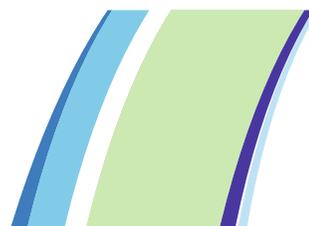




Level 1

English

Brian Abbs
Chris Barker
Ingrid Freebairn
with JJ Wilson



PRESIDENTE DE LA REPÚBLICA

Rafael Correa Delgado

MINISTRO DE EDUCACIÓN

Augusto Espinosa Andrade

Viceministro de Educación

Pablo Cevallos Estarellas

Viceministro de Gestión Educativa

Darío Rodríguez Rodríguez

Subsecretaria de Fundamentos Educativos

Miriam Chacón Calderón

Subsecretario de Administración Escolar

Roberto Pazmiño Alvear

Directora Nacional de Comunicación Social

María Lorena Portalanza Zambrano

Equipo técnico

Proyecto de Fortalecimiento de Enseñanza de Inglés

© Ministerio de Educación del Ecuador, 2013

Av. Amazonas N34-451 y Atahualpa

Quito, Ecuador

www.educacion.gob.ec

La reproducción parcial o total de esta publicación, en cualquier forma y por cualquier medio mecánico o electrónico, está permitida siempre y cuando sea autorizada por los editores y se cite correctamente la fuente.

Impreso por El Telégrafo

DISTRIBUCIÓN GRATUITA - PROHIBIDA SU VENTA

TEACHER'S BOOK - LEVEL 1

**Postcards 1A, Teacher's Book
Second Edition**

Authorized adaptation from the United Kingdom edition, entitled Snapshot, first edition, published by Pearson Education Limited publishing under its Longman imprint.
Copyright © 1998.

American English adaptation, published by Pearson Education, Inc. Copyright © 2008.

Copyright © 2008 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 10 Bank Street, White Plains, NY 10606

ISBN-13: 978-0-13-324793-0

ISBN-10: 0-13-324793-7



Ministerio
de **Educación**

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





Contents

Teacher's Edition

Scope and Sequence	iv
Introduction	vi
Characters	xvi
<i>Let's get started.</i>	T2
UNIT 1 <i>What's your name?</i>	T6
UNIT 2 <i>This is Brian.</i>	T14
Progress check	T21
Game 1	T22
Project 1	T23
UNIT 3 <i>Where are you from?</i>	T24
Wide Angle 1	T32
UNIT 4 <i>Can you repeat that, please?</i>	T34
Progress check	T41

UNIT 5 <i>I have two sisters.</i>	T42
Game 2	T50
Project 2	T51
UNIT 6 <i>I'm not crazy about hip-hop.</i>	T52
Progress check	T59
Wide Angle 2	T60
Fun with songs 1–2	T62
Focus on culture 1–2	T64
Fun with grammar	T68
Word list	70
Language Booster answer key	71
Unit tests	79
Quarterly tests	86
Tests answer key	94
Grammar reference	97
Peer editing checklist	104
Student self-evaluation	105
Certificate of achievement	107



Scope and Sequence

Unit	Title	Communication	Grammar
Pages 2–5	Let's get started.		
 Pages 6–13	What's your name?	Ask about favorites Introduce yourself	Simple present of <i>be</i> : <i>am/is/are</i> – Affirmative statements – Negative statements Subject pronouns Questions with <i>be</i> – Yes/No questions – Information questions: <i>What? How old? Who?</i>
 Pages 14–20	This is Brian.	Introduce people Ask where people and things are: <i>Where is? Where are?</i>	Prepositions of place: <i>in, on, above, under, at, behind, in front of</i> Possessive adjectives: <i>my, your, his, her, our, your, their</i>
Page 21	Progress check Units 1 and 2 Test-taking tip: Familiarize yourself with the entire test.		
Page 22 Page 23	Game 1: Pack it up! Project 1: A snapshot of me		
 Pages 24–31	Where are you from?	Talk about where people are from Ask for and give personal information	Nouns: Singular and plural forms <i>This/that; these/those</i> Articles: <i>a</i> and <i>an</i>
Pages 32–33	Wide Angle 1: From one country to another . . .		
 Pages 34–40	Can you repeat that, please?	Ask about birthdays Ask questions: <i>When? What time? What day?</i>	<i>Can</i> for requests Question words: <i>When, What time, What day + (am/is/are)</i> Prepositions of time: <i>in + month, on + day, at + time</i>
Page 41	Progress check Units 3 and 4 Test-taking tip: Budget your time.		
 Pages 42–49	I have two sisters.	Talk about your family Describe people	Possessive forms of nouns Simple present of <i>have</i> ; <i>any</i> – Affirmative and negative statements – Yes/No questions Information questions with <i>How many</i>
Page 50 Page 51	Game 2: Spelling bee Project 2: A snapshot of someone I like		
 Pages 52–58	I'm not crazy about hip-hop.	Talk about likes and dislikes	Simple present of <i>like</i> – Affirmative and negative statements – Yes/No questions – Information questions Object pronouns: <i>me, you, him, her, it, us, you, them</i>
Page 59	Progress check Units 5 and 6 Test-taking tip: Ask for help and clarification.		
Pages 60–61	Wide Angle 2: Potter teens		

