional learning goals in this unit:

Learning strategy

- Keep a list of words and expressions

Pronunciation

- The pronunciation of *was* and *were*

Skills

- Look up the meaning of words in an article
- Listen for specific information

- Talk about past activities
- Talk about favorite occupations
- Write a story using the simple past

Warm-up (5 min.)

Cross-curricular activity: foreign languages

- In one column on the board, write some words that mean *good-bye* in different languages. In the other column, in random order, write the different languages. You may use the following words or some of your own:

Au revoir (French)
 Arrivederci (Italian)
 Alvidha (Hindi)
 Do svidaniya (Russian)
 Sayonara (Japanese)
 Shalom (Hebrew)

- Ask students about the different ways to say *good-bye* in their L1. Then tell students that you have written on the board words that mean good-bye in different languages. Have them work in pairs and match the word with the language. Elicit the answers and draw "matching" lines on the board.
- Tell students that Brian is going to say good-bye to the Gibsons in today's dialogue. Have students open their books. Introduce the unit title.

Using the large photo (less than 5 min.)

- Ask students to look at the picture. Ask *Who do you see in the large photo?* (Andy, Joey, Robbie, Mrs. Gibson, Brian, and Liza) *Where are they?* (in front of the Gibsons' house) *What do you think is happening?* (Brian is leaving.) *What makes you say that?* (Andy is carrying a suitcase, and everyone is near the car.) *Who do you see in the small picture?* (Brian and Liza) *What is Liza holding?* (a box and a watch or bracelet)

1 Dialogue and 2 Comprehension (15 min.)

- Have students cover the dialogue.

(Suggested procedures are continued on the next page.)

1 Dialogue and 2 Comprehension (continued)

A.

- Have students look at the Comprehension questions. Ask volunteers to read them aloud. Explain or elicit the meaning of *choose*. Point out that students should write notes while they listen so that later they can answer the questions orally.
- **57** Play the audio two or more times as students work independently to make notes to answer the questions.
- Assign pairs and have students take turns asking and answering the questions orally, using full sentences.

B.

- **58** Have students uncover the dialogue. Play the audio again as students read along. Check answers to Exercise A orally.

Answer key

1. Brian is going back to Australia.
2. Robbie's present for Brian is his baseball.
3. It's in Robbie's room.
4. The family's present for Brian is a family picture.
5. Joey helped Brian choose a present for Liza.

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as irregular past verbs (*had, left, took, forgot, thought*), the past of *be* (*was, were*), *Thanks for having me* (thanks for letting me stay at your house), *man* and *dude* (when boys or men use *man* and *dude* to address each other, it means they are friends or are comfortable with each other), *No problem, miss, Keep in touch*, and *Take care* (a shortened version of *Take care of yourself*, a common way of saying *good-bye*).
- Have the class repeat the dialogue, then have students practice in groups of six, changing roles after each reading. Finally, select a group to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

3 Useful expressions (10 min.)

A.

- Elicit the meaning of each expression or the situation in which it is used.
- **59** Play the audio, pausing for students to repeat each expression.

B.

- Read the instructions and elicit the answer for the first item. Tell students that sometimes more than one answer is correct. Have students work individually or in pairs to complete the exercise.
- Elicit all possible responses to each expression.

Answer key

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

Learn to learn (15 min.)

- Read the strategy line and elicit or explain the meaning. Ask if any students currently keep word lists. Encourage students to do so. Explain that keeping a list of common expressions and using them regularly will increase their vocabulary and give them more confidence in speaking English.

A.

- **PAIRS.** Tell students that they will be working with a partner to make a list of expressions for greeting and meeting people. Assign pairs. Tell students to list the expressions in the appropriate column.
- Ask volunteers to share their expressions; write these on the board and have students add any new ones to their list. Encourage students to share any expression that is not yet written on the board.

B.

- **PAIRS.** Read the instructions and tip. Model the activity with a student.
- Walk around to help as students work. When students have finished, call on several pairs to model an exchange for the class.

2 Comprehension

A. Answer the questions orally.

1. What's special about today?
Brian is going back to Australia.
2. What is Robbie's present for Brian?
3. Where is Brian's present for Robbie?
4. What is the family's present for Brian?
5. Who helped Brian choose a present for Liza?

B. ⁵⁸ Read along as you listen again. Check your answers.



3 Useful expressions

A. ⁵⁹ Listen and repeat.

1. Good-bye./Bye. *Bye.* _____
2. Thanks for having me. _____
3. Good luck. _____
4. Keep in touch. _____
5. Have a great trip. _____
6. Take care. _____

B. Write these responses next to the appropriate expressions in Exercise A.

- | | |
|--------------|----------------|
| a. Thanks. | d. Bye. |
| b. OK. | e. No problem. |
| c. You, too. | |

Learn to learn

Keep a list of everyday words and expressions.

Keeping a list of everyday words and expressions is a good way to increase your vocabulary.

A. **PAIRS.** List the expressions for greeting and meeting people and for saying good-bye that you've learned in this book.

Meeting and greeting people

Hi. _____

Saying good-bye

Take care. _____

B. **PAIRS.** Take turns saying the expressions and responding to them.

Tip: When you greet and say good-bye to your teacher and to each other, use the expressions on your list.





GRAMMAR FOCUS

The simple past of *be* (*was, were*)

Affirmative statements

I **was** happy.
 You **were** happy.
 He } **was** happy.
 She }
 You }
 We } **were** happy.
 They }

Negative statements

I **wasn't** sad at all.
 You **weren't** sad at all.
 He } **wasn't** sad at all.
 She }
 You }
 We } **weren't** sad at all.
 They }

Contractions

wasn't = was not

weren't = were not

Discovering grammar

Look at the grammar chart. Complete the rules with words from the box.

was wasn't be were weren't

- The simple past forms of _____ are *was* and *were*.
- Use _____ and _____ with *He, She,* and *It*.
- Use _____ and _____ with *I, You, We,* and *They*.

Practicing grammar

4 Practice

Complete the sentences with *was, wasn't, were, or weren't*.

Last Saturday, I (1) was at a friend's party. Some of my classmates (2) _____ there, too. The party (3) _____ a lot of fun. The food (4) _____ great. There (5) _____ cakes, cookies, and lots of ice cream! Yum! There (6) _____ games and lots of fun activities. But there (7) _____ any music. There (8) _____ any dancing either. But it (9) _____ a lot of fun because the games (10) _____ awesome.



5 Practice

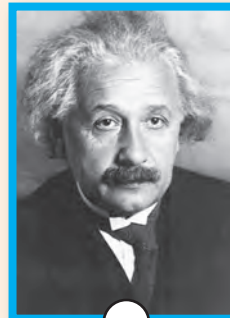
A. **PAIRS.** Match the labels with the pictures.



3



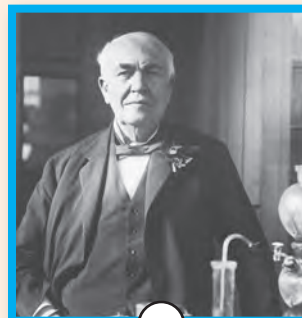
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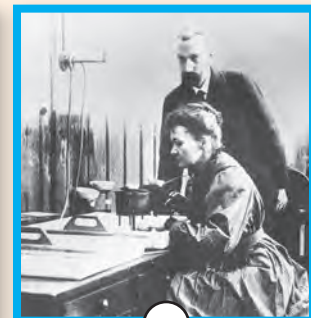
4



5



2



6

- the Beatles/(Great Britain) pop and rock group
- Thomas Edison/(United States) inventor
- Frida Kahlo and Diego Rivera/(Mexico) painters
- Albert Einstein/(Germany) scientist
- Pierre and Marie Curie/(France) scientists
- Mother Teresa/(Yugoslavia) nun

B. **PAIRS.** Take turns. Say who the people in the pictures were.

For example:

- A: Frida Kahlo and Diego Rivera were Mexican painters.
 B: Albert Einstein . . .



Grammar Focus

and Discovering grammar (5 min.)

The simple past of *be* (*was/were*)

See Grammar reference, page 103.

- Tell students they will be learning how to make affirmative and negative statements using the simple past of *be* verbs. Point these out in the grammar chart. Say *Let's practice reading them. First, I'll read aloud an affirmative statement. Then the whole class will read the negative statement.* Go through the affirmative statements, then switch roles with the class. The class reads the affirmative and you read the negative.
- Have students work individually to complete the Discovering grammar section. Check orally.

Answer key

1. be
2. was, wasn't
3. were, weren't

Practicing grammar

4 Practice (5 min.)

- Ask students to complete the sentences with *was*, *wasn't*, *were*, or *weren't*.
- Check by asking volunteers to read the complete sentences aloud.

Answer key

1. was 2. were 3. was 4. was 5. were
6. were 7. wasn't 8. wasn't 9. was 10. were

5 Practice (15 min.)

A.

- **PAIRS.** Read the instructions aloud. Go over the list of names and occupations. Help students pronounce the names. Check that students understand *inventor*, *painters*, *scientist*, and *nun*.
- Have students work in pairs to label the photos. Elicit answers by pointing to each photo.

Answer key

(Clockwise from top left) Frida Kahlo and Diego Rivera (3), Mother Teresa (6), the Beatles (1), Pierre and Marie Curie (5), Thomas Edison (2), Albert Einstein (4)

B.

- **PAIRS.** Read the instructions and example aloud. Then elicit the nationality terms for each of the countries listed.
- Elicit the rest of the sentence about Albert Einstein. Then have pairs begin. Tell them to switch roles after the first round.
- As students take turns making sentences, walk around to monitor and help. Check orally.

Answer key

1. The Beatles were an English pop and rock group.
2. Thomas Edison was an American inventor.
3. Frida Kahlo and Diego Rivera were Mexican painters.
4. Albert Einstein was a German scientist.
5. Pierre and Marie Curie were French scientists.
6. Mother Teresa was a Yugoslavian nun.

Focus on multiple intelligences: this activity focuses on visual intelligence.

- You may want to prepare art materials for this activity, or you can have students do drawings in pencil on notebook paper.
- Divide the class into no more than seven groups or pairs. For small classes, you may want to have students work individually. Assign each group one of the famous people in Exercise 5. Tell each group to make a drawing showing different items belonging to or associated with the famous person—for example, a cross, habit, food, and medical supplies for Mother Teresa.
- As students work, walk around to elicit or teach them the English words for the items they've drawn.
- Have students present their drawings to the class, pointing to and saying the name of each item they've drawn.



Have students complete Workbook Exercises 1–3 and Grammar Builder Exercises 1–2.



Grammar Focus

and Discovering grammar (5 min.)

The simple past of *be* (*was/were*)

See Grammar reference, page 103.

- Write on the board *Liza was sad to see Brian go*. Tell students that they use the same word order to make past *Yes/No* questions with *be* as they did to make present questions. Elicit the *Yes/No* question form for the sentence and write it on the board: *Was Liza sad to see Brian go?*
- Ask students for affirmative and negative short answers and write these on the board.
- Have students look at the grammar chart. Divide the class into two groups. Say *Let's practice. First, I'll read aloud the Yes/No question. Then Group 1 will read the affirmative answer. After that, Group 2 will read the negative answer.*
- Direct students' attention to the bottom of the grammar chart. Tell Group 1 to read each information question aloud and Group 2 to read the long and short answers.
- Have students work individually to complete the Discovering grammar section. Check orally.

Answer key

1. before
2. after

Practicing grammar

6 Practice (15 min.)

A.

- Read the instructions and elicit the answer for the first item. Tell students that they may not have all of the family members in the questions, or may not know what they were doing, so they may need to make up some answers. Do the last item as an example—call on a student and say *Imagine you don't have any cousins* or *Imagine you don't know where they were. Make up an answer.*

Answer key

Answers will vary.

B.

- **PAIRS.** Read the directions and have students say the example conversation after you. Then call on a pair to model this activity for the class using their own information.
- Have students read the directions for getting points. Tell each student to keep their partner's score.
- Walk around, monitoring and helping as needed.
- To conclude this exercise, ask the student in each pair who got the highest number of points to raise his or her hand.



Have students complete Workbook Exercises 4–6 and Grammar Builder Exercises 3–5.

7 Pronunciation (10 min.)

A.

- Have students read each item. Elicit or explain why some *be* verbs are in boldface. (They are stressed more strongly than the other words.) Tell students that they will be listening to how *be* verbs are pronounced, both normally and when the speaker wants to emphasize a point.
- Play the audio and have students listen and repeat.

B.

- **PAIRS.** Assign pairs and tell students to role-play the conversations, stressing *be* verbs when they want to emphasize a point. Tell them to practice several times, changing roles after each round.
- As pairs practice, walk around to monitor and help with stress.
- Call on one or two of the best pairs to perform their role-plays for the class.



GRAMMAR FOCUS

The simple past of *be* (*was/were*)

Yes/No questions

Was I sad
Were you sad
Was he/she sad
Were we sad
Were you sad
Were they sad

} to see him go?

Affirmative answers

Yes, you **were**.
 Yes, I **was**.
 Yes, he/she **was**.
 Yes, we/you **were**.
 Yes, we **were**.
 Yes, they **were**.

Negative answers

No, you **weren't**.
 No, I **wasn't**.
 No, he/she **wasn't**.
 No, we/you **weren't**.
 No, we **weren't**.
 No, they **weren't**.

Information questions

Who **was** at the door?
 Where **were** you last week?
 Why **were** they absent?
 What time **was** your appointment?

Short answers

Brian.
 On vacation.
 Because they **were** sick.
 At 10:00.

Long answers

Brian **was** at the door.
 I **was** on vacation.
 They **were** absent because they **were** sick.
 My appointment **was** at 10:00.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- In Yes/No questions, *was* and *were* come (before / after) the subject.
- In information questions, *was* and *were* come (before / after) the question word.

- B. **PAIRS.** Try to guess where your classmate and his or her family were by asking Yes/No questions about the information in Exercise A.

For example:

A: Were you at school yesterday at 5:00 P.M.?

B: No, I wasn't.

A: Were you at home?

B: No, I wasn't.

A: Were you at a friend's house?

B: Yes, I was!

Practicing grammar

6 Practice

- A. Answer the questions about some members of your family.

1. Where were you yesterday at 5:00 P.M.?

I was at a friend's house.

2. Where were you last Saturday?

3. Where was your dad last night?

4. Where was your mom last Saturday?

5. Where were your grandparents last Sunday?

6. Where were some of your cousins last weekend?

You get three points if you guess correctly on the first try, two points on the second try, and one point on the final try. If you're unable to guess correctly after three tries, ask "Where were you/they?" or "Where was he/she?"

7 Pronunciation

The pronunciation of *was* and *were*

- A. Listen and repeat.

Weak pronunciation

It was fun.

Was it fun?

Were you busy yesterday?

Strong pronunciation

It **wasn't** boring.

Yes, it **was**.

No, I **wasn't**.

- B. **PAIRS.** Role-play the conversations.

1. A: Were your friends at the party?

B: No, they weren't.

2. A: Were you home last night?

B: Yes, I was.



GRAMMAR FOCUS

The simple past of irregular verbs

Affirmative statements

Brian **went** to Miami two months ago.
Brian **spent** the summer there.

Negative statements

He **didn't go** to New York.
He **didn't spend** the winter there.

Yes/No questions

Did Brian **go** to Miami?
Did Brian **spend** the summer there?

Affirmative answers

Yes, he **did**.
Yes, he **did**.

Negative answers

No, he **didn't**.
No, he **didn't**.

Information questions

When **did** Brian **go** to Miami?
Who **went** to Miami?

Short answers

Two months ago.
Brian.

Long answers

He **went** to Miami two months ago.
Brian **went** to Miami.

Some irregular verbs

come → **came** have → **had** go → **went** take → **took**
do → **did** get → **got** spend → **spent** tell → **told**

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Irregular verbs (*add / do not add*) -d or -ed to the base form to form the simple past.
- In simple past questions, use the helping verb (*do / did*) with the base form of a main verb.

9 Practice

Write two sentences to correct the information.

- Brian went to Canada as an exchange student.

Brian didn't go to Canada.

He went to the United

States.

- He came back to Australia last month.

- On Sunday, he went to bed at 10 P.M.

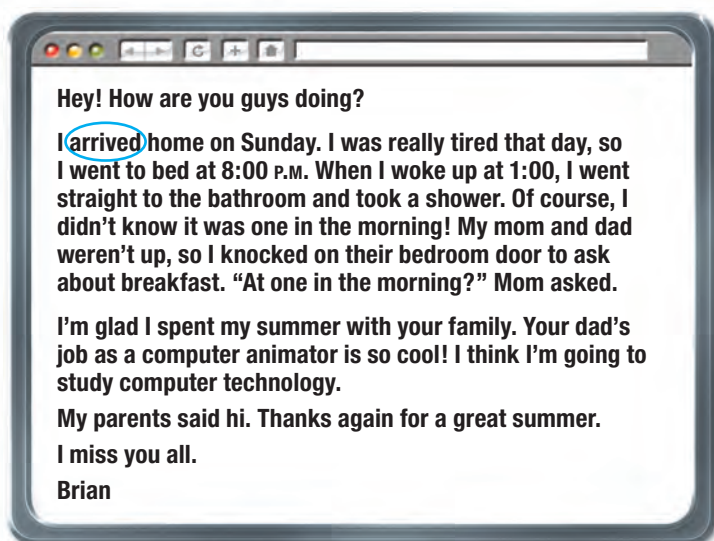
- He took a shower at 6 A.M.

- Brian spent the summer with his grandparents.

Practicing grammar

8 Practice

Read Brian's e-mail. Circle all the verbs in the simple past. Include both affirmative and negative forms.



10 Practice

Have a competition! Go to page 69.



Grammar Focus

and Discovering grammar (10 min.)

The simple past of irregular verbs

👉 See Grammar reference, page 103.

- Write *talk, smile, cry, and stop* on the board. Ask *What do we do to the base form of these regular verbs to change them into their simple past forms?* (add *-ed*, add *-d*, change the *y* to *i* and add *-ed*, double the final consonant and add *-ed*) Write the past forms on the board: *talked, smiled, cried, and stopped*.
- Say *Irregular verbs don't follow the same rules as regular verbs in the simple past tense. Irregular verbs have special forms.* Write some irregular verbs and their simple past tense forms on the board; for example, *come-came, do-did, has-had, get-got, go-went, spend-spent, take-took, tell-told*. Say these aloud and have students repeat them after you.
- Have students look at the grammar chart. Read the items aloud and have students say them after you.

Answer key

1. do not add
2. did

- Use the board to elicit other key points about the grammar chart, such as the difference in structure between *Who* and other information questions.

Practicing grammar

8 Practice (10 min.)

- Read the instructions aloud and elicit the first few past tense verbs. You may want to point out to students that *tired* is not a verb.
- Ask students to check their answers with a partner and circle verbs they missed.
- Check answers by calling on three students to say which verbs they circled in the first, second, and third paragraphs.

Answer key

First paragraph: arrived, was, went, woke, went, took, didn't (know), was, weren't, knocked, asked

Second paragraph: spent

Third paragraph: said

- Go over Brian's e-mail and explain or elicit the meanings of unfamiliar words such as *arrived, straight, and animator*.