Vocabulary	Skills	Learn to learn	Pronunciation
Cardinal numbers: 21–100	<i>Reading:</i> Read information in a profile; Predict missing lines <i>Listening:</i> Listen for specific information in an interview <i>Speaking:</i> Talk about your favorites; Present your personal profile <i>Writing:</i> Write a personal profile	Familiarize yourself with English	Number stress
Things for teens	<i>Reading:</i> Match paragraphs with pictures <i>Listening:</i> Listen for specific information <i>Speaking:</i> Introduce people; Talk about where people or things are; Talk about your family <i>Writing:</i> Write about your family	Work with a learning partner	Linking sounds
Countries and nationalities	<i>Reading:</i> Read an e-mail for important information <i>Listening:</i> Listen for specific information <i>Speaking:</i> Ask questions to get personal information <i>Writing:</i> Write personal information; Write an e-mail	Know some questions in English by heart	The voiced <i>th</i> sound in <i>this</i> and <i>that</i>
Ordinal numbers	<i>Reading:</i> Read a schedule <i>Listening:</i> Listen for information about events <i>Speaking:</i> Ask for personal information; Ask about birthdays; Talk about favorite TV shows <i>Writing:</i> Fill out a personal information form; Write a schedule	Ask for help	Intonation patterns in information questions
Family members Adjectives for physical description	<i>Reading:</i> Read a family tree <i>Listening:</i> Identify people based on description <i>Speaking:</i> Ask and answer questions about family and physical description <i>Writing:</i> Write about a favorite person	Group new vocabulary into categories	Rising intonation in Yes/No questions
Ways of expressing likes and dislikes	<i>Reading:</i> Recognize true and false statements <i>Listening:</i> Listen for details in an interview <i>Speaking:</i> Talk about likes and dislikes; Ask and answer interview questions <i>Writing:</i> Write Yes/No questions with <i>like</i>	Skim for the main idea	The sound /z/

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:

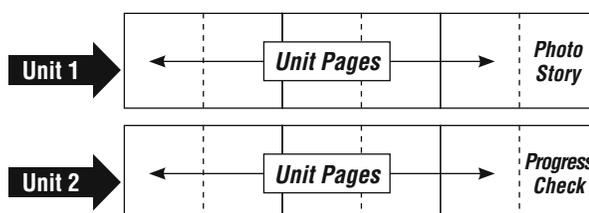
- Setting clear goals for each unit and section
- Presenting an inductive approach to grammar
- Providing explicit instruction and practice in learning strategies

- 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 your family, Describe people* (Unit 5). 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, *Family members, Adjectives for physical description* (Unit 5). 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, Ask about favorites (Unit 1)—or exemplify communicative sentences without emphasis on the underlying grammar—for example, Introduce yourself (Unit 2).

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 3, 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.



Joey



Brian



Annie



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

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.

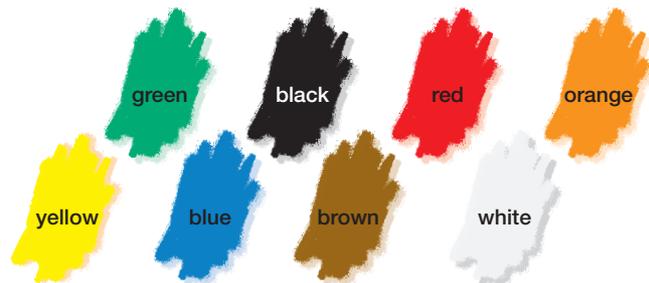
Sunday **Monday** **Tuesday** **Wednesday**
Thursday **Friday** **Saturday**

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

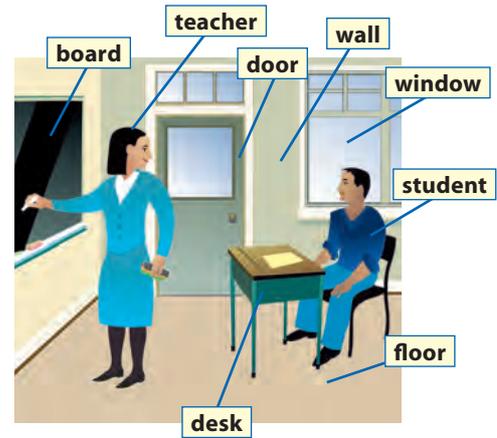
A. Look at the picture and read the labels.

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

board door wall desk

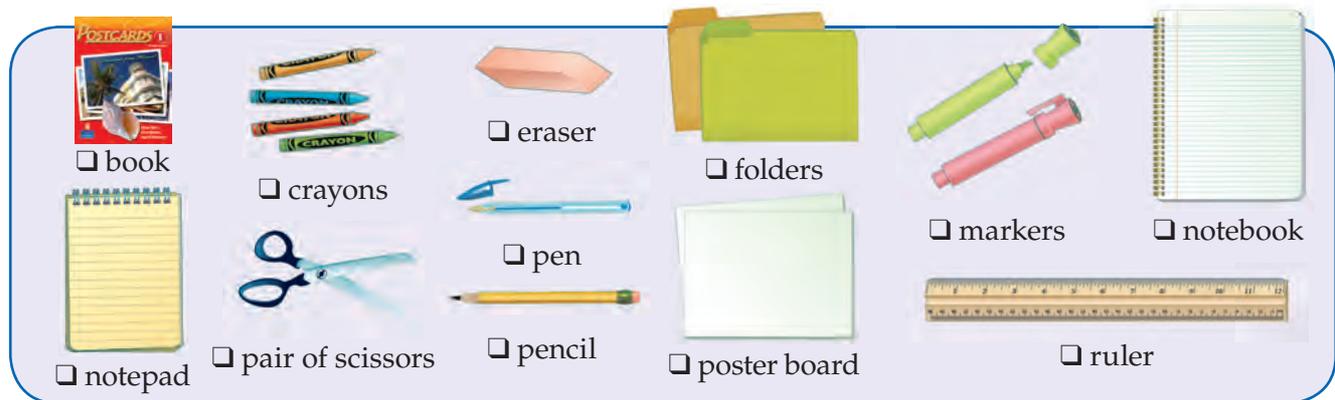
For example:

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.

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

handsome



old



small

big



short

tall

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.



1

What's your name?

1 Dialogue

11 Cover the dialogue and listen.

Andy: Excuse me. Are you Brian Williams?

Brian: Yes, I am. Are you the Gibsons?

Andy: Yup. I'm Andy . . . Andy Gibson.

Liza: Hello. My name's Liza. Welcome to Miami, Brian.

Brian: Thanks! It's great to be here.

Andy: And this is my little brother.

Brian: Hi. What's your name?

Robbie: Robbie. And I'm not little. I'm six.

Brian: Nice to meet you, Robbie.

Robbie: How old are you, Brian?

Brian: I'm fifteen.

Robbie: Fifty!

Andy: No. Not fifty, Robbie. Fifteen.

2 Comprehension

A. Look at the picture. Write the name of each person.

B. Write the information in the blanks.

1. The name of the visitor Brian Williams

2. The names of the two brothers

3. The sister's name _____

4. Brian's age _____

5. Robbie's age _____

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

Learning goals

Communication

Introduce yourself
Ask about favorites

Grammar

The simple present of
be: *am/is/are*
Subject pronouns
Questions with *be*

Vocabulary

Cardinal numbers: 21–100

Course E C
Waiting Area

Brian Williams

America

Welcome to
MIAMI

1

What's your name?

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

Learning strategy

- Familiarize yourself with English

Pronunciation

- Number stress

Skills

- Read information in a profile
- Predict missing lines
- Listen for specific information in an interview

- Talk about your favorites
- Present your personal profile
- Write a personal profile

Background notes

Miami is the second largest city in Florida, the state at the southeastern corner of the United States. Florida is known as a tourist center with beaches, theme parks, the Kennedy Space Center, and other attractions.