9 Practice (10 min.)

- Read the instructions and answer to the first item aloud. Tell students they will read statements about Brian that are not true and then correct them by writing sentences with true information. Point out that they should write a negative statement first before they can write an affirmative statement with the true information.
- Call on students to read the exercise items aloud. Then have students work individually to write responses, looking back at Brian's message as needed. Check orally.

Answer key

1. Brian didn't go to Canada. He went to the United States.
2. He didn't come back to Australia last month. He came back on Sunday.
3. On Sunday, he didn't go to bed at 10 P.M. He went to bed at 8 P.M.
4. He didn't take a shower at 6 A.M. He took a shower at 1 A.M.
5. Brian didn't spend the summer with his grandparents. He spent the summer with the Gibson family.

Focus on values

- Ask students questions regarding being a guest at someone's home: *Have you ever stayed at someone's home? Did you have a nice time? What did you do when it was time to say goodbye to them? Aside from saying thank you to Mrs. Gibson and the kids, what else did Brian do to show he was thankful?* (He gave them presents. He e-mailed them when he was back in Australia and thanked them again.)
- Explain to students that in most cultures it is polite to thank your hosts in person. A small gift can also be very much appreciated. Sending a thank-you letter, card, or e-mail when you are back home is also a very polite and thoughtful thing to do. Discuss how important it is to show you are thankful for all your hosts did for you.

10 Practice

Turn to page 69 and let students have a competition.



Have students complete **Workbook Exercises 7–12** and **Grammar Builder Exercises 6–9**.

11 Writing (20 min.)

A.

- **GROUPS.** Call on a volunteer to read the instructions aloud. Write the two beginning sentences on the board: *It was a dark and rainy night* and *It was a bright and sunny day*. Model the activity orally with four strong students.
- Assign groups of four or five. Distribute a piece of paper to each group and tell them to write their story on it. Group members pass the paper around as each one takes a turn at saying and writing the next sentence.
- Walk around as groups work, helping students with their sentences.

B.

- **GROUPS.** Instruct groups to choose a group representative to read the story; alternately, have members read their individual sentences.
- After all groups have finished their stories, have each group stand up in turn for the class to vote on the best story. Tell the class to show their vote by how long and loud they clap. Select the group who got the most applause and congratulate them on winning.

12 Communication (10 min.)

A.

- **61** Play the audio. Have students listen to the conversation as they read along. Make sure students understand *tried* and *scary*. Then play the audio once more for students to practice pronunciation and fluency.

B.

- **PAIRS.** First, have students role-play the conversation with a partner, changing roles one or more times. Then write the beginning question on the board: *Did you do anything fun last week?* Have students close their books and role-play talking about their own weekends, changing roles after the first round. Model first if helpful. Check by calling on pairs to perform one of their role-plays for the class.



Have students complete Workbook Exercises 13–15.

13 Vocabulary (10 min.)

A.

- Have students look at the list of occupations and the photos. Ask them if there are any occupations they already know or can guess. Some may have cognates in their L1, and they may know others from other contexts.
- **62** Play the audio as students listen and repeat.

B.

- Direct students' attention to the clues. Explain that each one matches an occupation in Exercise A. Call on one or more students to read the clues aloud. Elicit or explain new vocabulary such as *trucks*, *treats*, *sick*, *assists*, *creates*, *connects*, *repairs*, *electrical equipment*, and *styles*. Pointing to the puzzle, elicit the meanings of *down* and *across*.
- Have students work individually to complete the puzzle. Have them check their answers with a partner and fill in missing words before checking as a class.

Answer key

Across: 3. pilot 4. driver 5. carpenter 6. doctor
8. nurse 9. web designer 10. mechanic

Down: 1. electrician 2. dentist 7. hairdresser



Have students complete Workbook Exercises 16–18.

11 Writing

A. **GROUPS.** Write a story using the simple past. Follow the instructions.

1. Read the two beginning sentences. Write one of these sentences on a piece of paper.
It was a dark and rainy night. OR *It was a bright and sunny day.*
2. The first student adds a second sentence to the story and passes the paper on to the next student who then writes in the third sentence. (The sentences can be funny or ridiculous.)
3. Continue until all students in the group have contributed a sentence. The last student to get the paper should end the story.

B. **GROUPS.** Read your stories out loud to the class.

12 Communication

Talk about past activities

A. **61** Listen to the conversation.

A: Did you do anything fun last week?

B: Yes, I did! We went to the amusement park.

A: What did you do there?

B: My little brother and I tried the new ride at the park. It was so scary!

A: Did your brother scream?

B: No, he didn't. But I did.

B. **PAIRS.** Role-play the conversation or make up your own about a past weekend activity.

13 Vocabulary

Some occupations

A. **62** Look at the photos as you listen and repeat.



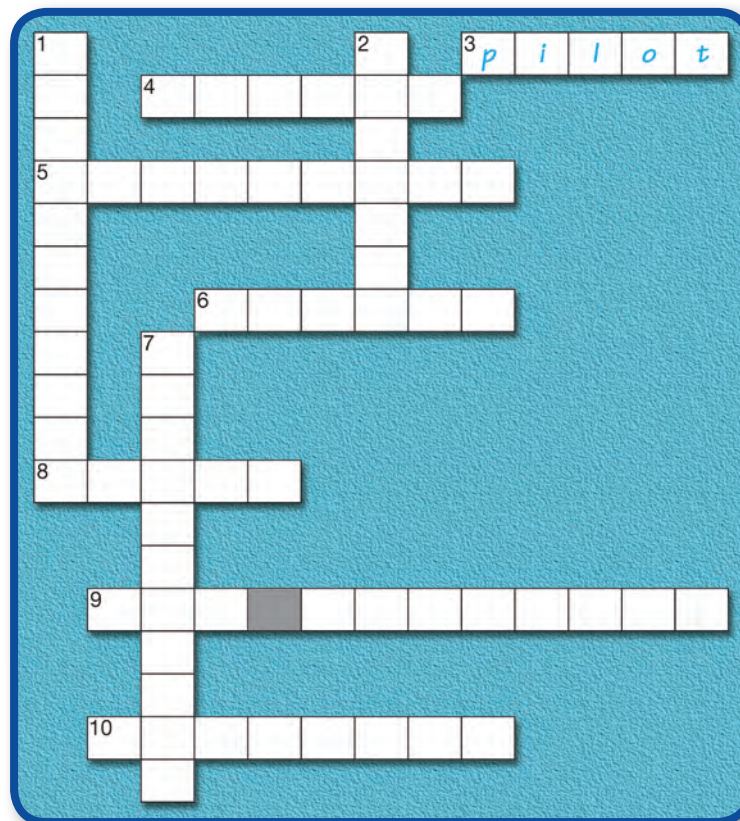
B. Read the clues. Then complete the crossword puzzle.

ACROSS

3. operates aircraft
4. drives cars and trucks
5. makes things out of wood
6. treats sick people
8. assists doctors
9. creates websites (2 words)
10. fixes cars

DOWN

1. connects and repairs electrical equipment
2. cleans and treats people's teeth
7. cuts and styles hair



14 Listening

- A. 63 Listen to the conversation. Circle the occupations you hear.
- a. carpenter d. doctor g. police officer
b. dentist e. pilot h. engineer
c. nurse f. mechanic i. actor
- B. 64 Listen again. Circle the correct answers.
1. "Teen Line's" topic for today is "Occupations for the (21st / 22nd) century."
 2. Mario's dad is (a car / an airplane) mechanic.
 3. Isabel's (grandma / mom) is a doctor.
 4. Isabel wants to be a (dentist / doctor).
 5. The boys on the show want to be (police officers / firefighters).



GROUPS. Talk about your favorite occupations. Ask each other questions about them.

Useful language:

- What occupations do you like?
- Why do you like it/them?
- Which would you like to be when you grow up?
- Yeah, that's a cool job.
- Me, too./I like it, too.
- Maybe.

15 Reading

- A. Look up the meaning of the underlined words in the article.
- B. 65 Read along silently as you listen.



Hot jobs for the 21st century

When your parents were very young, they probably wanted to be a doctor or a lawyer or an engineer when they grew up. Those were the hot jobs many years ago. But what will the hot jobs be when you grow up?

Science and technology continue to change how we live. When you grow up, there will be new occupations that we don't have today. Here are some futuristic occupations from Time.com's "Visions of the Century":

1. **Hotline handymen** (repairmen/technicians): Are your parents afraid to program their VCRs and DVD players? What will they do when 3-D televisions and talking toasters

become a reality? *You*, however, do not need to worry. In the future, technicians will be able to take care of your appliance problems from their computers, without going to your home.

2. **Virtual-reality actors**: Do you request pay-per-view movies on your TV? In pay-per-view, you pay to watch a movie. In the future, pay-per-view will become pay-per-play. In pay-per-play, you will pay to be a part of the movie you're watching. You won't just watch the actors in a movie. You will be able to interact with them. For example, you can tell Tom Cruise to look out when there's danger! That would be really awesome!

16 Comprehension

Discuss and answer these questions.

According to the article, . . .

1. What were some of the popular occupations during your parents' time?
2. What do hotline handymen do?
3. What can you do with virtual-reality actors?

17 Speaking

GROUPS. Discuss these questions.

1. What other futuristic occupations would you like to have? Discuss two.
2. What two inventions or products would you like to see in the future? Describe what these inventions can do.

14 Listening (10 min.)

A.

- Read the instructions aloud and have students look over the list of occupations before you play the audio.
- **63** Play the audio two or more times. Then check answers orally.

Answer key

e, f, d, b, g, i

B.

- Have students read through the items in the exercise. Elicit or explain the meanings of *police officers* and *firefighters*.
- **64** Play the audio again two or more times as students circle the correct answers. Check orally.

Answer key

1. 21st 2. an airplane 3. mom 4. doctor 5. police officers

Audioscript

- David:** So here we are—our last topic for this season is *Occupations in the 21st century*. Here's my question: When your grandparents and parents were kids, what did they want to be when they grew up? Yes, Mario?
- Mario:** My dad wanted to be a pilot.
- David:** Did he become a pilot?
- Mario:** No. He's an airplane mechanic. He fixes airplanes.
- Girl:** He can fix airplanes? That's awesome! Can he make one, too?
- Mario:** Yeah, a toy airplane. He made several for me when I was a kid.
- David:** We'd love to see them, Mario. Bring one to the show next time. What about your grandparents, Isabel?
- Isabel:** Umm, my grandma wanted to be a doctor.
- David:** And . . . ?
- Isabel:** She didn't become one because they had no money. But my mom is a doctor.
- David:** That's awesome, Isabel. And what about you? What do you want to be?
- Isabel:** Not sure. Maybe like my mom—a doctor.
- David:** Let's see. Who would like to be a dentist? . . . Nobody. What about a police officer . . . Almost all the boys. Interesting. What about a virtual-reality actor?
- Kids:** A what? What's that?
- David:** Good question. We'll find out from our next guest, Larry Hagens. Larry's going to talk about hot jobs for the 21st century. Before we do that, let's have a commercial break.



(10 min.)

- **GROUPS.** Read the instructions, then read the Useful language aloud and have the class say it after you. Make sure students understand *would like to*, *when you grow up*, and *Maybe*.
- Model a conversation with a strong student.
- Have groups choose a representative to note down the most popular occupations mentioned in their discussion.
- Walk around, helping with vocabulary and grammar.
- Have group representatives share their notes with the class. Write the occupations mentioned by each group and find the three most popular occupations in the class.

15 Reading (20 min.)

A.

- Read the instructions and call on a student to read the underlined words aloud.
- Have students form small groups. Make sure each group has a dictionary. Tell them to find the definitions for each word and write them down.
- Check by saying each word and calling on a volunteer to give its definition. If students have used English dictionaries, help the class understand the definition.

B.

- **65** Play the audio and have students read along as they listen.
- Go through the article with the class to elicit or explain new vocabulary such as *hot jobs*, *continue*, *hotline*, *toasters*, *reality*, *however*, *request*, *pay*, *be part of*, and *interact*.
- Have students read the article again silently.

16 Comprehension (5 min.)

- Go over the questions with the class. Then have students answer the questions in pairs, discussing and agreeing upon the answers.
- Have volunteers share their answers.

Answer key

1. doctor, lawyer, and engineer
2. take care of appliance problems from their computers
3. interact with them

17 Speaking (10 min.)

- **GROUPS.** Have volunteers read the questions aloud. Have students form groups of four and discuss the questions. Alternately, discuss these questions as a class.

Progress check Units 5 and 6

Test-taking tip

- Read the Test-taking tip aloud. Ask students *What should you do after answering all the questions?* (review your answers) *What should you correct?* (any errors in spelling and other mistakes)
- Tell students to write the answers to section A of the test. When most students have finished, remind them to review their answers. Make the same suggestion for the second section.

Answer key

Grammar

A.

1. was
2. were
3. shopped
4. took
5. made
6. did
7. tried
8. told
9. went
10. came

B.

1. were
2. saw
3. called
4. didn't hear
5. was
6. had

C.

1. Q: Did we see our classmates at the concert?
A: Yes, we did.
2. Q: Did we call their names?
A: Yes, we did.
3. Q: Did they hear us (call their names)?
A: No, they didn't.
4. Q: Did we have a lot of fun?
A: Yes, we did.

D.

1. Where did Brian spend his summer?
2. When did he go back to Australia?
3. Why was he in the U.S.?
4. Who did he invite to visit him?

Vocabulary

E.

1. pilot
2. driver
3. web designer
4. hairdresser
5. dentist

Communication

F.

Answers will vary.

Now I can . . .

- Have students check the functions they can now perform.



Have students complete Skills Development 2 Exercises (1–4) in the Workbook.



Have students complete the Unit 6 test, page 85, and the Test for Units 4–6, pages 90–93.

Progress check

Units 5 and 6

Test-taking tip: Review your answers.
After answering all the questions, review your answers. Correct any errors.

Grammar

A. Write the past forms of the verbs. (1 point each)

- | | |
|---------------------|----------------|
| 1. is/am <u>was</u> | 6. do _____ |
| 2. are _____ | 7. try _____ |
| 3. shop _____ | 8. tell _____ |
| 4. take _____ | 9. go _____ |
| 5. make _____ | 10. come _____ |

B. Complete the sentences with the simple past form of the verbs in parentheses. (1 point each)

- My friend Sherri and I (*be*) were at a rock concert last Saturday.
- We (*see*) _____ some of our classmates there.
- We (*call*) _____ their names.
- But they (*not/hear*) _____ us.
- The concert (*be*) _____ awesome.
- We (*have*) _____ a lot of fun.

C. Change sentences 2, 3, 4, and 6 in Exercise B into Yes/No questions. Then answer them. (3 points each sentence)

- Q: Did we see our classmates at the concert?
A: Yes, we did.
- Q: _____
A: _____
- Q: _____
A: _____
- Q: _____
A: _____

D. Write information questions about the underlined parts in the sentences. Use the cues. (2 points each)

- Brian spent his summer in the U.S.
(Where) Where did Brian spend his summer?

- He went back to Australia last month.

(When) _____

- He was in the U.S. because he was an exchange student.

(Why) _____

- He invited his parents to visit him.

(Who) _____

Vocabulary

E. Write the occupation for each definition. (1 point each)

- operates aircraft pilot
- drives buses and trucks _____
- creates websites _____
- cuts and styles hair _____
- treats people's teeth _____

Communication

F. Talk about what you did on your last birthday. Ask Yes/No and information questions. Use the cues. (2 points each sentence)

A: (Yes/No question)
Did you have a party?

B: Yes, I had a party with my friends.

A: (Information question)

B: _____

A: (Yes/No question)

B: _____

Now I can ...

- talk about past events.
- express approval and disapproval.
- talk about occupations.



WORKING TEEN\$



Many teens in the United States have part-time jobs, especially during summer vacation. They make new friends, earn money, and learn about the world of work.

I work in a fast-food restaurant. I started last summer. All my friends had summer jobs, and I was bored because I had nothing to do. So I interviewed here and got the job. The manager liked my work, and asked me to work for him again this summer. I've made some good friends here, and it's fun earning my own money. I'm saving up to buy my first car. I'm so sick of asking my parents, "Can I borrow the keys?"

Maria Martinez, 16

Some of my friends still get allowances from their parents, but I work for my spending money. During the school year, I babysit on weekends. I charge \$7 an hour. I also take care of dogs and cats at my home when the owners are away. I earn \$25 a day. My mom helps with that. In the spring and summer, I also do yard work. I charge \$10 an hour. And I wash cars, too—I charge \$15 a car. Washing cars is tiring, but it pays well. I get most of my work from word-of-mouth, but I also put up posters around the neighborhood.

Jane Weston, 13

Common Teen Jobs

- babysitting
- washing cars
- helping children with homework
- pet sitting
- working at a restaurant
- being a lifeguard at a pool
- dog walking
- working in a store
- working at a summer camp
- doing yard work
- being a coach



Wide Angle on the world

Background notes

Working teens: About 80 percent of American teenagers work before they finish high school. Nearly 90 percent work during the summer, and almost 50 percent of students in their last year of high school have an after-school job. There are strict laws limiting the jobs people under 18 can do and even stricter laws about how many hours and at what time of the day 14- and 15-year-olds can work.

Teenagers are not usually working to help their families and meet expenses. They work to get extra spending money, save for college, or buy a car. Most work at malls, restaurants, and movie theaters. Americans place a high value on independence and responsibility, and many parents think that a job can help their children develop these qualities. For the kids, the money is the main thing.

Pictures (5 min.)

- Call on a student to read the title. Ask students whether they work or know a teenager who works. Discuss why they work and what they do with the money they earn. If none of the students work, you may want to give students some background information on working American teenagers.
- Have students look at the pictures of teenagers at work. Elicit the kinds of jobs that the teenagers are doing. (working in a fast-food restaurant, being a tennis coach, babysitting)

1 Reading (15 min.)

A.

- Call on a student to read aloud the Reading skill. Tell students that they will be reading about three working teenagers. Explain that an important reading skill is getting meaning from context, which means finding or guessing the meaning of a new word or phrase from the other words or pictures that are around it.
- Have students read the directions and vocabulary items.
- Have students read the article, then match the words and phrases with their meanings.
- Check answers as a class.

Answer key

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

B.

- Have students read the questions. Tell students to read the article again, then write short answers to the questions.
- Check by asking volunteers to share their answers with the class.

Answer key

1. her first car
2. a professional coach
3. four (babysitting, pet sitting, yard work, car washing)

2 Listening (5 min.)

- Tell students they are going to listen to an interview with Amy, a working teenager. Have them read through the questions first to help them listen for specific information in the interview.
- **66** Play the audio two or more times as students listen and write their answers.
- Have students compare their answers with a partner.
- **66** Play the audio again as partners listen and check their answers. Elicit the answers orally.