Warm-up (5 min.)

- Introduce yourself to the class. Write on the board: *Hello. I'm (name).* and *Hi. My name's (name).*
- Have each student stand and introduce him/herself to you.

Using the large photo (5 min. or less)

- Have students open their books. Introduce the unit title. Hold up your book and point to the large photo. Ask questions to help students make predictions about the situation: *How many characters are in the picture?* (four) *How many boys?* (three) *Girls?* (one) *Where are they?* (at an airport) Point to the different characters and ask students to guess: *How old is he/she?* (Answers will vary.)
- Point out the sign on Brian's luggage cart. Ask *What does this say?* (Welcome to Miami) *Where is Miami?* (in Florida; in the United States)

1 Dialogue and 2 Comprehension (15 min.)

A.

- Hold up your book and point out Comprehension Exercise A. Read the directions aloud or call on a student to read them. Point to Brian and ask *Who's this?* (Brian Williams) Point out the other boxes where students are to write the names.
- Hold up your book and point to the names on the left of the dialogue. Ask *How many people are speaking?* (four) *What are their names?* (Andy, Brian, Liza, Robbie) Write these names on the board.
- **11** Tell students to cover the dialogue. Demonstrate this by holding up your book and covering the dialogue with a piece of paper or your hand. Tell students to listen carefully, look at the picture, and write the names. Play the audio. When finished, ask students to raise their hands if they need to listen again. Play the audio again once or twice if needed.

- Elicit the answers by holding up your book, pointing to each character, and asking *Who's this?* Write the names on the board.

Answer key

(From left to right) Brian Williams, Andy Gibson, Robbie Gibson, Liza Gibson

B.

- Read the directions and questions for Exercise B aloud. Make sure students understand *visitor* and *age*. Elicit the answer to the first item. (Brian Williams)
- **11** Make sure students still have the dialogue covered, then play the audio. Play the audio again once or twice if needed.

Answer key

- | | |
|-------------------------------|------------|
| 1. Brian Williams | 4. fifteen |
| 2. Andy Gibson, Robbie Gibson | 5. six |
| 3. Liza Gibson | |

C.

- **12** Read the instructions for Exercise C aloud. Holding up your book, demonstrate uncovering the dialogue. Play the audio again. Have students read along and check their answers. Finally, elicit the answers and write them on the board.
- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *Excuse me, Are you...?, I am/I'm, Yup, welcome, It's great to be here, little brother, I'm not little, What's your name?, How old are you?, fifteen and fifty.*
- Have students practice the dialogue. Play the audio or read the dialogue aloud, pausing for students to repeat the lines. Work on pronunciation as needed. Then assign groups of four and tell students to read the dialogue aloud, changing roles after each reading so that all students read each role once. Model this with one group of students so the class understands. When groups have finished, select one or more groups to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

3 Useful expressions (5–10 min.)

A.

- Hold up your book and point to the Useful expressions exercise. Tell students that they will now be listening to and repeating some expressions from the dialogue. Tell them these are common expressions they will learn to use.
- **13** Play the audio and have students listen and repeat. Work on pronunciation as needed.
- Tell students to find each expression in the dialogue. Explain or elicit the meaning, or demonstrate the situation in which each expression is used. For example, demonstrate when to use *Excuse me* with another student. Pretend to be busy writing on the board; ask a student to say *Excuse me, Mr./Ms. (your name)*. Once you hear the expression, turn to the student and say *Yes?*

B.

- Pair students before you begin. Read or call on a student to read the directions aloud. Call on one student in a pair to tell you the first couple of lines as an example—make sure the student uses his or her partner's name in the first line, and his or her name in the third line. Elicit the first couple of lines from the other student in the pair, too—making sure he or she begins with the partner's name. Then have pairs work together to fill in the blanks.

Answer key

A: Excuse me. Are you [student's name]?

B: Yes, I am.

A: Hello. My name's [student's name]. Welcome to [students' city].

B: Thanks. / Thank you. It's great to be here.

C.

- **PAIRS.** Call on a pair to model practicing the conversation for the class. Be sure to have them switch roles so the other students know to do this.
- Have students practice in pairs two or three times.
- To help students learn these expressions, tell pairs to practice again, this time silently reading their lines, then looking up and saying them to their partner. Model this with a student. Tell students to practice two or three times.
- Have students practice the conversation again, this time standing with their books closed. Model this with a student, using gestures and facial expressions. If helpful, you may want to write the first word of every line on the board to help students remember the conversation flow.
- Call on one or two pairs to stand and perform the dialogue for the class.