Answer key

1. dog walking and pet sitting
2. she loves animals
3. not easy/really tiring to walk a dog
4. to buy a horse

Audioscript

Friend: Hey, Amy. How was your summer?
Amy: Nice, thanks. I made a lot of money!
Friend: Really? What did you do?
Amy: I did dog walking and pet sitting.
Friend: Dog walking and pet sitting? Cool! How did you start doing that?
Amy: Well, I just put up some posters around the neighborhood—and a lot of people called!
Friend: Now why did you decide to do dog walking and pet sitting?
Amy: Simple. I love animals.
Friend: I didn't know that.
Amy: Yep.
Friend: So what kind of animals did you pet sit?
Amy: Dogs, cats, birds—even a turtle!
Friend: No!
Amy: Yep!
Friend: Maybe I should start dog walking or pet sitting.
Amy: Well, it's not easy. Dog walking can be really tiring.
Friend: Yeah?
Amy: Yeah. Really tiring. Try walking for five hours a day!
Friend: So how much money did you make?
Amy: I made about two thousand dollars.
Friend: Wow! What do you want to do with all that money?
Amy: I'm saving up to buy a horse.
Friend: A horse?
Amy: Yeah. Like I said, I love animals.
Friend: Cool.

3 Speaking (15 min.)

- **PAIRS.** Read the instructions and helpful phrases aloud. Then have volunteers read aloud each job in the box on page 60 of the Student Book. Elicit the tasks or responsibilities that go with each; for example, *babysitting tasks* include *feeding the baby, changing clothes and diapers, playing with or entertaining the baby, putting the baby to sleep.*
- Model a short conversation with a strong student.
- Ask students to work with a partner to talk about the teen jobs listed in the box on page 60 of the Student Book. Walk around and help students as needed. When students have finished, take a class survey on the most popular and least popular teen jobs.

4 Writing (10 min.)

- Using the questions as a guide, have students write a paragraph about a job they would like to do in the summer.
- Ask volunteers to read their paragraphs to the class.

Extension

- Play a *What's My Job?* game. Have students form groups of five or six. Have each student in the group describe a job by talking about the tasks one has to do. The other group members guess the job.



I'm a tennis coach at a summer camp for physically challenged elementary school children. It's my first job and it's been great. I love tennis and I love coaching. In fact, I plan to be a professional coach in the future. So this job is giving me some very good experience. I have about fifty students, and I really make them work!

Brandon Parker, 15

1 Reading

Reading skill: Guessing word meaning from context

When you read, try to guess the meanings of new words. Look for clues in the text and pictures.

A. Read the article and look at the pictures. Then draw lines from the vocabulary items to their meanings.

- | | |
|------------------|--------------------------------|
| 1. fast food | a. people talking about it |
| 2. earn money | b. sports instructor |
| 3. coach | c. burgers, French fries, etc. |
| 4. pays well | d. money parents give children |
| 5. allowance | e. make money by working |
| 6. word-of-mouth | f. gives you a lot of money |

B. Read the article again. Write short answers to the questions.

1. Why was Maria bored? _____
2. What does Brandon want to be? _____
3. How many different jobs does Jane do? _____

2 Listening

66 Listen to Amy tell her friend about her summer job. Write short answers to the questions.

1. What job did Amy do? _____
2. Why did she want to do it? _____
3. What was bad about the job? _____
4. What is Amy saving up for? _____

3 Speaking

PAIRS. Give your opinions of the American teen jobs listed in the box. Use these words and phrases.

easy interesting exciting good experience pays well
difficult boring tiring dangerous doesn't pay well

4 Writing

Think of a job for next summer and write a paragraph about it. Answer these questions:

- Why is it a good job for you?
- What's good about it? What's bad about it?
- What do you want to do with the money?



Fun with songs 1

A poster of a favorite singer or band



Materials:

- Poster board
- Markers or crayons
- Pictures of a favorite singer or group
- Recording of a favorite song

- GROUPS.** Choose a favorite singer or band, either local or international. Use the Useful language in your discussion. Choose a song to play during your presentation.
- Homework:** Research the singer or band. Find out where they're from, their real names, the titles of their hit songs, and any other fun facts about them. Find pictures of them in magazines or on the Internet. Bring your notes, pictures, and a recording of the song to class.
- GROUPS.** Create a poster featuring your favorite singer or group. Include the information and photos you found during your research.
- GROUPS.** Present your poster to the class. Give facts about the singer or band and play their song for the class. Ask your classmates for their comments and questions.

Useful language:

- Who's your favorite singer or band?
- He/She/They sing(s) the song . . .
- What's their best song?
- How about . . . ?
- I really like him/her/them/it, too.
- I don't like him/her/them/it that much.
- Let's choose . . . as our favorite.

Fun with songs 1 A poster of a favorite singer or band

- Elicit the name of the singer in the photo. (Madonna) Ask students what they know about her; for example, where she is from or the titles of her hit songs. Ask for a show of hands of students who like Madonna. Then ask for volunteers to share the name of their favorite singer or band.

A.

- **GROUPS.** Have students read the instructions and the Useful language. Model asking the questions in Useful language to a strong student. Have this student ask you the same questions so that you can model the answers as well. Tell the class to use the Useful language in their group discussion.
- Point out the expression *Let's choose . . . as our favorite*. Tell students that they will first talk about their favorite singers and bands but, in the end, they will have to agree on one favorite singer or band for their group. Emphasize that they can choose local or international artists, even though they may not know much about the singer or the band.
- Have groups choose their favorite musical artists and a song for the class to listen to during their presentation.

B.

- Ask a volunteer to read the directions aloud. Elicit the kinds of information that students will need to look for and where they can find this. Have students do research on their group's favorite singer or band as homework. Remind groups to find a recording of the song they want to share with the class and make copies of the song's lyrics to distribute to everyone during their presentation.

C.

- **GROUPS.** In class, have students make a poster of their favorite singer or group, using the information and pictures they have gathered from their research. Provide poster board, crayons, markers, and tape or glue.

D.

- **GROUPS.** Have groups take turns presenting their posters to the class. Encourage students to ask questions and make comments about each group's presentation. To control class time, you may wish to have each group play just thirty seconds or so of their song.
- Have the groups put their posters on the wall so others can look at them at their leisure.

Extension

- *Sing-along.* Ask the presenting group to lead their classmates in singing some or all of the song.

Fun with songs 2 *A collage about a favorite song*

- Elicit the titles of one or two of the songs students chose as their favorites in Fun with songs 1 and write them on the board. Then go over the Useful language with the class. Ask students about the songs using questions that would elicit the sample statements in the Useful language box—for example, *What is the song about? Where are the characters? How are they feeling? What kind of song is it?*

A.

- **GROUPS.** Have students get into the same groups that they were in for the Fun with songs 1 poster activity. This time, they will make a collage about a favorite song. They may use the same song as in Fun with songs 1 or choose a different song. Give students time to select their song, then elicit choices from different groups.

B.

- Ask a volunteer to read the directions aloud. Have students do research on their group's favorite song as homework.

C.

- **GROUPS.** Read the instructions aloud. Chorus the Useful language. Remind students to use the Useful language as they share their notes and pictures.

D.

- **GROUPS.** Have students make a collage of their song, using the notes and pictures they have gathered. Provide poster board, crayons, markers, and tape or glue.

E.

- **GROUPS.** Have groups take turns talking about their song and explaining their collage to the class. Encourage students to ask questions and make comments about each group's presentation. To control class time, you may wish to have each group play just thirty seconds or so of their song.
- Have the groups put their posters on the wall so others can look at them at their leisure.

Extension

- *Sing-along.* Ask the presenting group to lead their classmates in singing some or all of the song.



Fun with songs 2

A collage about a favorite song



Materials:

- Poster board
- Markers or crayons
- Recording and lyrics of a favorite song
- Pictures illustrating the lyrics

- A. GROUPS.** Choose a favorite song, either local or international.
- B. Homework:**
- Find the lyrics to the song you chose in Step A. Listen to the song and read the lyrics. What is the song about?
 - Find pictures that illustrate the lyrics.
 - Bring the lyrics, your notes, your pictures, and a recording of the song to class.
- C. GROUPS.** Discuss what the song is about and the images the lyrics suggest. Use the Useful language in your discussion.
- D. GROUPS.** Make a collage about the song. Include the song's title, the singer or band, and pictures illustrating the lyrics.
- E. GROUPS.** Present your collage to the class.
- Talk about the song you're going to play. Tell the class what it is about.
 - Explain the pictures in the collage.
 - Play the song.
 - Ask your classmates for their comments and questions.

Useful language:

- This song is about a girl/a boy/a couple.
- They're on a beach/in the city.
- It's early morning/late at night.
- He's very happy/lonely/angry.
- They like/love/hate/can't stand each other.
- She wants a boyfriend/a new life.
- It's a very romantic/happy/sad/ song.

Focus on culture 1

Amusement Parks around the World

Universal Studios and Islands of Adventure, U.S.A.

You can see how movies are made at Florida's Universal Studios and Islands of Adventure. And even more fun, you can ride thrill rides based on hit movies. Revenge of the Mummy, for example, is a scary indoor roller coaster. Mummies jump out as you speed through the dark. On the Jurassic Park River Adventure, there are hungry dinosaurs all around you. Or try the Incredible Hulk Coaster, a huge high-speed green roller coaster. You go from 0 to 60 kilometers per hour in two seconds, and the coaster turns you upside down seven times!

Port Aventura, Spain

At Spain's Port Aventura, you can "visit" Mexico, China, Polynesia, the Mediterranean, and America's Far West. You can eat food, buy gifts, and see sights from each of these places. The Far West is especially cool—it's an old cowboy town from the 1800s. And there are some fantastic rides! In Mexico, you can ride the Hurakan Condor. It takes you 100 meters up in the air, then drops you. In China, you can ride the Dragon Khan—it's the only roller coaster in the world with eight full loops.

Futuroscope, France

Visit France's Futuroscope amusement park to see the future. In the Robot Zoo, you can see and touch giant robotic animals and insects. In Travelers by Sea and Air, you sit in a movie theater of the future. There is one screen in front of you and one under your feet. You feel like you're deep in the sea or high in the air. Or you can ride on one of the ten 7-meter-high dancing robot arms of Dances with Robots. The robots dance to techno music in a robot disco. As they dance, they turn you in all directions. And when you're hungry, you can eat at le Cristal. This restaurant serves food of the future made by a famous French chef.



Focus on culture 1 *Amusement Parks around the World*

- Have students look at the title and pictures. Ask *What's the article about?* (amusement parks) Point to the paragraph heads and ask *Where are these amusement parks?* (the United States, Spain, France)
- Have students silently read the passage.

1 Comprehension

A.

- Read the instructions and descriptions aloud. Check that students understand *mummies* and *dinosaurs*.
- Have students work individually. Then check answers as a class.

Answer key

1. c
2. b
3. a

B.

- Have students match the photos with the names of the attractions.
- Walk around, helping and monitoring students as they work.
- Check answers by calling on individual students.

Answer key

- 5 Robot Zoo
- 4 America's Far West
- 3 Incredible Hulk Coaster
- 1 Travelers by Sea and Air
- 2 Jurassic Park River Adventure

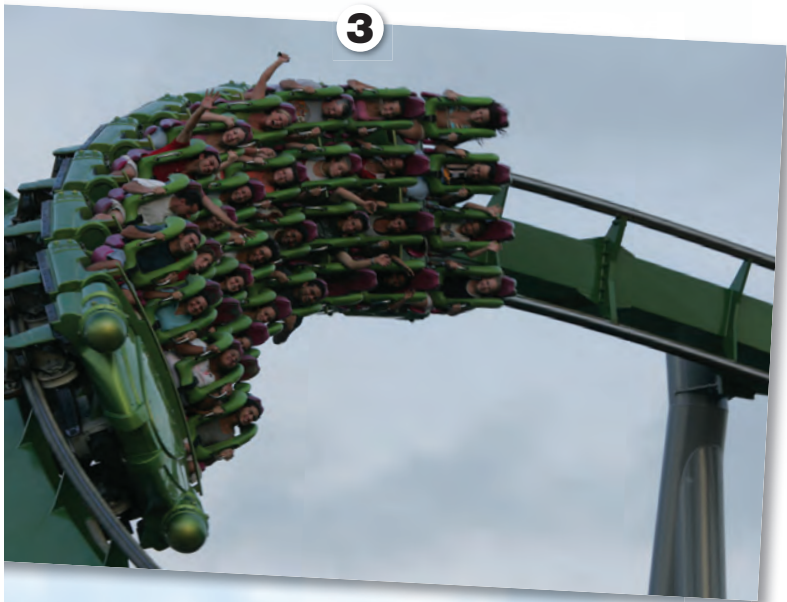
- To extend work with the reading, ask detailed comprehension questions such as *What can you see at Florida's Universal Studios and Islands of Adventure? Describe what you see in picture number one. What do you see in picture number three? How fast does the Incredible Hulk go?*

2 Comparing cultures

- **GROUPS.** Assign groups of three or four. Read the first item aloud and elicit several answers from students. Have volunteers read aloud the other questions.
- Have students discuss the questions in their groups.
- Circulate among the groups, helping and encouraging students.
- To check, elicit answers from individual groups or the class as a whole. You may want to discuss which amusement park students like best and their reasons.

3 Your turn

- Tell students they will write about an amusement park in their country. Have them use the questions in Exercise 2 to guide them in their writing. They can also reread the different paragraphs on page 64 to help them compose their own.
- You can have students complete their paragraphs in class if there is time or assign this as homework. If you assign it as homework, ask students who have pictures of the amusement parks to bring their photos and share them with the class.
- Ask students to read their paragraphs and show their photos to a partner or to the class. You may also post the students' paragraphs and the photos on the wall for students to read and look at.



3



4



5

1 Comprehension

- A. Write the letter of each amusement park next to its description below.
- Universal Studios and Islands of Adventure
 - Port Aventura
 - Futuroscope
- ___ You can feel like you're visiting the future.
 - ___ You can imagine you're in different countries.
 - ___ You can see mummies and dinosaurs from hit movies.
- B. What does each photo show? Write the number of the photo next to the name of the attraction in the box below.

<p><u> 5 </u> Robot Zoo</p> <p>___ America's Far West</p> <p>___ Incredible Hulk Coaster</p> <p>___ Travelers by Sea and Air</p> <p>___ Jurassic Park River Adventure</p>

2 Comparing cultures

GROUPS. Discuss these questions.

- What are some fun amusement parks in your country?
- Where are they?
- What are some cool rides there?
- What is each ride like?

3 Your turn

Write a paragraph about an amusement park in your country.

Focus on culture 2

Teens' Rooms around the U.S.

In the United States, a teenager's room is usually very important to him or her. Some teens share a room with a brother or sister, but most have their own space. You can learn a lot about American teens by looking at their rooms.

Judy, Los Angeles

My room is very personal to me. It's my space, and my parents can't come in. My room is my work of art, my diary, and my scrapbook. My walls are dark orange—my favorite color. I don't write things down in a diary. Instead, I write my thoughts and ideas on my walls. That way I can look at them and think about them anytime. I also put other things I like on my walls—notes from friends, photos, tickets, pages from magazines, whatever. Do you want to know the real me? Just look at my room.



2



Lauren, New York City

I spend a lot of time in my room. I talk to friends on my cell, surf the Internet, do homework, read, and just relax. My room is long and narrow, but it's pretty big—at least for New York. I have a computer desk, bookshelves, and a four-poster bed. On my walls I have posters, photos of friends, and a big red heart. My best friend gave me the heart for my birthday. I also have blue curtains, a hot pink chair, and a green hanging basket. I like bright colors. My mom says my room is messy. But I like to have my clothes and things scattered around. That way I can find things easily!

Focus on culture 2

Teens' Rooms around the U.S.

- Have students look at the pictures and identify what they see in the rooms of the three teenagers. Ask students what things in their own bedrooms can be found in the bedrooms of the teenagers in the photos.
- Have students silently read the passage.

1 Comprehension

A.

- Have students match the photos with the names of the teenagers.
- Check answers by calling on individual students.

Answer key

Judy	<u>3</u>
Lauren	<u>1</u>
Terry	<u>2</u>

B.

- Read the instructions and questions aloud. Elicit the answer to the first item from the class.
- Have students answer the questions individually.
- Check answers by asking one student to read the question and another to read the answer.

Answer key

1. Because she likes bright colors.
 2. Because she can find them easily.
 3. Because he can be pretty loud.
 4. Because he likes things simple.
 5. Because she likes to look at them and think about them.
 6. Because she puts a lot of personal things on her walls.
- To extend work with the reading, ask detailed comprehension questions using the photos; for example: (pointing at picture number one) *Whose room is this? What does she do there? Where does she surf the Internet? What other things does she have in her room? Do you think her room is messy?*

2 Comparing cultures

- **PAIRS.** Read the first item aloud and elicit several answers from students. Have volunteers read the other questions aloud.
- Have students discuss the questions with their partners.
- Circulate to help and encourage students.
- Have pairs present the most important or interesting information that they discovered about each other.

3 Your turn

- Tell students they will write about their own rooms. Have them use the questions in Exercise 2 to guide them in their writing. They can also reread the different paragraphs on pages 66–67 to help them compose their own.
- You can have students complete their paragraphs in class if there is time or assign this as homework. If you assign it as homework, ask students who have pictures of their rooms to bring their photos and share them with the class.
- Ask students to read their paragraphs to a partner or to the class. You may also post the students' paragraphs and the photos on the wall for students to read and look at.

This is a Home/School connection activity.

- Have students take their paragraphs home to share with their family. Tell students to read aloud and explain what they've written.



Terry, Chicago

My room is my studio. I play my keyboards and practice for gigs there. I'm in a hip-hop band called Box, and we sometimes play in my garage. My room is above the garage, away from the other rooms in the house. So I can be pretty loud in my room. That's my favorite thing about it. I don't have a lot of stuff. I just have an old bunk bed, a dresser, my keyboard, and speakers. I guess I like things simple. I sleep and play music in my room, and that's about it.



3

1 Comprehension

A. Whose room is it? Write the number of the photo next to each name.

Judy _____ Lauren _____ Terry _____

B. Write short answers to the questions below. Begin each answer with *Because*.

- Why does Lauren have blue curtains and a hot pink chair? *Because she likes bright colors.*
- Why does Lauren like her clothes and things scattered around? _____
- What is Terry's favorite thing about his room? _____
- Why doesn't Terry have a lot of stuff? _____
- Why does Judy write her thoughts and ideas on her walls? _____
- How is Judy's room her "scrapbook"? _____

2 Comparing cultures

PAIRS. Discuss these questions.

- Is your room important to you? Why/Why not?
- Do you spend much time in your room? Why/Why not?
- What furniture do you have?
- What do you have on your walls? Why?
- What else is special about your room? Why?

3 Your turn

Write a paragraph about your own room. Explain what it shows about you.

Fun with grammar

Unit 1, 6 Practice, page 8

For the teacher: Form groups of six. Choose one leader per group to give the following commands. The rest of the group must do the action at the same time. If someone is unable to perform the action, he or she must sit down. The last person standing is the leader for the next round of the game. This activity can also be done with the whole class. If done as a whole class, choose one or two students to go around and call out students who are unable to perform the action.

1. Stand up.
2. Stand on one foot.
3. Sit down.
4. Stand up.
5. Shake a classmate's hand.
6. Put your hands down.
7. Laugh.
8. Sing "Happy birthday."
9. Wave to your teacher.
10. Greet your teacher.

Unit 2, 10 Practice, page 18

For the teacher: You will need a very soft ball for tossing. Follow the instructions.

1. Tell students to stand up in a circle.
2. Ask a *How often* question and toss the ball to a student.
3. The student who catches the ball (that is, Student 1) answers the question in a complete sentence using an adverb of frequency.