3 Useful expressions

A. 13 Listen and repeat.

- Excuse me.
- Thanks./Thank you.
- Welcome to [Miami].
- Hello. My name's [Liza].
- Are you [Brian Williams]?
- It's great to be here.

B. Complete the conversation with expressions from Exercise A. Use your own information.

A: *Excuse me*. Are you _____?

B: Yes, I am.

A: _____. My name's _____.

B: _____. It's great to be here.

C. PAIRS. Role-play the conversation in Exercise B.



4 Vocabulary

Cardinal numbers: 21–100

A. 14 Listen and repeat.

21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred

B. 15 Listen and circle the numbers you hear.

22	56	13	55	77
10	89	95	60	15
7	20	8	30	99

5 Pronunciation

Number stress

A. 16 Listen to the numbers and repeat them.

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

B. 17 Listen and circle the number you hear in each pair.

- 13 30 4. 16 60
2. 14 40 5. 17 70
3. 15 50 6. 18 80



GRAMMAR FOCUS

The simple present of *be*

Affirmative statements

I **am**
 You **are**
 He **is**
 She **is**
 It **is**
 We **are**
 You **are**
 They **are**

} 11 years old.

Negative statements

I **am**
 You **are**
 He **is**
 She **is**
 It **is**
 We **are**
 You **are**
 They **are**

} not 15 years old.

Long forms

I am
 You are
 He is
 She is
 It is
 We are
 You are
 They are

Short forms (Contractions)

I'm
You're
He's
She's
It's
We're
You're
They're

Discovering grammar

Look at the grammar chart. Complete the grammar rules.

1. The present tense of *be* has three forms: am, _____, and _____.
2. Use the verb _____ with *I*.
3. Use the verb _____ with *he, she,* and *it*.
4. Use the verb _____ with *we, you,* and *they*.

Practicing grammar

6 Practice

Write the contractions (short forms).

1. (*I am*) I'm a student.
2. (*You are*) _____ my teacher.
3. (*She is*) _____ my friend.
4. (*He is*) _____ 10 years old.
5. (*It is*) _____ my English homework.
6. (*They are*) _____ my friends.
7. (*We are*) _____ classmates.



4 Vocabulary (5 min.)

A.

- Write the numbers 20, 21, and 22 on the board. Next to each, write them out to show stress: *TWENTy*, *TWENTy-ONE*, *TWENTy-TWO*. Say them aloud, exaggerating the stress, and have students say them after you.
- 14 Play the audio. Tell students to pay attention to the stressed syllables.
- 14 Play the audio again, pausing for students to repeat.

B.

- 15 Read the instructions or call on a student to read them aloud. Play the audio and pause after the second number. Have students circle the number. Elicit the answer and write it on the board with a circle around it. Then play the rest of the audio once or twice. When finished, play the audio one last time. Pause after each number, elicit it, and write it on the board.

Answer key

13, 56, 7, 15, 30, 8, 60



Have students complete Workbook Exercises 1–4.

5 Pronunciation (15 min.)

A.

- Ask students to go back to the dialogue lines where Robbie and Brian talk about Brian's age: *How old are you, Brian? / I'm fifteen. / Fifty! / No. Not fifty, Robbie. Fifteen.*
- Elicit ideas about Robbie's confusion between 15 and 50. Write *FIFTy* and *fifTEEN* on the board, pointing out the stressed syllables in capital letters. Point out that listening for the stress can help students tell these numbers apart.
- 16 Read the instructions aloud. Then play the audio, pausing for students to repeat. Work on stress by exaggerating the stress for students to repeat. Play the audio once more if helpful.

- **Focus on multiple intelligences: this activity focuses on auditory and kinesthetic intelligences.** Take out two pieces of paper. Write a large number 1 on one piece and a large number 2 on the other piece. Have students do the same. Tell students you will say numbers from Exercise A. If the stress is on the first syllable (for example, *SIXty*), they hold up the number 1. If the stress is on the second syllable (for example, *sixTEEN*), they hold up the number 2. Demonstrate this for the class. Then read numbers aloud until students seem to be able to hear the difference.

B.

- 17 Explain the task. Play the audio two or more times. When finished, play the audio one last time. Pause after each number, elicit it, and write it on the board.

Answer key

1. 13 2. 40 3. 50 4. 16 5. 17 6. 80



Grammar Focus

and Discovering grammar (5–10 min.)

The simple present of *be*

See Grammar reference, page 98.

- Write on the board *I am 11 years old*. Ask students if this is true about you. (No!) Write *I am not 11 years old* on the board. Point out that the first sentence is an affirmative statement, and the second is a negative statement. Write the appropriate heading above each sentence.
- Read the grammar chart aloud and have students say it after you. Keep the pace of your reading quick to maintain student interest.
- Tell students to read the Discovering grammar directions. Elicit the answer to number 1 as an example. Then have students work in pairs to complete the answers to the other items.
- Elicit the answers and write them on the board.

Answer key

1. am, is, are 2. am 3. is 4. are

- Use the board to teach or elicit other important information about the simple present tense of *be*, such as: a pronoun replaces the name of a person, place, or thing; the pronouns *I*, *he*, *she*, and *it* are singular, *we* and *they* are plural, and *you* can be singular or plural; a contraction is made by replacing the first letter of the *be* verb with an apostrophe and joining it with the pronoun. (See the Grammar reference.)

Practicing grammar

6 Practice (5 min. or less)

- Call on a student to read the directions. Elicit the answers to the first two items. Have students work independently to complete the exercise.
- Have students compare their answers with a classmate. Then elicit the answers and write them on the board.

Answer key

1. I'm 2. You're 3. She's 4. He's 5. It's 6. They're 7. We're

7 Practice (15 min.)

Background notes

J.K. Rowling is the British author of the popular Harry Potter books.

Chayanne is a Puerto Rican singer and actor who has recorded many hit songs. His hits include "Salome" and "Boom Boom."

Gwen Stefani is an American pop/rock singer who sings lead vocals for the band No Doubt and also has a solo career. Her hits include "Hey Baby," "Hollaback Girl," and "Rich Girl."

Oprah Winfrey is an American talk show host. She is the first woman in history to own and produce her own talk show.

Maria Sharapova is a Russian tennis player, now based in Florida. She won Wimbledon when she was only 17 years old.

Steven Spielberg is an American director whose films include *Jaws*, *ET: The Extra-Terrestrial*, *Jurassic Park*, and *War of the Worlds*.

Daniel Radcliffe is a British actor who plays Harry Potter in the film series.

A.

- Read the occupations in the box aloud and have students say them after you. Preteach unfamiliar vocabulary items such as *actor* and *movie director*. Explain that *actor* can refer to male or female television, movie, and theater performers.
- Holding up your book, point to the celebrities, pronounce their names, and have students say them after you. For each, ask students to raise their hands if they know the person. Don't elicit their occupations at this point.
- Call on a student to read the directions aloud. Elicit the answer for the first item. Then, depending on how familiar your students are with these celebrities, have them work individually or in pairs or groups to complete the exercise. Remind students they can guess if they are not sure about the person's occupation.
- Elicit the answers. Give or elicit more information about the celebrities if students are interested in learning more about them.

Answer key

1. author
2. singer
3. singer
4. talk show host
5. tennis player
6. movie director
7. actor

B.

- Hold up your book, point to the directions and example sentences, and read them aloud. Then point to the picture of Chayanne. Call on a volunteer to make two sentences about Chayanne. (He's Chayanne. He's a singer.) Write these sentences on the board. If helpful, elicit sentences for Gwen Stefani before having students work individually to complete the exercise.
- When students have finished, call on students to write the remainder of the sentences on the board.

Answer key

1. She's J.K. Rowling. She's an author.
2. He's Chayanne. He's a singer.
3. She's Gwen Stefani. She's a singer.
4. She's Oprah Winfrey. She's a talk show host.
5. She's Maria Sharapova. She's a tennis player.
6. He's Steven Spielberg. He's a movie director.
7. He's Daniel Radcliffe. He's an actor.

C.

- **PAIRS.** Read the directions or call on a student to read them aloud. To make sure students understand how to do the activity, model with a student. Say *I'm A. You're B.* Hold up your book, point to the photo of J.K. Rowling, and read the first example aloud with the student. Then point to Chayanne and call on two students to each say a sentence about him.
- Pair students and say *A begins*.

D.