For example:

Teacher: How often do you forget your English book at home?

Student 1: I never forget my English book at home.

4. Student 1 then tosses the ball to a second student (that is, Student 2) and asks him or her a *How often* question. Student 2 answers the question. Repeat the process until all have had a chance to participate.

Unit 3, 4 Practice, page 25

For the teacher: Divide the class into two or more teams. Explain how to play the game. You will do the following: (1) choose a mystery word from Exercise 3 and (2) think of a sentence using the mystery word correctly, but (3) in place of the mystery word, say "yadda yadda." For example, "On weekends I often go with my family to the **yadda yadda**. We usually don't buy anything. We just walk around and go from store to store."

Assign a representative for each team. The team reps must raise their hands if they think they know the mystery word. The team rep who raises his/her hand first gets a chance to say the mystery word out loud. If the answer is wrong, another team gets the chance to steal the point. If all teams fail to give the correct word, create another sentence using the same word.

For example, "The yadda yadda in my town has lots of cool stores and really good restaurants." Continue using the same word in sentences until a team guesses the correct word (*mall*). For the next turn, assign a new representative for each team. Continue in this way as time allows.

Fun with grammar

Unit 1, 6 Practice, page 8

Focus on multiple intelligences: this activity focuses on kinesthetic and auditory intelligences.

- Have students do this activity with their books closed.
- Have students stand up and form groups of six. Tell each group to choose a leader. Have the leader in each group open his or her book and look at the list of commands.
- Explain to the groups that they will play a game. The group leader will give commands and they must follow them. Tell them that if someone is unable to perform the action, that person is out of the game and must sit down. Have one group model giving one or two commands. Before groups begin, check that students know *shake a hand, put (something) down, laugh, and wave*.
- Walk around to monitor as groups play the game. Congratulate students who are still standing at the end of the game.

Unit 2, 10 Practice, page 18

Focus on multiple intelligences: this activity focuses on kinesthetic intelligence.

- Have students do this activity with their books closed.
- Bring a very soft ball to class. Have students stand up and form a circle. If you have a large class, you may want to bring several balls and have students form several circles.
- Explain to the students that they will play a game. One student will ask a *How often* question and toss the ball to another student. The other student who catches the ball must answer the question. Then that student asks a *How often* question and throws the ball to another student. You may want to elicit some vocabulary students can use in their questions; write it on the board if helpful.
- Ask the first *How often* question yourself and throw the ball. Direct the first few rounds of the activity if needed. Encourage students to pick up the speed of the questions and answers as the game proceeds.

Unit 3, 4 Practice, page 25

Focus on multiple intelligences: this activity focuses on logical and auditory intelligences.

- Have students do this activity with their books closed. To make sure the exercise proceeds smoothly and easily, create a list of 10 to 20 sentences with mystery words before class.
- Divide the class into two or more teams. Assign a representative for each team.
- Explain how to play the game. On the board, write *yadda yadda*. Tell students this is the mystery word and they must guess its meaning. Tell them that you will say a sentence. They should listen to the other words in the sentence to guess the meaning of *yadda yadda*. Give students an example sentence: *On weekends, I often go with my family to the yadda yadda. We usually don't buy anything. We just walk around and go from store to store.* Tell students they can discuss the meaning of the word with their team members. When they know what *yadda yadda* means, the team leader should raise his or her hand.
- Call on the first representative who raises his or her hand. If the answer is correct, give the team a point. If the answer is wrong, give the other team(s) a chance to take the point. If all teams fail to guess the mystery word, create another sentence using the same word; for example, *The yadda yadda in my town has lots of cool stores and really good restaurants.*
- For the next turn, assign a new representative for each team. Continue until time is up or all words have been guessed.

Unit 4, 11 Practice, page 39

Focus on multiple intelligences: this activity focuses on kinesthetic and visual intelligences.

- Have students do this activity with their books closed.
- Before class, prepare 12 strips of paper with concepts for students to act out. Put them in a small box or a bag.
- Have students form two teams. Write the team names on the board: *Team 1* and *Team 2*.
- Explain to the students that they will play a game. One student from Team 1 will come to the front and choose a strip of paper. That student will act out what is written on the paper. His or her team gets the first chance to guess what the student is acting out. Point out that the team must make the guess using a complete sentence to get a point. If the guess is correct, the team will get a point. If it is not correct, the other team will get a chance to guess the answer. If neither team can guess, the student performs the action a second time and each team gets another chance to guess. If helpful, model by pretending to be on one of the teams; choose a slip of paper and act out the concept.
- Begin the game, making sure that for each round a new representative comes to the front to choose a strip of paper. When all the strips have been taken from the bag, total the points on the board and declare the winner.

Unit 5, 5 Practice, page 44

- Have students do this activity with their books closed. Draw the two tic-tac-toe grids on the board.
- Have students form an A team and a B team.
- Remind students of the mechanics of the game. Each team chooses a symbol—an X or an O. The team who first makes a vertical, horizontal, or diagonal line of three Xs or three Os in the grid wins.
- Tell students the teams can take turns, in order, calling out the past tense form of one of the verbs on either one of the tic-tac-toe grids. If their sentence is correct, they can add a symbol to that grid. If their sentence is incorrect, they lose the turn and the other team gets a chance to call out a sentence.
- Play the game until there is a winner or it ends in a tie.

Unit 6, 10 Practice, page 56

- Have students do this activity with their books closed.
- Before class, make enough copies of List A and List B for each student to receive one of the two.
- Have students form an A team and a B team. Pass out the lists to the students. Tell them they have three minutes to memorize the past tense forms of the verbs—then they will play a game. As students are studying the lists, make two lists of the base forms of the verbs in random order on the board.
- After three minutes, collect the lists from the students. Tell students their teams will be taking turns writing the past tense forms next to the present tense forms on the board. Students will do this in “tag teams,” with a different student in the group going to the board each time. Point out that each student can write only one verb, but he or she may correct the previous student’s answer. Tell students that the first team to write all the past tense forms correctly wins.
- Have teams begin on your cue. Encourage them to work quickly. Play the game until one team completes their list correctly.

Unit 4, 12 Practice, page 39

For the teacher: Prepare 12 strips of paper. On each strip, write an activity that can be easily acted out. Make sure students understand the words and phrases you use. Put the strips in a box. *For example:*

- eating melting ice cream
- eating very hot food
- watching a tennis or ping-pong match
- sitting behind a very tall person in a movie theater
- walking on a flooded street
- getting into very tight jeans
- taking a very cold shower
- holding a very hot object
- trying to call a taxi on a busy street
- standing in a crowded elevator

Form two teams. Alternately call on a student from each team to draw a strip of paper from the box. This student silently reads what's on the strip of paper and acts out the activity. His or her team gets first chance to guess what the student is doing. (For example, "You're eating ice cream.") If the team guesses incorrectly, the opposing team gets the chance to steal the point. Remind the teams that they should answer in complete sentences. No points will be given for incomplete sentences.

Unit 5, 5 Practice, page 44

For the teacher: Divide the class into teams A and B. Draw the two tic-tac-toe grids below on the board. Team A begins. A member of Team A calls out the past form of one of the verbs. If the team gives the correct form, it can put its mark (a circle or an X) on that verb in the tic-tac-toe grid. If the team gets it wrong, the other team can try to correct the mistake and steal the spot on the grid. Teams can use either grid, and they can move from one grid to another. The members of the teams take turns calling out the past forms of the verbs.

agree	avoid	call	organize	plan	smile
clean	cry	decide	suggest	study	try
enjoy	stop	invite	wait	wash	gossip

Unit 6, 10 Practice, page 56

For the teacher: Follow these instructions.

1. Divide the class into two teams. Give List A to Team A, List B to Team B. Tell students to try to memorize the simple past forms of the verbs. After three minutes, take the lists away.
2. On the board, make two lists of the base forms of some of the verbs. Each list should have the same verbs but arranged in a different order.
3. Have a representative from each team go to the board and choose any verb to write in the past.
4. Each student should write only one verb, but he or she may correct the previous student's answer. The first team to give all the correct answers wins.

List A				List B			
1. am, is	was	7. tell	told	1. get	got	7. go	went
2. are	were	8. take	took	2. do	did	8. are	were
3. write	wrote	9. have	had	3. have	had	9. tell	told
4. think	thought	10. go	went	4. spend	spent	10. think	thought
5. come	came	11. spend	spent	5. write	wrote	11. come	came
6. do	did	12. get	got	6. am, is	was	12. take	took

Word list

Let's get started.

baby, 4
beautiful, 4
big, 4
black, 2
blue, 2
board, 3
book, 3
boy, 4
brown, 2
crayons, 3
desk, 3
dime, 4
dollar, 4
door, 3
eraser, 3
floor, 3
folders, 3
girl, 4
green, 2
handsome, 4
man, 4
markers, 3
nickel, 4
notebook, 3
notepad, 3
old, 4
orange, 2
pair of scissors, 3
pen, 3
pencil, 3
penny, 4
poster board, 3
quarter, 4
red, 2
ruler, 3
short, 4
small, 4
student, 3
tall, 4
teacher, 3
teenager, 4
wall, 3
week, 2
weekend, 2
white, 2
window, 3
woman, 4
yellow, 2
young, 4

Unit 1

act, 10
borrow, 12
break dance, 11
can, 6

count, 9
dance, 10
draw, 10
drive, 10
erase, 12
help, 8
piano, 11
play soccer, 10
play the guitar, 10
ride a bike, 10
rude, 6
sing, 10
skateboard (v.), 10
speak, 10
swim, 10

Unit 2

alarm, 14
after that, 14
always, 14
banana, 14
brush teeth, 14
cereal, 14
check e-mail, 17
comb/brush hair, 16
do homework, 16
early, 17
eat or have breakfast, 14
eat or have dinner, 16
finally, 16
first, 14
get dressed, 14
get home from school, 16
get up, 14
go to bed, 16
go to school, 16
late, 14
never, 14
next, 16
nothing much, 16
often, 17
rarely, 17
seldom, 17
sleep, 14
sometimes, 14
start, 14
take a shower, 14
then, 14
usually, 14
wake up, 17
watch TV, 16

Unit 3

across from, 26
any, 28
bank, 25

beaches, 24
behind, 27
between, 26
bookstore, 25
bus stop, 25
dance club, 24
dolphins, 26
drugstore, 25
eat out, 30
go shopping, 30
go to a party, 30
go to the movies, 30
hang out, 28
mall, 25
movie theater, 25
museum, 24
next to, 27
on the corner of, 27
paradise, 24
park, 24
place, 24
pool, 26
post office, 25
restaurant, 24
some, 24
supermarket, 25
there is/are, 24
visit, 24
watch a DVD, 30
waterfalls, 26
zoo, 24

Unit 4

bathroom, 35
bathroom scale, 40
bedroom, 34
bored, 39
bothering, 34
dining room, 35
downstairs, 35
garage, 35
grumpy, 34
kitchen, 35
living room, 35
oven, 40
refrigerator, 40
stairs, 35
upstairs, 35

Unit 5

a few minutes ago, 43
a month ago, 43
a week ago, 43
a year ago, 43
agree, 44
cake, 45

costume party, 42
decide, 45
gossip, 42
invite, 42
last Monday, 43
last month, 43
last night, 43
last week, 43
last year, 43
lemonade, 45
stop, 44
stop by, 44
suggest, 42
surprise party, 42
three days ago, 43
want, 42
yesterday, 42

Unit 6

actor, 58
animator, 56
appliance, 58
carpenter, 57
dentist, 57
doctor, 57
driver, 57
dude, 52
electrician, 57
engineer, 58
glad, 52
hairdresser, 57
handymen, 57
mechanic, 57
nun, 54
nurse, 57
painter, 54
pilot, 57
police officer, 58
repairmen, 58
scientist, 54
technician, 58
virtual reality, 58
web designer, 57

Language Booster answer key

Workbook

Let's get started.

1

- | | |
|-------|-------|
| 1. 4 | 4. 13 |
| 2. 7 | 5. 16 |
| 3. 10 | 6. 20 |

2

The following should be filled in:

Aa Bb Cc Dd Ee Ff Gg Hh li

Jj Kk Li Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww Xx Yy Zz

Aa, Ee, Ii, Oo, and Uu should be circled.

3

- | | |
|-------------|--------------|
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |
| 7. July | |

4

Tuesday
Thursday
Friday

5

- | | |
|-----------|-----------|
| 2. orange | 5. yellow |
| 3. white | 6. black |
| 4. blue | |

6

- | | |
|------------|-----------|
| 2. desk | 5. window |
| 3. door | 6. board |
| 4. teacher | |

7

- eraser
- pair of scissors
- notebook
- pencil
- ruler

8

- | | |
|--------------|--------------|
| 2. your book | 4. hand |
| 3. down | 5. your book |

9

- | | |
|------|------|
| 2. f | 5. a |
| 3. e | 6. c |
| 4. d | |

10

- dirty
- old
- tall
- big
- young

11

- three cents or 3¢
- \$4
- one dollar or \$1
- ten cents or 10¢
- forty dollars or \$40

12

- notebook, desk
- new
- is
- on

13

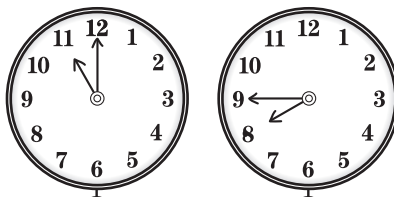
- My brother plays basketball every day.
- The food at that restaurant tastes fantastic!
- Can you come to the movies?

14

- Good morning!
- Good evening!

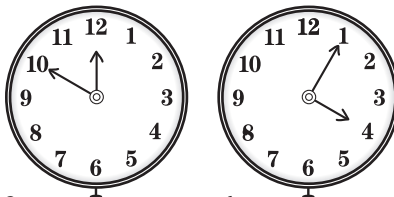
Unit 1

1



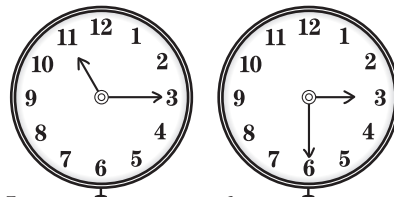
1.

2.



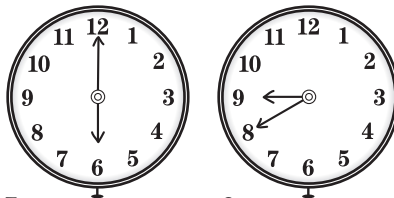
3.

4.



5.

6.



7.

8.

2

Answers may vary. Possible answers:

- It's twelve. OR It's twelve o'clock. OR It's noon. OR It's midnight.
- It's twenty to six.
- It's twenty after seven.
- It's one-thirty.
- It's a quarter to seven.
- It's a quarter after twelve.
- It's ten after nine.

3

- | | |
|--------------|-----------------|
| 3. Don't sit | 6. Don't talk |
| 4. Walk | 7. Play |
| 5. Sing | 8. Don't listen |

4

- | | |
|------|------|
| 2. h | 6. b |
| 3. a | 7. g |
| 4. e | 8. c |
| 5. f | |

5

- | | |
|---------|--------------|
| 2. open | 4. don't cry |
| 3. Take | 5. Hurry up |

6

- | | |
|---------|---------------|
| 2. Call | 4. Don't feed |
| 3. Wash | 5. Listen |

7

- Don't put those books away after you read them.
- Close the car window.
- Don't let your sister ride your bicycle.
- Don't call your grandmother before you get home from school.
- Leave your notebook on the desk.

8

- Please be quiet.; make a polite request
- Take out your books and turn to page 8.; give instructions
- Please come in.; make a polite request
- Come here.; give an order
- Wake up!; give an order

9

- can juggle
- can dance
- can drive
- can play the violin
- can skate

10

- Cheryl can't play the guitar.
- Alfredo can't ride a horse.
- Isaiah can't draw the family dog.
- Rosalia can't write an opera.
- He can't fix a car.

11

- Can Corrine speak English?
- Can he swim?
- Can Anne drive?
- Can they play the guitar?
- Can he ride a bike?
- Can he act?
- Can she dance?

12

- Can Juliet play tennis?
- Can Gino and May speak two languages?
- Can Ivan explain the math homework?
- Can Gianna plan Mina's birthday party?
- Can Keyshawn and Jamie paint the whole bedroom?
- Can Dmitri do cool skating tricks?
- Can Colin and Vanessa take books to the library?
- Can you help me right now?
- Can Shane run fast?

13

- can; do
- can; listen to
- can; sing
- games; play
- can; name

14

- What languages can you speak?
- What sports can you play?
- Can dances can you do?
- What songs can you sing?
- What animals can you draw?
- What languages can she understand?
- What countries can they name?

15

- d
- a
- c

16

- Sure. Here it is.
 - Can I play your guitar?
 - OK. Let's hear it.
 - Thanks. I can play my favorite song.

A: Can I play your guitar?
B: Sure. Here it is.
A: Thanks. I can play my favorite song.
B: OK. Let's hear it.
- Because I don't have any money.
 - No, I'm afraid you can't.
 - Can I borrow five dollars?
 - Why not?

A: Can I borrow five dollars?
B: No, I'm afraid you can't.

A: Why not?

B: Because I don't have any money.

- It's 2:00 A.M. Good night.
 - Can I come in for a few minutes?
 - What time is it?
 - Not right now. It's too late.

A: Can I come in for a few minutes?

B: Not right now. It's too late.

A: What time is it?

B: It's 2:00 A.M. Good night.

- No. I'm sorry.
 - Because I don't like heavy metal.
 - Can I play this CD?
 - Why not?

A: Can I play this CD?

B: No. I'm sorry.

A: Why not?

B: Because I don't like heavy metal.

Unit 2

1

- | | |
|------|------|
| 2. c | 6. a |
| 3. b | 7. h |
| 4. g | 8. f |
| 5. d | |

2

Answers will vary.

3

- take a shower
- have breakfast
- brush my teeth
- watch TV
- leave the house
- get home from school
- do my homework

4

Answers will vary.

5

Answers may vary. Possible answers:

- first, go to the library then take out a book after that, read a book
- then take a shower first, wake up after that, comb/brush your hair
- then go to school first, get on a bus after that, go to a class
- first, eat breakfast after that, have dinner then have lunch

6

Answers will vary.

7

Answers may vary. Possible answers:

- Then he takes a shower.
- After that, he eats breakfast.
- Next, he leaves for school.
- After that, he waits for the bus.
- Finally, he gets to school at nine o'clock.

8

Answers will vary.

9

- rarely
- often
- sometimes
- usually
- never

10

- usually
- often
- sometimes
- rarely/seldom
- never

11

- My father is never late for work.
- Simon sometimes eats a banana for breakfast.
- I usually watch TV in the evenings.
- My sister often walks to school.
- We always go to bed before midnight.
- Bob rarely works in the evening.

12

Answers will vary.

13

Answers will vary.

14

- A.
- She babysits for Mr. and Mrs. Rivas.
 - She goes to soccer practice.
 - No. Marta does her homework between 3:30 and 5:00 on Tuesday.
 - No. Marta does her homework on Tuesday at 3:30.
 - Marta goes to bed at 10:00 P.M.

B.

Answers will vary.

15

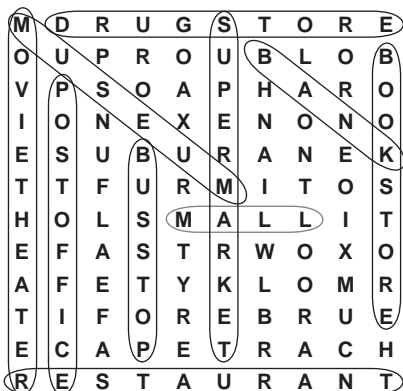
- What do you always do after school?
- How many hours do you usually sleep a night?
- What do you always do in the evening?
- How much time do you usually spend on homework?
- When do you usually go to bed?

- 16
- Because we never go out.
 - Well, we never go out on weekdays.
 - He usually goes to a soccer game on Saturday.
 - No, I hate it!
 - Yes, sometimes, but I always pay for the tickets.
 - Because he looks like Brad Pitt!

- 17
- often
 - always
 - sometimes
 - never
 - always

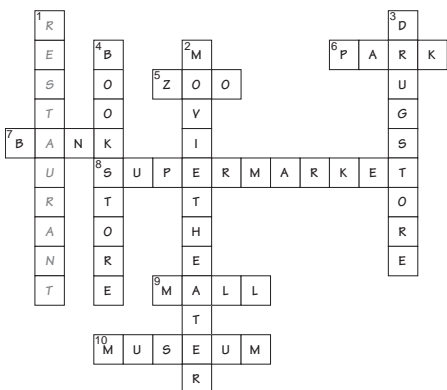
Unit 3

1



- 2
- bank
 - drugstore
 - supermarket
 - movie theater
 - restaurant
 - post office
 - library

3



- 4
- a
 - e
 - g
 - b
 - d
 - f

- 5
- visit
 - hang out
 - go shopping
 - eat out
 - watch a film / movie
 - have a party

- 6
- across from
 - in front of
 - behind
 - between
 - next to

- 7
- Answers may vary. Possible answers:
- The supermarket is next to the art museum.
 - The drugstore is behind the post office.
 - The art museum is between the supermarket and the post office.
 - The zoo is on the corner of Palmetto Avenue and Coral Way.
 - The Korean restaurant is on Coral Way.

- 8
- The movie theater is across from the zoo on Palmetto Avenue.
 - The YMCA is on the corner of Palmetto Avenue and Coral Way.
 - The Japanese restaurant is next to the Korean restaurant on Coral Way.
 - The movie theater is across from the supermarket on Coral Way.
 - The zoo is across from the YMCA on Coral Way.
 - The Korean restaurant is on the corner of Miami Avenue and Coral Way.
 - The art museum is between the supermarket and the post office on Coral Way.
 - The supermarket is on the corner of Coral Way and Palmetto Avenue.
 - The Japanese restaurant is between the Korean restaurant and the movie theater on Coral Way.

- 9
- F
 - F
 - T
 - T
 - F
 - F
 - T
 - F

- 10
- No, there are no restaurants
 - Yes, there is a movie theater
 - No there isn't a museum
 - Yes, there are stores

- 11
- Are there; there are
 - Is there; Yes, there is.
 - Is there; No, there isn't.

- 12
- Answers may vary. Possible answers:
- Is there; there is; on Castle Road
 - Is there; there is; is it; on the corner of Court Road and Park Road
 - Is there; Yes, there is.; is it; It's on Market Street. / It's next to the supermarket on Market Street.

- 13
- Is there a library on Paul Street?
 - Are there any malls in this area?
 - Is there a bank next to the post office?
 - Is there a restaurant across from the bookstore?
 - Are there any parks in this part of town?
 - Is there a drugstore on the corner of Paul Street and First Avenue?
 - Is there a restaurant next to the movie theater?
 - Are there any dance clubs on Second Avenue?
 - Is there a post office across from the movie theater?

- 14
- B: No. I don't like Vince Vaughn.
B: OK. That sounds cool. I like parties.
A: Great! I like parties too. Let's go.

- 15
- Would you like; Great idea!
 - Let's go; Sorry, I can't.; Would you like
 - Sorry, I can't.; Would you like
 - Let's go; Great idea!

- 16
- Let's go to the new amusement park!
 - No. It's not messy.
 - It's 4:45. The movie starts in five minutes.
 - I'm sorry. I don't like noisy places.
 - Let's play tennis.

Skills Development 1

- 1
 2. d 5. b
 3. f 6. g
 4. a 7. c
- 2
 3. 2 7. 1
 3. 2 8. 3
 4. 1 9. 4
 5. 4 10. 6
 6. 5
- 3
 2. on his desk
 3. his friends
 4. juice and some fruit
 5. by bus
 6. 8:28
 7. Because he can't use it in class.
 8. He goes upstairs to do his homework.

- 4
 Answers will vary.

Unit 4

- 1
 2. living room 7. stairs
 3. kitchen 8. upstairs
 4. garage 9. dining room
 5. downstairs 10. bedroom
 6. garden

2

B	E	D	R	O	O	M									
A		I													K
T		N								U				I	
H		I								P				T	
R		N		S	T	A	I	R	S					C	
O		G								T				H	
O		R		G	A	R	A	G	E						
M		O								I				N	
	D	O	W	N	S	T	A	I	R	S					
		M								S					

- living room, garden
- 3
 2. living room 6. bedrooms
 3. dining room 7. bathroom
 4. garden 8. stairs
 5. garage 9. downstairs
- 4
 2. chatting 10. swimming
 3. helping 11. using
 4. relaxing 12. writing
 5. running 13. dancing
 6. shining 14. shopping
 7. sitting 15. singing
 8. sleeping 16. working
 9. studying

- 5
 2. Rosa is studying English now.; She isn't sleeping.
 3. The children are doing their homework.; They're not / They aren't watching TV.
 4. You're listening to rock music.; You're not / You aren't talking.
 5. It's raining today.; It's not / It isn't snowing.
 6. Anton is writing a paper.; He's not / He isn't reading a book.
 7. The twins are sleeping.; They're not / They aren't eating.
 8. My brother and I are playing tennis.; We're not / We aren't swimming.

- 6
 Answers may vary. Possible answers:
 2. Omar is writing a letter.
 3. Tetsuo is eating a hot dog.
 4. Mary and Nicole are talking.
 5. Paul and Rodrigo are playing soccer.
 6. Sophia is swimming in the ocean.
 7. David is running.
 8. Sue and Omar are sitting under the umbrella.

- 7
 2. are 5. aren't
 3. is 6. aren't
 4. not

- 8
 2. A: Is Rosa studying English now?
 B: Yes, she is.
 A: Is she sleeping?
 B: No, she isn't. / No, she's not.
 3. A: Are the children doing their homework?
 B: Yes, they are.
 A: Are they watching TV?
 B: No, they aren't. / No, they're not.
 4. A: Are you listening to music?
 B: Yes, I am.
 A: Are you talking?
 B: No, I'm not.
 5. A: Is it raining today?
 B: Yes, it is.
 A: Is it snowing?
 B: No, it isn't. / No, it's not.
 6. A: Are my brother and I playing tennis?
 B: Yes, you are.
 A: Are we swimming?
 B: No, you aren't. / No, you're not.

- 9
 2. I'm painting
 3. They're helping
 4. He's listening
 5. They're studying
 6. He's working
- 10
 2. What are your friends talking about?
 3. What is your sister putting up?
 4. What is Keisha bringing?
 5. What is your mom cooking?
 6. What is your aunt baking?
 7. What is your brother begging you to do?
 8. What are you thinking about?

- 11
 2. Come and look at this, Miguel!
 3. It's a snake. Be careful.
 4. No. It's sleeping in the sun.
 5. No, it isn't. It's only a grass snake.
 6. Don't worry! Look. It's going away.

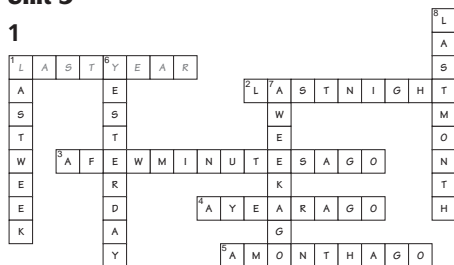
- 12
 2. No, they're playing video games.
 3. He is in his bedroom doing his homework.
 4. He is painting the garage.
 5. No, they're talking on their cell phones.
 6. She's watching TV in the living room.
 7. She's cleaning the bathroom upstairs.
 8. They're making dinner in the kitchen.
 9. No, she's doing the dishes.

- 13
 2. 'm driving
 3. is skating
 4. 's listening to
 5. 's coming

- 14
 Answers may vary. Possible answers:
 2. he's sleeping upstairs.
 3. Everyone's watching TV in the living room.
 4. He's parking his car in the garage.
 5. I'm planting the flowers in the garden.
 6. He's taking a shower in the bathroom.
 7. My mom's preparing dinner in the kitchen.
 8. No, they aren't. They're playing video games downstairs.
 9. They're sleeping in the bedroom.

Unit 5

1



three days ago

2

2. Yesterday
3. Last year
4. last night
5. three days ago
6. last month

3

Answers will vary.

4

- | | |
|-----------|-------------|
| 2. talked | 7. cooked |
| 3. tried | 8. cried |
| 4. kissed | 9. arrived |
| 5. looked | 10. worried |
| 6. wanted | |

5

- | | |
|------------|---------------|
| 2. invited | 7. watched |
| 3. walked | 8. argued |
| 4. helped | 9. stopped by |
| 5. decided | 10. picked up |
| 6. agreed | |

6

2. Mozart and Beethoven didn't sing songs.; They composed music.
3. George Washington didn't play soccer.; He served as president of the United States.
4. Cleopatra didn't dance ballet.; She ruled as queen of Egypt.

7

2. Did; study; didn't
3. Did; like; she did
4. Did; play; they did

8

2. Did; exercise; No, he didn't.
3. Did; shop; No, she didn't.
4. Did; work out; Yes, they did.

9

2. did; play
3. did; talk to
4. did; travel
5. played

10

2. Who did the students gossip about after school today?
3. Who smiled at her in the supermarket yesterday?
4. Where did you wait for the new student?
5. When did the train from the city arrive?
6. What book did you read last summer?

11

2. What city did you visit yesterday morning?
3. What city did you visit this morning?
4. What city did you visit on Monday evening?
5. What city did you visit last night?
6. What city did you visit on Monday morning?

12

No, he didn't. I stayed home alone.
No, I didn't.
Well, I watched a movie *last* weekend.
You watched the movie with me, Andrew!

13

- | | |
|--------------|--------------|
| 3. Did | 8. stop |
| 4. go | 9. wanted |
| 5. exercised | 10. did |
| 6. skated | 11. decide |
| 7. did | 12. returned |

14

Answers will vary.

15

1. noun; Other answers will vary.
2. verb; Other answers will vary.
3. adjective; Other answers will vary.
4. adverb; Other answers will vary.
5. pronoun; Other answers will vary.
6. preposition; Other answers will vary.

Unit 6

1

- | | |
|------------|---------|
| 2. was | 5. was |
| 3. weren't | 6. were |
| 4. wasn't | |

2

2. The kittens were in the box in the living room.
3. That English test was so easy.
4. Your camera wasn't upstairs in the bedroom.
5. I thought your brothers were at the mall.
6. Ornella was the girl in the pink dress.

7. The knives were on the table in the kitchen.
8. The students weren't at the concert last Saturday night.

3

Answers will vary.

4

2. Yes, they were.
3. No, she wasn't.
4. No, he wasn't.
5. Yes, they were.
6. Yes, they were.
7. No, he wasn't.
8. Yes, she was.

5

- | | |
|---------|---------|
| 2. were | 5. was |
| 3. were | 6. were |
| 4. was | |

6

2. Were Jonathan and Claudio happy to help?
3. Was Caroline on vacation?
4. Was your Aunt Espi at home?
5. Was the bank next to the restaurant?
6. Was Zachary at the zoo last weekend?

7

- | | |
|----------|----------|
| 2. write | 5. sit |
| 3. pay | 6. sleep |
| 4. tell | |

8

- | | |
|--------------|-------------|
| 2. went; I | 6. left; I |
| 3. helped; R | 7. took; I |
| 4. spent; I | 8. liked; R |
| 5. jogged; R | |

9

2. The students didn't have a party last week.
3. I didn't leave the house two hours ago.
4. You didn't say, "Thank you."
5. We didn't read that book last year.
6. My friend didn't tell me to do it.
7. Olga didn't do all the planning for the concert.
8. Marlon didn't spend all afternoon playing video games.

10

- | | |
|-----------|----------|
| 2. had | 6. read |
| 3. walked | 7. spent |
| 4. got | 8. went |
| 5. came | |

11

Answers may vary. Possible answers:

Mother: You didn't come home on time.

Rob: I came home early.

Mother: You didn't go to the supermarket.

Rob: I went to the supermarket yesterday.

Mother: You didn't do your homework.

Rob: I did my homework yesterday.

Mother: You didn't take the books back to the library.

Rob: I took them back yesterday.

Mother: You didn't get stamps.

Rob: I got them yesterday.

Mother: You didn't spend time with your little brother.

Rob: I spent time with him yesterday.

12

Answers may vary. Possible answers:

2. Yes, she did. She got a new TV.;
No, they didn't. They didn't get a new TV.

3. Yes, she did. She woke up late.;
No, they didn't. They didn't wake up late.

4. No, she didn't. She didn't come home early.; Yes, they did. They came home early.

5. No, she didn't. She didn't take a walk.; Yes, they did. They took a walk.

13

2. Did you go to a party?

3. Oh, really? Where was it?

4. Did you meet anyone interesting?

5. Oh, does Jake live around here?

6. What's he into?

7. Cool! Are you going to see him again?

14

Answers may vary. Possible answers:

1. **A:** Did you go to the zoo?

B: Yes, I did.

2. **A:** What animals did you see there?

B: I saw lions, monkeys, and elephants.

3. **A:** Did you have a good time?

B: Yes, I had a great time.

15

Answers will vary.

16

2. pilot

7. technician

3. doctor

8. hairdresser

4. web designer

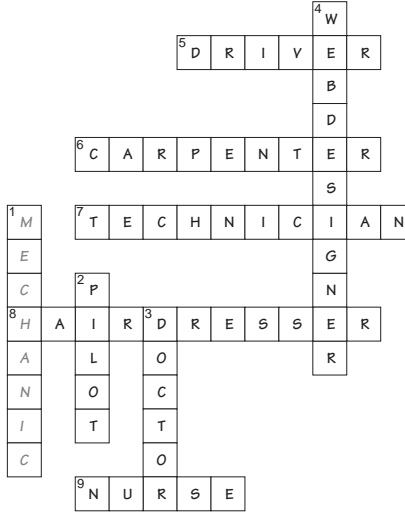
9. nurse

5. driver

10. engineer

6. carpenter

17



engineer

18

2. technician

3. pilot

4. carpenter

5. mechanic

6. hairdresser

7. driver

8. nurse

Skills Development 2

1

2. h

3. d

4. g

5. a

6. b

7. e

8. j

9. c

10. i

2

2 Their daughter Annie was born.

1 Sarah Pardee and William Winchester got married.

6 Sarah bought a house in California.

7 Sarah died.

5 Sarah saw a spiritualist.

4 William Winchester died.

3 Annie died.

3

2. c

3. b

4. b

5. a

4

Answers will vary.

Grammar Builder Unit 1

1

2. Turn right.

3. Go this way.

4. Don't dive.

5. Don't swim.

6. Don't park.

2

2. f

3. e

4. b

5. d

6. c

7. a

8. g

3

2. Don't be late.

3. ✓

4. ✓

5. Don't give your phone number to strangers.

6. ✓

4

Answers may vary. Possible answers:

1. Wake up at a quarter after seven.

2. Eat breakfast at twenty-five after seven.

3. Go to school at ten to eight.

4. Eat lunch at twelve o'clock.

5. Get home at a quarter to three.

6. Play soccer at twenty after four.

7. Take a shower at twenty-five to six.

5

2. can; can't

3. can't; can

4. can; can't

5. can't; can

6. can; can't

6

2. They can draw.

3. He can ride a bike.

4. They can skateboard.

5. She can play the guitar.

7

Answers will vary.

Unit 2**1**

Answers may vary. Possible answers:

2. First, she walks to the bus stop. Then she takes the bus to school. After that, she goes to her first class.
3. First, he gets home from school at 2:30. Then he has a snack. After that, he meets his friends at 3:30.
4. First, we eat dinner at 7:00. Then we wash the dishes. After that, we watch TV.

2

Answers will vary.

3

2. She is never at work after 5 P.M.
3. We are usually in bed by 10 o'clock.
4. They are sometimes with their grandmother.
5. I am often at school at 7:45 A.M.
6. You are sometimes on my school bus.
7. He is always at the library after school.
8. You are seldom in bed by 9 P.M.

4

2. There is often a hockey game on Saturday afternoon.
3. I am rarely hungry in the morning.
4. Ramon sometimes plays soccer after school.
5. I seldom put salt on my pizza.
6. Our math teacher is often very funny.
7. There are never many people in my karate class.

5

Answers will vary.

6

Answers will vary.

Unit 3**1**

1. in
2. in; on
3. in; on
4. on; in

2

2. across from
3. between; and
4. next to
5. behind
6. in front of

3

Answers may vary. Possible answers:

2. It's between the post office and the drugstore.
3. It's next to the bank.
4. They are in front of the bank.
5. It's behind the post office.
6. It's on Morgan Avenue.
7. It's on the corner of Morgan Avenue and West Street.

4

3. There's a post office.
4. There's a supermarket.
5. There isn't a bus stop.
6. There aren't any parks.
7. There's a drugstore.
8. There isn't a hospital.
9. There are stores.
10. There are trees.
11. There aren't any Korean restaurants.
12. There's a museum.

5

Answers may vary. Possible answers:

2. **A:** Is there a movie theater in the area?
B: Yes, there is. There's a movie theater on the corner of Morgan Avenue and West Street.
3. **A:** Is there a bus stop in the area?
B: No, there isn't.
4. **A:** Is there a supermarket in the area?
B: Yes, there is. There's a supermarket on the corner of Green Street and Morgan Avenue.
5. **A:** Are there any malls in the area?
B: No, there aren't.

Unit 4**1**

Answers may vary. Possible answers:

2. They're doing math.
3. She's eating.
4. He's using the computer.
5. She's sleeping.
6. They're dancing.

2

3. are reading
4. are not sleeping
5. are not enjoying
6. is taking
7. are smiling
8. is not studying
9. are sitting
10. are not using

3

2. you're not / you aren't
3. she is
4. they're not / they aren't
5. you're / we're not / you / we aren't
6. he is

4

Answers may vary. Possible answers:

2. Are David and Mr. Barnes playing video games?
3. Is Lauren dancing?
4. Is Robert listening to music?
5. Is the dog playing?

5

Answers may vary. Possible answers:

2. Clara and Flora are doing homework.
3. Raul is watching TV.
4. Mr. Blanco is reading the newspaper.

6

Answers may vary. Possible answers:

2. **Q:** What are Gus and Larry doing in the garage?
A: They're fixing the car.
3. **Q:** What is Anya doing in the living room?
A: She's reading a book.
4. **Q:** What are Mr. and Mrs. Goldman doing in the dining room?
A: They're eating dinner.
5. **Q:** What is Sam doing in the bathroom?
A: He's washing his face.
6. **Q:** What's Erin doing in her bedroom?
A: She's sleeping.