- When pairs have finished, tell students *Practice again. This time B begins*.
- Check by holding up your book, pointing to a celebrity at random, and asking the class *Who's this?*



Have students complete **Workbook Exercises 5–8** and **Grammar Builder Exercises 1–4**.

7 Practice

A. Label the pictures with the people's occupations. An occupation can be used more than once.

actor	movie director	talk show host
author	singer	tennis player

B. Write two sentences saying who the person in each picture is and his or her occupation.

1. She's J.K. Rowling.
She's an author.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. **PAIRS.** Student A, say the names of three people in the pictures. Student B, say the person's occupation.

For example:

A: She's J.K. Rowling.

B: She's an author.

D. Switch roles. Talk about three more people in the pictures.



1. J.K. Rowling
author

2. Chayanne

3. Gwen Stefani

4. Oprah Winfrey

5. Maria Sharapova

6. Steven Spielberg

7. Daniel Radcliffe



GRAMMAR FOCUS

Questions with be

Yes/No questions

Am I
Are you
Is he
Is she
Is it

OK?

Are we
Are you
Are they

Affirmative answers

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

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

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**.)
No, it's not. (No, it **isn't**.)

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

Information questions

What's your name?
How old are you?
Who's your favorite singer?

Long answers

My name's Isabel.
I'm 10 years old.
My favorite singer is Shakira.

Short answers

Isabel.
Ten.
Shakira.

Contractions

What's = What is *Who's* = Who is *name's* = name is

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Use the question word (*Who / What*) to ask a person's name.
2. Use the question word(s) (*What / How old*) to ask about a person's age.
3. (*What's / What's*) is the contraction of *What is*.

Practicing grammar

8 Practice

Change these sentences into Yes/No questions. Change the subject pronoun as needed.

1. I'm 10 years old. Are you 10 years old?
2. You're my friend. _____
3. Our teacher is nice. _____
4. English is easy. _____
5. Our classmates are cool. _____
6. I'm happy. _____

9 Practice

PAIRS. Take turns. Ask each other the questions in Exercise 8. Give true answers.

For example:

- A: Are you 10 years old?
B: No, I'm not. I'm 11.

10 Practice

Look at the answers. Write the question for each answer. Use a question mark.

1. A: What's your name?
B: Sophia. Sophia Garcia.
2. A: _____
B: Christina Aguilera. She's a great singer.
3. A: _____
B: I'm 12.
4. A: _____
B: Yes, I'm OK.



11 Practice

Play a game! Go to page 68.



Grammar Focus

and Discovering grammar (10 min.)

Questions with *be*

See Grammar reference, page 98.

- Write on the board and ask the class, pointing to a student, *Is he (student's name)?* (Yes!) Next to the question, write *Yes, he is*. Point to a different student and ask *Is he (first student's name)?* (No) On the board, write *No, he's not* and *No, he isn't*. Write a heading above each statement: *Yes/No question, Affirmative answer, Negative answer*.
- Read the first section of the grammar chart aloud, going across in rows, and have students say it after you. Keep the pace quick.
- Using the board, teach or elicit other helpful information about questions and answers with *be*, such as how to make a *Yes/No* question by reversing the order of the subject and verb; the two ways to make negative contractions—join the subject and contracted *be* verb, or join the *be* verb and *n't* (exception: *I am not*). (See the Grammar reference.)
- Hold up your book and point to the second part of the chart. Ask the class *What's the first information question?* (What's your name?) *What's the long answer?* (My name's Isabel.) *What's the short answer?* (Isabel.) Pointing at the Contractions section on the chart, ask *What's the contraction for name is?* Do the same for the other information questions and answers. Make sure students understand the word *favorite*.
- Call on a student to read the directions to Discovering grammar aloud. Elicit the answer to the first question and write it on the board with a circle around it. Then have students work individually to complete the exercise. Check the answers as a class.

Answer key

1. What
2. How old
3. What's

- Use the board to teach or elicit other key points about information questions and contractions, such as how to make an information question and how to make contractions. (See the Grammar reference.)

Practicing grammar

8 Practice (5 min.)

- Call on a student to read the directions aloud. Elicit the answers for the first two items, making sure students know to change *I* to *you* and *you* to *I* in the questions. Check that students understand *nice*, *easy*, and *cool*. Then have students work individually or in pairs to complete the exercise. When students have finished, elicit the answers and write them on the board.