Unit 5**1**

2. watched
3. kissed
4. reached
5. spilled
6. asked
7. lasted
8. walked
9. washed
10. traveled

2

2. You didn't watch your favorite show last Thursday.
3. I didn't kiss my mom on the cheek.
4. Gretchen didn't reach in her bag for a pencil.
5. Bryan didn't spill his milk on the floor.
6. He didn't ask to get his money back.

7. The movie didn't last for two hours.
8. We didn't walk along the beach a month ago.
9. I didn't wash the car yesterday.
10. Bethany didn't travel to Greece last year.

3

3. played
4. didn't study
5. missed
6. counted
7. didn't stay
8. cried
9. didn't live
10. visited

4

2. Did Felix stay in Costa Rica last summer?
3. Did David and I visit your apartment two years ago?
4. Did they call an hour ago?
5. Did she watch the movie yesterday?
6. Did I arrive at that airport last year?
7. Did I put my backpack on the table a few minutes ago?
8. Did you go to school yesterday morning?
9. Did she study last night?

5

2. he did
3. I didn't
4. we / you did
5. I did
6. she didn't
7. I did
8. she didn't
9. you did

6

2. It happened in front of Best Computers.
3. The store clerk stepped out in front of the store.
4. The woman dropped the box with her new computer in it.

7

- Answers may vary. Possible answers:
3. did the woman drop the box?; She dropped the box in front of a red sports car.
 4. did the store clerk open the door?; He opened the door after the accident.

8

- Answers may vary. Possible answers:
1. Who stepped in front of a red sports car?
 2. Who was scared?
 3. Who dropped the box?

Unit 6**1**

2. were
3. were
4. was
5. were
6. was
7. was

2

2. wasn't
3. weren't
4. wasn't
5. wasn't
6. weren't
7. wasn't
8. wasn't
9. weren't
10. weren't

3

2. Were they watching TV two hours ago?
3. Was I at that train station last year?
4. Were you at rehearsal this afternoon?
5. Was my hat on the counter last night?
6. Was Amelie in Paris this past winter?
7. Was he at the beach last week?
8. Were Luis and I at your house four months ago?

4

2. No, they weren't.
3. No, we weren't.
4. Yes, we were.
5. No, he wasn't.
6. Yes, I was.
7. Yes, they were.
8. Yes, she was.

5

Answers will vary.

6

2. flew
3. came
4. didn't go
5. left
6. put
7. didn't sit
8. bought
9. ran
10. didn't eat

7

2. Did Anita buy
3. Did your family eat
4. Did the teenagers see
5. Did you and your friends run
6. Did the kids laugh
7. Did the grandparents bring
8. Did the teacher tell
9. Did Michael do
10. Did Paco and Dolores give

8

3. it wasn't; was
4. I did
5. they didn't; left
6. I wasn't; hurt
7. you didn't; took
8. she did
9. you did

9

Answers will vary.

Name _____ Date _____

Let's get started test

A. Cross out the word or letter that does not belong in each group. (1 point each)

- Ex: one she five ten
1. beautiful tall small boy
2. write pencil listen look
3. Saturday January April November
4. nickel baby quarter penny
5. morning evening book afternoon
6. a e m o
7. s b v u
8. a the an pen
9. desk boy girl man
10. green orange baby yellow

B. Unscramble the letters to form words for people. (1 point each)

- Ex: oby → boy
1. rilg → _____
2. enetgaer → _____
3. nmowa → _____
4. byab → _____
5. anm → _____

C. Write the words in numbers. (1 point each)

- Ex: three 3
1. four _____
2. six _____
3. eight _____
4. one _____
5. two _____
6. seven _____
7. five _____
8. ten _____
9. eleven _____
10. nine _____
11. twelve _____

D. Write the correct name from the box for each numbered month. (2 points each)

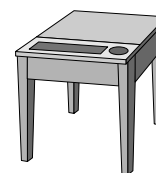
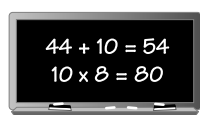
April August December February January October

- Ex: 10 = October
1. 12 = _____
2. 1 = _____
3. 2 = _____
4. 4 = _____
5. 8 = _____

E. Fill in the blanks with the missing days of the week. (2 points each)

(Ex:)	(1)		(2)		(3)	
<u>Sunday</u>	_____	Tuesday	_____	Thursday	_____	Saturday

F. Label the classroom objects. (2 points each)



- Ex: board
1. _____
2. _____
3. _____
4. _____

Unit 1 test

Vocabulary

A. Write the times in numbers. (1 point each)

Ex: twenty after six 6:20

1. four thirty _____
2. twenty-five after eight _____
3. five after six _____
4. ten after four _____
5. a quarter to nine _____
6. twenty to three _____

B. Write the times in words. (2 points each)



Ex: It's ten after six. 1. It's _____.



2. It's _____ 3. It's _____.



4. It's _____ 5. It's _____.

C. Complete the sentences with words from the box. (1 point each)

dance ride **drive** draw play speak

- Ex: My friend can drive a car.
1. She can _____ three languages.
 2. I can't _____ the guitar.
 3. Bob knows how to _____ a bike.
 4. Carmen can _____ the samba.
 5. Ask Robert to _____ a picture for us.

Grammar

D. Unscramble the questions. (3 points each) Then write a short affirmative or a negative answer. (2 points each)

Ex: German / he / speak / Can / ?

A: Can he speak German?

B: (Yes) Yes, he can.

1. she / Can / piano / the / play / ?

A: _____

B: (No) _____

2. sing / Spanish / Can / song / in / a / you / ?

A: _____

B: (Yes) _____

3. board / I / erase / the / Can / ?

A: _____

B: (No) _____

4. I / pen / your / Can / use / ?

A: _____

B: (Yes) _____

Communication

E. Circle the letters of the correct responses. (2 points each)

Ex: Would you like to come?

a. Sure. b. You're welcome.

1. It's good to see you.
 - a. I can't see.
 - b. Nice to see you, too.
2. You can come with us.
 - a. Really? Thanks.
 - b. Don't be rude.
3. Look who's here!
 - a. Hi!
 - b. You're welcome.
4. Is this a bad time to come?
 - a. Let's go.
 - b. No, it's OK.
5. Can I borrow your pencil?
 - a. No, you don't.
 - b. Sure.

Unit 2 test

Vocabulary

A. Look at the pictures. Write what the boy does every day. (3 points each)



Ex: He gets up.

1. _____



2. _____

3. _____



4. _____

5. _____



Grammar

B. Rewrite sentences 1–5 in Exercise A using *after that, finally, first, next, and then*. (2 points each)

Ex: First, he gets up.

1. _____

2. _____

3. _____

4. _____

5. _____

C. Rewrite the sentences using the adverbs of frequency in parentheses. (2 points each)

Ex: He stays home on Sundays. (often)
He often stays home on Sundays.

1. They are late to school. (never)

2. We get up early on school days. (always)

3. She goes to the movies on Saturdays. (sometimes)

4. I am hungry in the morning. (always)

5. My friends are at my house. (often)

D. Unscramble the sentences. (3 points each)

Ex: sometimes / I / late / school / for / am / .
I am sometimes late for school.

1. falls / class / He / never / asleep / in / .

2. usually / My / family / dinner / together / has / .

Communication

E. Complete the conversation with questions from the box. (2 points each)

What do you do on Sundays?
What time do you get up?
What time do you usually go to bed?
What do you usually eat for breakfast?
What do you do in the afternoon?
How many hours of TV do you watch each day?

Tim: (Ex:) What do you do on Sundays?

Maria: Nothing much. I usually get up late.

Tim: (1) _____

Maria: Oh, I never get up before 11 A.M.

Tim: (2) _____

Maria: I usually have cereal and orange juice.

Tim: (3) _____

Maria: I usually watch TV.

Tim: (4) _____

Maria: Not many. About two hours, I guess.

Tim: (5) _____

Maria: I usually go to bed at ten.

Unit 3 test

Vocabulary

A. Fill in the blanks with words from the box. (2 points each)

bank	museum	bus stop
mall	bookstore	supermarket
movie theater	post office	drugstore
restaurant	zoo	

Ex: You can see artwork at a museum.

- You can eat in a _____.
- People save their money in a _____.
- There are a lot of stores in a _____.
- People wait for buses at a _____.
- You can buy medicine in a _____.
- People watch movies at a _____.
- You mail letters and packages at a _____.
- You can buy books in a _____.
- There are lots of animals in a _____.
- You can shop for food in a _____.

Grammar

B. Fill in the blanks with *there is (isn't) / there are (aren't), or is there / Are there*. (2 points each)

Boy: (Ex:) Are there any parks near your house?

Girl: Yes, (1) _____ (2) _____ one on Ford Street and one on Maine Avenue.

Boy: Cool. (3) _____ a public pool?

Girl: No, (4) _____. But (5) _____ some tennis courts.

C. Rewrite the affirmative sentences in the negative and the negative sentences in the affirmative. (2 points each)

Ex: There are some parks near here.

There aren't any parks near here.

- There are some bus stops on this street.

- There aren't any movie theaters near my house.

- There isn't a drugstore on Main Street.

- There is a museum on the corner.

- There are some restaurants near the zoo.

Communication

D. Complete the conversation with expressions from the box. (2 points each)

Let's go tomorrow then.
 Sorry, I can't.
 Oh yeah.
 Let's go there this afternoon.
 It's across from the video game store.
 Good idea!

Tina: Hey, Bob! There's a new bookstore at the mall.

(Ex:) Let's go there this afternoon.

Bob: (1) _____ I have a lot of homework today.

Tina: Oh, OK.

(2) _____

Bob: (3) _____ Where is this new bookstore?

Tina: (4) _____

Bob: (5) _____ I know where it is.

Unit 4 test

Vocabulary

A. Write the room or part of the house next to each description. (1 point each)

living room	bedroom	kitchen
bathroom	garage	upstairs
dining room	stairs	

- Ex: It's above the first floor. upstairs
1. We sleep in this room. _____
 2. Our car is here. _____
 3. We eat dinner in this room. _____
 4. We cook here. _____
 5. We go up and down these. _____
 6. We take showers here. _____
 7. We relax and watch TV here. _____

Grammar

B. Fill in the blanks with the present continuous form of the verb in parentheses. (2 points each)

- Ex: Katie (*play*) is playing the guitar.
1. Paul (*read*) _____ in the living room.
 2. Hey, you (*sit*) _____ in my chair!
 3. I (*have*) _____ a good time in Miami.
 4. They (*watch*) _____ TV now.
 5. Look! She (*smile*) _____ at me!
 6. We (*shop*) _____ at the mall right now.
 7. I (*do*) _____ my homework.

C. Rewrite the sentences in Exercise B in the negative. (2 points each)

- Ex: Katie isn't playing the guitar.
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

6. _____
7. _____

Communication

D. Complete the conversation with expressions from the box. (2 points each)

They're working on the car.
 I think she's using the computer.
 Sally's using the computer.
 Dad's helping mom.
 So Maria's watching them.
 I'm looking for Maria.

- Dan:** (Ex) I'm looking for Maria.
- Laura:** (1) _____
- Dan:** No, she isn't. (2) _____
- Laura:** Oh. Is she helping mom in the kitchen?
- Dan:** No. (3) _____
- Laura:** Maybe she's in the garage. Tony and Mike are down there.
- Dan:** What are they doing in the garage?
- Laura:** (4) _____
- Dan:** Oh, right. (5) _____

E. Match the questions with the answers. Write the letters. (1 point each)

- | | |
|---|--|
| <p><u>c</u> Ex: What are your parents doing?</p> <p>_____ 1. Why is she in the kitchen?</p> <p>_____ 2. Who is he talking to?</p> <p>_____ 3. What are you watching?</p> <p>_____ 4. Why are you so grumpy?</p> <p>_____ 5. When are you leaving?</p> | <p>a. Right now.</p> <p>b. You're bothering me.</p> <p>c. They're watching TV.</p> <p>d. She's making lunch.</p> <p>e. A music video.</p> <p>f. He's talking to Allen.</p> |
|---|--|

Unit 5 test

Vocabulary

A. Match the acronyms and emoticons to their meanings. Write the letters. (1 point each)

- f Ex: ☺ a. Got to go.
 _____ 1. ☹ b. See you later.
 _____ 2. ASAP c. I'm sad.
 _____ 3. :-o d. Bye for now.
 _____ 4. PAW e. I'm joking.
 _____ 5. BRB f. I'm happy.
 _____ 6. G2G g. I'm surprised.
 _____ 7. B4N h. As soon as possible.
 _____ 8. ;-) i. Be right back.
 _____ 9. CUL8R j. Parents are watching.

B. Look at the calendar. Imagine today is March 14. Fill in the blanks with the time expressions in the box. (1 point each)

MARCH						
SUN	MON	TUE	WED	THU	FRI	SAT
			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	

last month	a week ago	last Monday
three days ago	last night	yesterday

- Ex: March 6 = last Monday
- March 13 = _____
 - March 7 = _____
 - February = _____
 - March 11 = _____
 - 10:30 P.M. March 13 = _____

Grammar

C. Fill in the blanks with the past forms of the verbs. (1 point each)

- Ex: cry cried
- talk _____
 - shop _____
 - smile _____
 - ask _____
 - try _____
 - invite _____
 - play _____
 - arrive _____
 - finish _____
 - worry _____

D. Write Yes/No questions for these sentences. (4 points each)

- Ex: I watched TV last night.
Did you watch TV last night?
- We liked the movie on Saturday.

 - They enjoyed the baseball game last weekend.

 - James stopped by this morning.

 - I studied for the test all day yesterday.

Communication

E. Complete the conversation with expressions from the box. (2 points each)

Be right back.	Talk to you later.
We talked about Karen.	Got to go.
What did you do last night?	Don't gossip.

- Ted: (Ex: What did you do last night?)
 Kim: I talked to Diane on the phone.
 (1) _____
 She likes Peter, but Peter doesn't like her.
 Ted: Kim! (2) _____
 Kim: Sorry . . .
 Ted: My mom is calling me.
 (3) _____
 Kim: OK.
 Ted: Dinner's ready. (4) _____
 Kim: OK. (5) _____

Unit 6 test

Vocabulary

A. Write the occupation next to the definition. (2 points each)

pilots	nurses	doctors
drivers	dentists	mechanics
carpenters	web designers	hairdressers

- Ex: They help doctors. nurses
1. They cut hair. _____
 2. They create websites. _____
 3. They drive trucks. _____
 4. They operate aircraft. _____
 5. They treat sick people. _____
 6. They fix cars. _____
 7. They work with wood. _____
 8. They clean teeth. _____

Grammar

B. Fill in the blanks with the past forms of the verb be. (1 point each)

- Gary: (Ex:) Were you at the party last night?
- Linda: No, I (1) _____. I (2) _____ at the school dance.
- Gary: (3) _____ Thomas and Anna there?
- Linda: No, they (4) _____. What about you? Where (5) _____ you last night?
- Gary: I (6) _____ at Wendy's party.

C. Unscramble the words to write questions. (3 points each)

- Ex: last / were / Where / you / night / ?
Where were you last night?
1. at / school / at / you / five / Were / o'clock / ?

 2. your / Who / house / was / last / at / weekend / ?

3. time / What / was / concert / the / ?

4. the / they / Why / on / TV / were / show / ?

5. ago / he / two / Where / was / hours / ?

D. Fill in the blank with the correct form of the irregular verb. (1 point each)

- Ex: He (tell) told me the test was last week.
1. Our bus driver (come) _____ early today.
 2. We (take) _____ a long trip last summer.
 3. Brian (have) _____ a great time at the party.
 4. She (get) _____ up late on Saturday.
 5. I (spend) _____ a lot of money this weekend.

Communication

E. Read the questions. Circle the letter of the correct response. (2 points each)

- Ex: Was it a good movie?
a. Yes, it did. **b.** Yes, it was.
1. Did you go to the store this morning?
a. Yes, I was. b. Yes, I did.
 2. What did you do you last summer?
a. I went to Miami. b. I am on vacation.
 3. Were your parents with you?
a. Yes, they did. b. No, they weren't.
 4. Who went to the amusement park?
a. We did. b. We were.

Name _____ Date _____

Test for Units 1-3

Vocabulary

A. Write the times in numbers. (1 point each)

- Ex: fifteen after eight 8:15 2. eleven o'clock _____ 4. ten after five _____
 1. nine-thirty _____ 3. a quarter to twelve _____ 5. five to seven _____

B. Write the times in words. (1 point each)

- Ex: 9:55 five to ten 2. 12:00 _____ 4. 3:05 _____
 1. 2:15 _____ 3. 8:40 _____ 5. 4:30 _____

C. Fill in the blanks with things in a town or city. (1 point each)

- Ex: A museum is a place where you see exhibits.
1. A _____ is a place where you mail letters. 6. A _____ is a place where you wait for buses.
 2. A _____ is a place where you eat. 7. A _____ is a place where you buy books.
 3. A _____ is a place where you see movies. 8. A _____ is a place where you shop for food.
 4. A _____ is a place where you buy medicine. 9. A _____ is a place where you save money.
 5. A _____ is a big place with lots of stores. 10. A _____ is a place where you see animals.

D. Cross out the word or phrase that does not belong in the group. (1 point each)

- Ex: ride a bike dance play the guitar ~~sleep~~
1. Look out! Help me, please. Don't look! Behind the zoo.
 2. first after that rarely then
 3. on the corner of finally next to behind
 4. have breakfast like music get up take a shower
 5. go to a party go shopping brush my teeth go to the movies
 6. museum restaurant bank medicine
 7. never sometimes usually late
 8. five to six quarter past two twenty dollars ten-thirty
 9. bread study milk cereal
 10. where who with when

Grammar

E. Circle the letter of the correct answer. (1 point each)

- Ex: What day _____ today?
 a. are **(b.) is** c. does
1. What time _____ the party start?
 a. do b. does c. is
2. What time _____ it?
 a. do b. does c. is
3. How _____ hours a day do you study?
 a. many b. any c. much

Name _____ Date _____

- 4. We _____ dinner at seven o'clock.
 - a. have often b. often have c. often
- 5. My sister _____ late for school.
 - a. is never b. never does c. never be
- 6. What _____ usually have for breakfast?
 - a. are you b. have you c. do you
- 7. I always get home _____ 4:30.
 - a. at b. on c. in
- 8. _____ a bank on this street?
 - a. Are there b. There are c. Is there
- 9. There aren't _____ shops there.
 - a. any b. some c. much
- 10. We always _____ shopping on Sunday.
 - a. do go b. goes c. go
- 11. _____ any good restaurants here?
 - a. Is there b. Are there c. Do they
- 12. When _____ Bill usually eat breakfast?
 - a. do b. does c. don't

F. Fill in the blanks with *when*, *where*, or *what* and the correct form of *do* or *be*. You can use answers more than once. Use contractions when possible. (2 points each)

- Ex: What's your name? 4. _____ my backpack?
1. _____ your birthday? 5. _____ you usually get up?
2. _____ you do on weekends? 6. _____ day _____ the party?
3. _____ time _____ the test?

G. Rewrite the imperatives in the negative. (3 points each)

- Ex: Look! *Don't look!* _____
1. Lock the door. _____
2. Eat that food! _____
3. Be rude. _____

H. Unscramble the words to write statements or questions. (3 points each)

- Ex: often / We / at / restaurants / eat / .
We often eat at restaurants.
- 1. hungry / am / I / always / .

 - 2. speak / you / Spanish / Can / ?

 - 3. never / We / go / the / to / movies / .

 - 4. can / languages / What / speak / you / ?

 - 5. early / is / usually / She / .

 - 6. He / piano / can't / the / play / .

 - 7. some / are / shops / the / zoo / near / There / .

 - 8. Saturdays / do / do / you / on / usually / What / ?

 - 9. usually / take / Then / shower / I / a / .

 - 10. malls / any / There / not / near / are / house / my / .

 - 11. quarter / gets / often / a / She / up / six / at / to / .

 - 12. Are / town / parks / there / any / this / in / ?

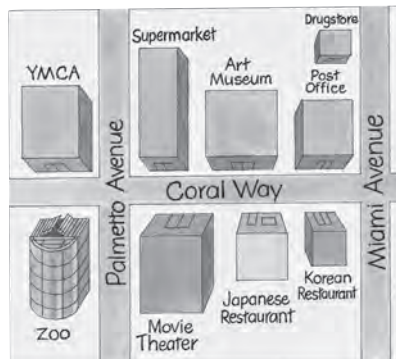
Name _____ Date _____

I. Look at the picture. Fill in the blanks with the correct prepositions of location. (1 point each)

on across from between
 in front of next to on the corner of

Ex: The zoo is in front of the YMCA.

1. The art museum is _____ the supermarket and the post office.
2. The YMCA is _____ the supermarket.
3. The movie theater is _____ Coral Way and Palmetto Avenue.
4. The art museum is _____ Coral Way.
5. The supermarket is _____ the art museum.



J. Circle the letter of the correct answer. (1 point each)

Ex: She loves to _____ her bike.

- a. ride b. play c. act

1. She can _____ in the pool all day.
a. draw b. dance c. swim
2. Can you _____ a picture for me?
a. ride b. act c. draw
3. Her mother can _____ Spanish and English.
a. dance b. speak c. play
4. Can you _____ breakfast?
a. cook b. act c. whistle
5. I can't _____ on my street.
a. Rollerblade b. soccer c. drums
6. You can _____ a car when you are seventeen.
a. ride b. play c. drive
7. I can play the _____.
a. soccer b. guitar c. skate

K. Number each set of sentences in the correct order. (1 point each)

Ex: 1 First, sit down.

1. _____ After that, read the story.
2. _____ Then open your book.

3. _____ Then I eat.

4. _____ After that, I cook the food.
5. _____ First, I go to the store.

Communication

L. Match the questions or suggestions with the responses. Write the letters. (1 point each)

e Ex: Where do you live?

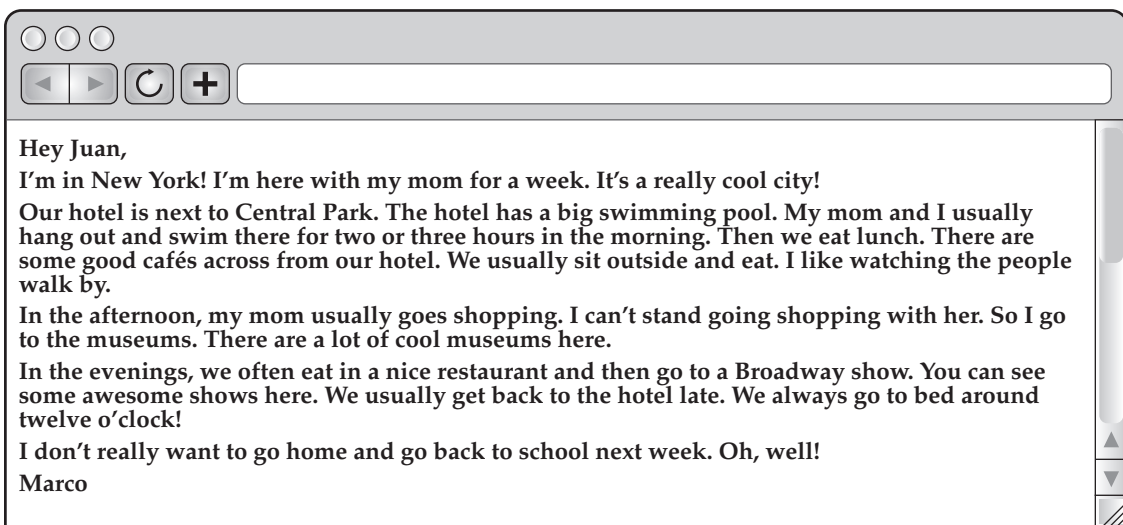
- _____ 1. Can I go with you, please?
- _____ 2. How many hours a day do you sleep?
- _____ 3. Is this a bad time?
- _____ 4. What time does the movie start?
- _____ 5. What do you have for breakfast?
- _____ 6. Where is the YMCA?
- _____ 7. Let's go the museum.
- _____ 8. Is there a restaurant near here?
- _____ 9. Do you have any video games?
- _____ 10. Can she go to the party?
- _____ 11. What do you usually do after school?
- _____ 12. What language do you speak at home?

- a. No, there isn't.
- b. I usually have toast and juice.
- c. There's one on Palmetto Avenue.
- d. Yes, I do.
- e. In Australia.
- f. We speak Chinese.
- g. Yes, she can.
- h. Sure, you can.
- i. I often play sports.
- j. Yes, it is.
- k. Eight hours.
- l. Good idea.
- m. 8:30.

Name _____ Date _____

Reading

M. Read the message from New York. Write *True* or *False*. (1 point each)



- False Ex: Marco is with his father.
- | | |
|---|--|
| _____ 1. Marco's hotel is in Central Park. | _____ 6. He and his mom go to museums together. |
| _____ 2. He hangs out at the pool in the morning. | _____ 7. Marco likes museums. |
| _____ 3. Marco can't swim. | _____ 8. After dinner, Marco often sees a Broadway show. |
| _____ 4. There are not any cafés near his hotel. | _____ 9. He usually goes to bed early. |
| _____ 5. He loves going shopping with his mom. | _____ 10. Marco is an exchange student in New York. |

Writing

N. Imagine you are on vacation. Write an e-mail to a friend. Talk about where you are and what you usually do. (10 points)

Hey,

Name _____ Date _____

Test for Units 4-6

Vocabulary

A. Cross out the word that does not belong in each group. (1 point each)

- Ex: bedroom ~~house~~ kitchen garage
- eating sleeping sing having
 - is were am are
 - went tried sad had
 - ASAP CUL8R May PAW
 - dance sing cry tried
 - doctor driver carpenter cousin
 - asked got go went
 - do was were did
 - grumpy upstairs surprised sad

B. Write the room or part of a house next to each activity. (1 point each)

- Ex: going up or down = stairs
- sleeping = _____
 - eating = _____
 - cooking = _____
 - taking showers = _____
 - watching TV = _____

Grammar

C. Circle the letter of the correct answer. (1 point each)

- Ex: I _____ this e-mail on my computer now.
a. write **b. am writing** c. am
- Where _____ you last night?
a. was b. are c. were
 - They _____ at the movie theater.
a. wasn't b. weren't c. didn't
 - _____ she enjoy the party?
a. Was b. Is c. Did
 - We _____ soccer yesterday.
a. played b. play c. playing
 - They _____ the movie.
a. liked not b. didn't like c. wasn't like
 - Who _____ talk to?
a. were you b. did you c. you did
 - He _____ a week in Miami right now.
a. is spending b. spent c. was
 - When _____ you go to the movies?
a. was b. did c. were
 - She didn't _____ TV.
a. watch b. watching c. watched
 - I _____ to her at the mall a week ago.
a. talked b. talk c. talking

D. Write the present continuous form of the verbs in parentheses. (1 point each)

Name _____ Date _____

Ex: John (*listen*) is listening to music.

1. I (*do*) _____ my homework.
2. Kim and Natasha (*sit*) _____ in the living room.
3. We (*play*) _____ basketball.
4. (*have*) _____ you _____ a good time?
5. Sam (*write*) _____ an e-mail.

6. They (*use*) _____ your computer.
7. (*enjoy*) _____ Tina _____ her new class?
8. What (*do*) _____ you _____?
9. Where (*go*) _____ this bus _____?
10. (*study*) _____ you _____?

E. Rewrite the sentences in the negative. Use contractions. (2 points each)

Ex: Robert is helping his sister.

Robert isn't helping his sister.

1. I am cooking dinner tonight.

2. The kids are playing volleyball.

3. You are doing your homework.

4. They are talking on the phone.

5. Nina is taking a shower.

F. Rewrite the sentences in the simple past. (2 points each)

Ex: We go to the movies on Saturday night.

We went to the movies on Saturday night.

1. Mona cries because she is sad.

2. I spend my vacation there.

3. He doesn't buy his shoes there.

4. My mother tells me to study.

5. She doesn't play tennis on Friday.

6. They come to our house a lot.

7. I take a shower in the morning.

8. Stefan has cereal for breakfast.

9. They enjoy plays and concerts.

10. We don't get up early on Saturday.

Name _____ Date _____

G. Read the answers. Then complete the questions. (2 points each)

Ex: Q: Where did you go last night?

A: We went to a concert.

1. Q: _____ you _____ Louisa?

A: Yes, I did. I talked to her yesterday.

2. Q: What time _____ the game?

A: It was at six o'clock.

3. Q: Where _____ your friends?

A: They were at the mall.

4. Q: When _____ you _____ up?

A: I got up at eight-thirty.

5. Q: Where _____ you _____ dinner?

A: We had dinner at home.

H. Unscramble the words to write statements or questions. (3 points each)

Ex: lunch / We / at / restaurant / had / a / .

We had lunch at a restaurant.

1. happy / was / I / morning / this / very / .

2. are / doing / What / right / they / now / ?

3. the / is / movie / new / theater / Where / ?

4. What / movie / start / did / time / the / ?

5. yesterday / you / do / did / What / ?

6. absent / sick / They / because / were / they / were / .

7. doing / sisters / anything / your / Are / ?

8. living / were / cookies / room / the / There / in / .

9. finish / last / homework / you / Did / your / night / ?

10. mall / friends / your / at / the / Were / ?

11. stop / a / minutes / she / few / by / ago / Did / ?

12. She / she / because / eat / hungry / was / didn't / .

Communication

I. Match the questions, statements, or responses with the answers. (2 points each)

b Ex: Is your mother reading?

_____ 1. Are there two bathrooms in your house?

_____ 2. Let's have a party for our teacher.

_____ 3. Were they here last night?

_____ 4. Where were you yesterday?

_____ 5. Who did that?

a. I was at the game.

b. ~~Yes, she is.~~

c. Excellent idea!

d. Jim did.

e. Yes, they were.

f. Yes, there are.

Name _____ Date _____

Reading

J. Read the e-mail. Write *True* or *False*. (1 point each)



- True Ex: Hillary enjoyed her weekend.
- _____ 1. Hillary was at home on Friday.
 - _____ 2. Her friends were at the party.
 - _____ 3. She got up late on Saturday.
 - _____ 4. She went to the movies, then the zoo.
 - _____ 5. She went to the zoo with friends.
 - _____ 6. She had hamburgers in the city.
 - _____ 7. She got up late on Sunday.
 - _____ 8. She didn't do any homework.
 - _____ 9. They had visitors on Sunday.
 - _____ 10. They had a big party for her father.

Writing

K. Write an e-mail to a friend about last weekend. Tell about Friday night, Saturday, and Sunday. (20 points)

Hi, _____

Tests answer key

Unit tests answer key

Let's get started.

A

- | | |
|-------------|----------|
| 1. boy | 6. m |
| 2. pencil | 7. u |
| 3. Saturday | 8. pen |
| 4. baby | 9. desk |
| 5. book | 10. baby |

B

- girl
- teenager
- woman
- baby
- man

C

- | | |
|------|--------|
| 1. 4 | 7. 5 |
| 2. 6 | 8. 10 |
| 3. 8 | 9. 11 |
| 4. 1 | 10. 9 |
| 5. 2 | 11. 12 |
| 6. 7 | |

D

- | | |
|-------------|-----------|
| 1. December | 4. April |
| 2. January | 5. August |
| 3. February | |

E

- Monday
- Wednesday
- Friday

F

- | | |
|-------------|---------|
| 1. pencil | 3. pen |
| 2. notebook | 4. desk |

Unit 1

Vocabulary

A

- | | |
|---------|---------|
| 1. 4:30 | 4. 4:10 |
| 2. 8:25 | 5. 8:45 |
| 3. 6:05 | 6. 2:40 |

B

- three o'clock
- four-thirty
- twenty to eight
- a quarter after ten
- twenty-five after nine

C

- speak
- play
- ride
- dance
- draw

Grammar

D

- A:** Can she play the piano?
B: No, she can't.
- A:** Can you sing a song in Spanish?
B: Yes, I can.
- A:** Can I erase the board?
B: No, you can't.
- A:** Can I use your pen?
B: Yes, you can.

Communication

E

- b
- a
- a
- b
- b

Unit 2

Vocabulary

A

- He brushes his teeth.
- He takes a shower.
- He eats / has breakfast.
- He goes to school.
- He does his homework.

Grammar

B

- After that, / Next, / Then he brushes his teeth.
- After that, / Next, / Then he takes a shower.
- After that, / Next, / Then he has breakfast.
- After that, / Next, / Then he goes to school.
- Finally, he does his homework.

C

- They are never late to school.
- We always get up early on school days.
- She sometimes goes to the movies on Saturdays.
- I am always hungry in the morning.
- My friends are often at my house.

D

- He never falls asleep in class.
- My family usually has dinner together.

Communication

E

- What time do you get up?
- What do you usually eat for breakfast?
- What do you do in the afternoon?

- How many hours of TV do you watch each day?
- What time do you usually go to bed?

Unit 3

Vocabulary

A

- | | |
|---------------|------------------|
| 1. restaurant | 6. movie theater |
| 2. bank | 7. post office |
| 3. mall | 8. bookstore |
| 4. bus stop | 9. zoo |
| 5. drugstore | 10. supermarket |

Grammar

B

- there are
- There is
- Is there
- there isn't
- there are

C

- There aren't any bus stops on this street.
- There are some movie theaters near my house.
- There is a drugstore on Main Street.
- There isn't a museum on the corner.
- There aren't any restaurants near the zoo.

Communication

D

- Sorry, I can't.
- Let's go tomorrow then.
- Good idea!
- It's across from the video game store.
- Oh yeah.

Unit 4

Vocabulary

A

- | | |
|----------------|----------------|
| 1. bedroom | 5. stairs |
| 2. garage | 6. bathroom |
| 3. dining room | 7. living room |
| 4. kitchen | |

Grammar

B

- | | |
|-----------------|-----------------|
| 1. is reading | 5. is smiling |
| 2. are sitting | 6. are shopping |
| 3. am having | 7. am doing |
| 4. are watching | |

C

- Paul isn't reading in the living room.
- Hey, you're not sitting in my chair!
- I'm not having a good time in Miami.

4. They aren't watching TV now.
5. Look! She isn't smiling at me!
6. We aren't shopping at the mall right now.
7. I'm not doing my homework.

Communication

D

1. I think she's playing on the computer.
2. Sally's using the computer.
3. Dad's helping mom.
4. They're working on the car.
5. So Maria's watching them.

E

- | | |
|------|------|
| 1. d | 4. b |
| 2. f | 5. a |
| 3. e | |

Unit 5

Vocabulary

A

- | | |
|------|------|
| 1. c | 6. a |
| 2. h | 7. d |
| 3. g | 8. e |
| 4. j | 9. b |
| 5. i | |

B

- | | |
|---------------|-------------------|
| 1. yesterday | 4. three days ago |
| 2. a week ago | 5. last night |
| 3. last month | |

Grammar

C

- | | |
|------------|-------------|
| 1. talked | 6. invited |
| 2. shopped | 7. played |
| 3. smiled | 8. arrived |
| 4. asked | 9. finished |
| 5. tried | 10. worried |

D

1. Did you like the movie on Saturday?
2. Did they enjoy the baseball game last weekend?
3. Did James stop by this morning?
4. Did you study for the test all day yesterday?

Communication

E

1. We talked about Karen.
2. Don't gossip.
3. Be right back.
4. Got to go.
5. Talk to you later.

Unit 6

Vocabulary

A

- | | |
|------------------|---------------|
| 1. hairdressers | 5. doctors |
| 2. web designers | 6. mechanics |
| 3. drivers | 7. carpenters |
| 4. pilots | 8. dentists |

Grammar

B

- | | |
|-----------|------------|
| 1. wasn't | 4. weren't |
| 2. was | 5. were |
| 3. Were | 6. was |

C

1. Were you at school at five o'clock?
2. Who was at your house last weekend?
3. What time was the concert?
4. Why were they on the TV show?
5. Where was he two hours ago?

D

- | | |
|---------|----------|
| 1. came | 4. got |
| 2. took | 5. spent |
| 3. had | |

Communication

E

- | | |
|------|------|
| 1. b | 3. b |
| 2. a | 4. a |

Quarterly tests answer key

Units 1-3

Vocabulary

A

1. 9:30
2. 11:00
3. 11:45
4. 5:10
5. 6:55

B

1. a quarter after two/fifteen after two
2. twelve o'clock
3. twenty to nine
4. five after three
5. four-thirty

C

1. post office
2. restaurant
3. movie theater
4. drugstore
5. mall
6. bus stop
7. bookstore
8. supermarket
9. bank
10. zoo

D

1. Behind the zoo.
2. rarely
3. finally
4. like music
5. brush my teeth
6. medicine
7. late
8. twenty dollars
9. study
10. with

Grammar

E

- | | |
|------|-------|
| 1. b | 7. a |
| 2. c | 8. c |
| 3. a | 9. a |
| 4. b | 10. c |
| 5. a | 11. b |
| 6. c | 12. b |

F

- | | |
|-------------|-------------|
| 1. When's | 4. Where's |
| 2. What do | 5. When do |
| 3. What; is | 6. What; is |

G

1. Don't lock the door.
2. Don't eat that food!
3. Don't be rude.

H

1. I am always hungry.
2. Can you speak Spanish?
3. We never go to the movies.
4. What languages can you speak?
5. She is usually early.
6. He can't play the piano.
7. There are some shops near the zoo.
8. What do you usually do on Saturdays?
9. Then I usually take a shower.
10. There are not any malls near my house.
11. She often gets up at quarter to six.
12. Are there any parks in this town?

I

1. between
2. across from
3. on the corner of
4. on
5. next to

J

- | | |
|------|------|
| 1. c | 5. a |
| 2. c | 6. c |
| 3. b | 7. b |
| 4. a | |

K

- | | |
|------|------|
| 1. 3 | 4. 2 |
| 2. 2 | 5. 1 |
| 3. 3 | |

Communication

L

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

Reading**M**

- | | |
|----------|-----------|
| 1. False | 6. False |
| 2. True | 7. True |
| 3. False | 8. True |
| 4. False | 9. False |
| 5. False | 10. False |

Writing**N**

Answers will vary.

Units 4–6**Vocabulary****A**

- sing
- were
- sad
- May
- tried
- cousin
- go
- do
- upstairs

B

- bedroom
- dining room
- kitchen
- bathroom
- living room

Grammar**C**

- | | |
|------|-------|
| 1. c | 6. b |
| 2. b | 7. a |
| 3. c | 8. b |
| 4. a | 9. a |
| 5. b | 10. a |

D

- am doing
- are sitting
- are playing
- Are; having
- is writing
- are using
- Is; enjoying
- are; doing
- is; going
- Are; studying

E

- I'm not cooking dinner tonight.
- The kids aren't playing volleyball.
- You aren't doing your homework.
- They aren't talking on the phone.
- Nina isn't taking a shower.

F

- Mona cried because she was sad.
- I spent my vacation there.
- He didn't buy his shoes there.
- My mother told me to study.
- She didn't play tennis on Friday.
- They came to our house a lot.
- I took a shower in the morning.
- Stefan had cereal for breakfast.
- They enjoyed plays and concerts.
- We didn't get up early on Saturday.

G

- Did; talk to
- was
- were
- did; get
- did; have

H

- I was very happy this morning.
- What are they doing right now?
- Where is the new movie theater?
- What time did the movie start?
- What did you do yesterday?
- They were absent because they were sick.
- Are your sisters doing anything?
- There were cookies in the living room.
- Did you finish your homework last night?
- Were your friends at the mall?
- Did she stop by a few minutes ago?
- She was hungry because she didn't have lunch.

Communication**I**

- f
- c
- e
- a
- d

Reading**J**

- | | |
|----------|-----------|
| 1. False | 6. True |
| 2. True | 7. True |
| 3. False | 8. False |
| 4. False | 9. True |
| 5. False | 10. False |

Writing**K**

Answers will vary.

Grammar reference

The Grammar reference section presents in-depth information for each of the grammar charts in the Student Book. It can serve as a quick refresher on grammar, give you ideas for further exploiting the grammar charts, and help prepare you for student questions. Each Grammar reference item consists of two parts: an explanation and an example.

When preparing for class, review the information in the relevant Grammar reference section. Make note of any helpful information in the chart that you think your students need to know. Write down any examples you might want to put on the board. Be careful, however, not to overload your students with information—choose additional points carefully and sparingly.

Suggested procedures

- After students have read the grammar chart and completed Discovering grammar, introduce the grammar point you want to share with your students by writing the example on the board. Then ask questions about the example to help students figure out the rule for themselves. For example, for the first Grammar reference point from Unit 1, page 8:

(Explanation)	(Example)
Imperative sentences are used to give orders, instructions, and warnings, and to make polite requests. Imperative sentences end with an exclamation mark or a period.	Orders: Close the door! Instructions: Read the first three pages. Warnings: Be careful! Polite requests: Please tell me.

- Say *We usually use imperative sentences to express four things.*
- Write the four functions on the board:
 - Orders
 - Instructions
 - Warnings
 - Polite requests
- Say *I'm going to write four sentences on the board. How do we use the imperative in each?*
- Write the four example sentences on the board in random order:
 - Please, tell me.
 - Read the first three pages.
 - Close the door!
 - Be careful!
- Ask *How do we use the imperative in the first sentence? (to make a polite request) How do we use the imperative in the second sentence? (to give instructions)* Elicit usages of the imperative for all the sentences, writing *Orders, Instructions, Warnings, and Polite requests* on the board next to the appropriate sentences.
- Ask *What punctuation do you use at the end of an imperative sentence? (a period or an exclamation mark).*
- Summarize the function of the imperative by saying, *We usually use the imperative to give orders, instructions, warnings, and to make polite requests. We end imperative sentences with a period or an exclamation mark.*
- Elicit one or two other examples for each usage of the imperative by asking *What's another example of an imperative sentence for an order? For an instruction? For a warning? For a polite request?*

Unit 1, page 8: Imperatives

Imperative sentences are used to give orders, instructions, and warnings, and to make polite requests. Imperative sentences end with an exclamation mark or a period.

Orders: **Close the door!**
 Instructions: **Read the first three pages.**
 Warnings: **Be careful!**
 Polite requests: **Please tell me.**

Most imperative sentences start with the base form of a verb.

Buy the tickets!
Try this food.

Most negative imperative sentences begin with *do not* or the contraction *don't*.

Do not open the door!
Don't ask any questions.

Unit 1, page 10: Can to talk about abilities

The word *can* may be used to talk about abilities.

My aunt is able to speak English.
 → *She can speak English.*

Affirmative sentences about ability are formed using a subject noun/pronoun, *can*, the base form of a verb, and a complement if needed.

Subject + *can* + base form of verb (+ complement)
My uncle can speak Chinese.
I can play the guitar.

Yes/No questions about ability begin with *Can* followed by a subject and the base form of a verb.

Can + subject + base form of verb (+ complement)
Can you skate?

To answer *Yes/No can* questions, begin with *Yes* or *No* followed by a subject, *can* or *can't*, and the base form of a verb.

Yes/No + subject + *can/can't*
Yes, I can.
No, I can't.

To form *What* questions with *can*, start with *What* followed by a complement if needed, *can*, a subject, and the base form of a verb.

What (+ complement) + *can* + subject + verb
What can she play?
What music can she play?

To form *Who* questions with *can*, start with *Who* followed by *can*, the base form of a verb, and a complement if needed.

Who + *can* + verb (+ complement)
Who can sing?
Who can sing a song?

Unit 2, page 16: Sequence words

Use the simple present to talk about habitual activities (things you do regularly).

I study every day.
We always go to my cousins' house on Sundays.

Use sequence words to show the order in which things happen. Sequence words include *first, next, then, after that, finally*.

First, I get dressed. Then I eat breakfast. Next, I read the newspaper. After that, I make my lunch. Finally, I go to school.

You can use a comma after the sequence words *first, after that, next, and finally*. However, you cannot use a comma after *then*.

First, I get up.
Next, I brush my teeth.
After that, I take a shower.
Finally, I get dressed.
Then we talk about the story.

Unit 2, page 17: Adverbs of frequency; How often?

Adverbs of frequency answer the question: *How often ...?* Adverbs of frequency include *always, usually, often, sometimes, seldom, rarely, never*.

How often are you late?
I'm rarely late.

To describe things that are done or occur on a regular basis, use *usually, often, always*.

I always brush my teeth in the morning.
I usually eat breakfast.
I often walk to school.

To describe things that are done or occur infrequently, use *sometimes, seldom, rarely*.

I sometimes watch TV at night.
I seldom eat before meals.
I rarely drink coffee.

Adverbs of frequency usually come after *be*.

Subject + *be* + **adverb** + complement
Maria is rarely late.

Adverbs of frequency usually come before other verbs.

Subject + **adverb** + verb (+ complement)
My mother usually cooks breakfast.

To ask about frequency, use *How often* followed by *be* or *do/does*.

How often + be + subject + complement
How often are you early?
How often + do/does + subject + verb (+ complement)
How often do you walk to school?

Unit 3, page 27: Prepositions of location

Prepositions of location are used to identify the locations of people, places, and things.	<i>The bank is on the corner of Theo Lane. Jesse's house is behind the school.</i>
<i>Next to</i> refers to a person, place, or thing that is beside another person, place, or thing.	<i>The library is right next to the post office.</i>
The preposition <i>behind</i> refers to the location of a person, place, or thing that is at the back of another person, place, or thing.	<i>The pool is behind the hotel.</i>
<i>On the corner of</i> refers to the place where two streets meet.	<i>The house is on the corner of Bay and First Street.</i>
<i>In front of</i> refers to the location of a person, place or thing that faces another person, place, or thing.	<i>I can't see because you are right in front of me.</i>
<i>Across from</i> refers to the location of a person, place, or thing that is on the other side of another person, place, or thing.	<i>The park is across from the hotel.</i>
The preposition <i>between</i> refers to the location of a person, place, or thing that is in the middle of two things.	<i>Kate wants to sit between her mother and her sister.</i>
The preposition <i>in</i> refers to a location in a certain area or in an enclosed space.	<i>Miami is a city in Florida. The restaurant is in the mall.</i>
The preposition <i>on</i> refers to the location on a surface. Use <i>on</i> to refer to a street.	<i>We live on this street.</i>

Unit 3, page 28: There is/There are

Use <i>There is / There are</i> to show that something exists, often in a specific place.	There is a great art museum in the city. There are many Asian restaurants on our street.
To form affirmative statements, start with <i>There</i> followed by the correct form of <i>be</i> , the subject, and a place if needed.	<i>There + be + subject (+ place)</i> There is a post office on the corner. There are some interesting stores here.
<i>There is</i> is usually contracted to <i>there's</i> .	<i>There is</i> → There's
To form negative statements, begin with <i>There</i> followed by <i>be</i> and <i>not</i> , and the subject.	<i>There + be + not + subject (+ place)</i> There isn't anyone here.
Use <i>some</i> to indicate a quantity in an affirmative statement. Use <i>any</i> in a negative statement.	<i>There are some great stores here. There aren't any hotels in this town.</i>
To ask Yes/No questions with <i>there is/there are</i> , begin with <i>be</i> followed by <i>there</i> , <i>a/an</i> or <i>any</i> , and a noun.	<i>Be + there + a/an/any + subject (+ place)</i> Are there any good parks in Miami? Is there a bathroom here?
To answer Yes, use <i>Yes</i> , <i>there</i> , and <i>be</i> .	<i>Yes + there + be</i> Yes, there is.
To answer No, use <i>No</i> , <i>there</i> , <i>be</i> , <i>not</i> , and <i>any</i> if desired.	<i>No + there + be + not (+ any)</i> No, there aren't (any).

Unit 4, page 36: The present continuous: be (am/is/are) + verb -ing

The present continuous is something that is happening <i>right now</i> . The simple present refers to events that happen frequently or to conditions that rarely change.	Present continuous: <i>I'm sitting in the front row (as I speak).</i> Simple present: <i>I always sit in the front row.</i>
To form the present continuous of most words, just add <i>-ing</i> .	<i>I'm dreaming about my family vacation.</i> <i>They're speaking for all of us.</i>
To form the present continuous of words ending in a consonant and <i>-e</i> , drop the <i>-e</i> and add <i>-ing</i> .	<i>You're making a big mistake.</i> <i>We're having a party for our grandparents.</i>
To form the present continuous of words that end with a stressed consonant-vowel-consonant pattern, double the final consonant.	<i>My brother is hitting the ball.</i> <i>My cousin is letting us use his computer.</i>
To form affirmative statements in the present continuous, start with a subject followed by <i>be</i> and a verb ending in <i>-ing</i> .	Subject + <i>be</i> + verb <i>-ing</i> <i>My grandmother is talking (on the phone).</i> <i>We are walking (to the park).</i>
To form negative statements in the present continuous, start with a subject followed by <i>be</i> , <i>not</i> , and a verb ending in <i>-ing</i> .	Subject + <i>be</i> + <i>not</i> + verb <i>-ing</i> <i>We are not swimming.</i> <i>He is not driving.</i>
You can use the present continuous to talk about something that is happening right now and continuing into the future.	<i>I am living in Florida.</i> <i>We are learning English.</i>

Unit 4, page 38: The present continuous: be (am/is/are) + verb -ing

To ask <i>Yes/No</i> questions in the present continuous, begin with <i>be</i> , followed by a subject and a verb ending in <i>-ing</i> .	<i>Be</i> + subject + verb <i>-ing</i> Are you working?
To answer <i>Yes</i> questions in the present continuous, begin with <i>Yes</i> followed by a subject and <i>be</i> .	<i>Yes</i> + subject + <i>be</i> Yes, I am.
To answer <i>No</i> questions, begin with <i>No</i> followed by a subject, <i>be</i> , and <i>not</i> .	<i>No</i> + subject + <i>be</i> + <i>not</i> No, I am not. No, I'm not.
To ask most information questions in the present continuous, begin with a <i>Wh-</i> word followed by <i>be</i> , a subject, and a verb ending in <i>-ing</i> .	<i>Wh-</i> + <i>be</i> + subject + verb <i>-ing</i> What is he reading? Where are they going?
To ask a general question, use <i>What</i> and <i>doing</i> .	What are you doing?

Unit 5, page 44: The simple past of regular verbs

Use the simple past to talk about events that were started and finished in the past.	<i>We moved to Florida in 1999.</i> <i>We studied for the test last night.</i>
To form the simple past of most regular verbs that end in a consonant, add <i>-ed</i> . This includes words ending in a vowel and <i>-y</i> .	<i>talk</i> → talked <i>play</i> → played
To form the simple past of regular verbs that end in <i>-e</i> , add <i>-d</i> .	<i>smile</i> → smiled <i>care</i> → cared
To form the simple past of regular verbs that end in a consonant and <i>-y</i> , drop the <i>-y</i> and add <i>-ied</i> .	<i>cry</i> → cried <i>try</i> → tried
To form the simple past of regular verbs that end with a stressed consonant-vowel-consonant pattern, double the final consonant and add <i>-ed</i> .	<i>stop</i> → stopped <i>plan</i> → planned
To form affirmative statements in the simple past, begin with a subject followed by a past tense verb and a complement if needed.	Subject + past tense of verb (+ complement) They talked. She cried all day.
To form negative statements in the simple past, begin with a subject followed by <i>did not</i> , the base form of a verb, and a complement if needed.	Subject + <i>did not</i> + base form of verb (+ complement) They did not try at all.
<i>Did not</i> is usually contracted to <i>didn't</i> in conversation and informal writing.	<i>did not</i> → didn't We didn't study.

Unit 5, page 46: The simple past of regular verbs

To form <i>Yes/No</i> questions in the simple past, begin with <i>Did</i> followed by a subject, the base form of a verb, and a complement if needed.	<i>Did</i> + subject + base form of verb (+ complement) Did they call yesterday? Did you move last year?
To answer <i>Yes/No</i> questions in the simple past in the affirmative, begin with <i>Yes</i> followed by a subject and <i>did</i> .	<i>Yes</i> + subject + <i>did</i> Yes, I did. Yes, they did.
To answer <i>Yes/No</i> questions in the simple past in the negative, begin with <i>No</i> followed by a subject and <i>did not</i> or <i>didn't</i> .	<i>No</i> + subject + <i>didn't/did not</i> No, I didn't. No, they did not.

Unit 5, page 47: The simple past of regular verbs

To form <i>Who</i> questions in the simple past tense, begin with <i>Who</i> followed by the past tense of the verb. <i>Who</i> is the subject of the sentence.	<i>Who</i> + past tense of verb Who called? Who picked you up?
Do not use <i>do/did/does</i> when <i>Who</i> is the subject.	X <i>Who did call?</i> ✓ Who called?
To answer <i>Who</i> questions, begin with a subject followed by the past tense of the verb, or answer with a name alone.	Subject + past tense of verb <i>Who called?</i> Theo called. or Theo.

Unit 6, page 54: The simple past of *be* (*was/were*)

The simple past of *be* for affirmative statements is *was/were*.

I was *you / we / they were*
he / she / it was

The simple past of *be* for negative statements is formed with *was/were* and *not*.

I was not *you / we / they were not*
he / she / it was not

Was not / Were not are usually contracted to *wasn't* and *weren't* in conversation and informal writing.

was not → ***wasn't***
were not → ***weren't***

Unit 6, page 55: The simple past of *be* (*was/were*)

To form *Yes/No* questions with the simple past of *be*, begin with *Was/Were* followed by a subject and complement.

Was/Were + subject + complement
Was she sick last week?
Were they late?

To answer *Yes/No* questions with the simple past of *be* in the affirmative, begin with *Yes* followed by a subject and *was/were*.

Yes + subject + *was/were*
Was she sick last week? *Were they late?*
Yes, she was. ***Yes, they were.***

To answer *Yes/No* questions with the simple past of *be* in the negative, begin with *No* followed by a subject and *was not / wasn't / were not / weren't*.

No + subject + *was/were* + *not*
Was she sick last week?
No, she was wasn't.
Were they late?
No, they were not.

To ask information questions with the simple past of *be*, begin with a *Wh-* question word followed by the simple past tense form of *be*.

Who/Where/Why/What/When/How + *was/were*
Who was in the car?
Why were they late?
Where was he?

To answer *Why* questions with the simple past of *be*, begin with the subject or *Because*.

Why were they late?
They were late because the bus was late.
Because the bus was late.

Unit 6, page 56: The simple past of irregular verbs

To ask *Who* questions with irregular verbs in the simple past, begin with *Who* followed by a verb in the simple past and a complement if needed.

Who + verb (+ complement)
Who took the books?

To ask other information questions with irregular verbs in the simple past, begin with the *Wh-* question word followed by *did*, a subject, a verb in the base form, and a complement if needed.

When + *did* + subject + base form of verb (+ complement)
When did Gloria come home?

Peer editing checklist

- Is the first letter of each sentence capitalized?

she is a student. → *She* is a student.

- Are proper nouns (people's names, place names) capitalized?

My brother's name is *paul*. → My brother's name is *Paul*.

He lives in *los angeles*. → He lives in *Los Angeles*.

- Is there a period (.) or exclamation mark (!) at the end of each sentence?

I like Shakira *○* → I like Shakira.

She's cool *○* → She's cool!

- Is there a question mark (?) at the end of each question?

What's your name *○* → What's your name?

- Is the vocabulary correct?

My mother is *fourteen*. → My mother is *forty*.

- Is the spelling correct?

He's an *excheng* student. → He's an *exchange* student.

- Do sentences and questions have the correct word order?

You are a student? → *Are you* a student?

- Are the verbs correct?

I *be* fine. → I *am* fine.

He *like* hip-hop. → He *likes* hip-hop.

- Are words such as *first*, *next*, or *after* that used if needed?

I get up. I eat breakfast. → *First I get up. After that, I eat breakfast.*

- Are the paragraphs clear and easy-to-understand?

Her name is Anna. She likes sports. We play tennis. This is my sister.

→ *This is my sister. Her name is Anna. She likes sports. She plays tennis. I do, too.*

Name _____ Unit: _____ Date _____

Student self-evaluation

Look back over the last unit. Think about what you learned. Answer these questions:

1. For me, everything in this unit was:

easy OK difficult.

[If you checked "difficult," answer this question:]

How can I learn the material in this unit? _____

2. The grammar was:

easy OK difficult.

[If you checked "difficult," answer this question:]

How can I learn the grammar in this unit? _____

3. The vocabulary was:

easy OK difficult.

[If you checked "difficult," answer this question:]

How can I learn the vocabulary in this unit? _____

4. My favorite words in this unit are:

_____, _____, _____, and _____.

5. My favorite useful expression in this unit is:

6. Lately, I think I am improving my:

speaking listening pronunciation.

7. Lately, I think I need more practice with:

speaking listening pronunciation.

8. Lately, I am...

	always	sometimes	not so often
...attending class regularly.			
...speaking English only in class.			
...studying at home.			
...completing all assignments.			
...asking the teacher or other students for help.			



Certificate of Achievement

*has successfully completed Postcards Level 1B and has
demonstrated satisfactory proficiency in the English language.*

This certificate is hereby awarded this _____ day of _____, in the year _____.





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