Answer key

1. Are you 10 years old?
2. Am I your friend?
3. Is our teacher nice?
4. Is English easy?
5. Are our classmates cool?
6. Are you happy?

9 Practice (5 min.)

- **PAIRS.** Read the directions aloud. Model asking and answering the first few questions with a student. Be sure to demonstrate giving true answers and taking turns.
- Assign pairs and say *Student A begins*. When most students have finished, say *Practice again*. *Student B begins*. Time permitting, have students change partners and practice again.
- Check this exercise by calling on individual students to ask each question, and on other students to answer them.



Have students complete Workbook Exercises 9–13 and Grammar Builder Exercises 5–7.

10 Practice (5 min.)

- Call on a student to read the directions aloud. Write a question mark on the board and ask students *What's this?* (a question mark) *What do you end your question with?* (a question mark) Elicit the answers to the first two items. If helpful, point out that the questions come from the grammar chart.
- Have students work independently or in pairs to complete the exercise. Then elicit answers from them.

Answer key

1. What's your name?
2. Who's your favorite singer?
3. How old are you?
4. Are you OK?

11 Practice (10 min.)

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



Have students complete Workbook Exercises 14–16 and Grammar Builder Exercises 8–11.

12 Communication (15 min.)

A.

- **18** Pointing to Exercise A, say *Read along as you listen to the conversation*. Play the audio once, then ask comprehension questions such as *Who's Johnny Depp?* (an actor) *Who's Michelle Wie?* (an athlete) Elicit or explain the meaning of *Really?* and *Me, too*.
- **18** Play the audio again once or twice, pausing for students to repeat. Help with pronunciation.
- Pair students and tell them to take turns reading each role. Model, if helpful.

B.

- **PAIRS.** Point to a student and say *Tell me a true answer. Who's your favorite actor? Who's your favorite athlete?* After the student has answered, point to the instructions and say *Now let's role-play the conversation. Use your own information.* Model the conversation and demonstrate changing roles.
- Pair students and have them practice the conversation several times.
- Have students close their books and stand. Tell them to practice the conversation with at least five other students. Set a time limit of three minutes.
- To conclude the activity, call on two or three pairs to perform for the class.



Have students complete Workbook Exercises 18–21.



(5 min.)

- **GROUPS.** Tell students *Teen talk is a group activity. You can talk with classmates about favorite topics.* Go over the Useful language. Form a group with three to five students and model the activity.
- Group students and tell them to begin. Walk around the class as students discuss, helping only when students ask.

13 Listening (10 min.)

A. B. C.

- **19** Read the instructions and then play the audio two or more times for each of the exercises. When most students have marked their answers, check them and move on to the next exercise.

Answer key

- A. Jorge Campos, Ronaldo (twice), Shaquille O'Neal
 B. Luis Diego Chavez, Gustavo Senna
 C. "Teen Line"

Learn to learn (10 min.)

- Explain, in L1 if necessary, that students will practice using learning strategies to help them learn faster and more easily. Read the strategy line and explain or elicit the meaning.
- Call on students to read the directions and questions aloud.
- **20** Play the audio several times. When most students have finished, elicit the answers and write them on the board.
- Read the tip. Ask *What are some TV shows in English? What are some songs in English?* Encourage students to enjoy English shows and songs.

Answer key

1. David 2. Who are your favorite athletes? 3. Ana Cortez
 4. Sonia

Audioscript

Host: Hello! I'm David, host of your favorite program, "Teen Line." Our question this week is "Who are your favorite athletes?" Yesterday our reporters talked to teenagers in the United States. Today they are talking to teenagers in Latin America. "Teen Line" reporter Ana Cortez is in Mexico. Go ahead, Ana.

Ana: Hi, David. I'm here in Mexico City with a very cool teenager. Hi, Luis. How are you?

Luis: Fine, thanks.

Ana: What's your full name, Luis?

Luis: Luis Diego Chavez.

Ana: And how old are you?

Luis: 12. Uh, 13 tomorrow.

Ana: Happy birthday! So let's talk about your favorites. Who's your favorite athlete?

Luis: From my country?

Ana: Yup.

Luis: Jorge Campos.

Ana: How about outside Mexico?

Luis: Ronaldo, from Brazil.

Ana: So you're a big soccer fan! Me, too. Over to you, David.

David: Let's turn our mike over to Sonia, our reporter in Brazil. Sonia, are you there?

Sonia: Yes, David. I'm here with Gustavo Senna from São Paulo. How old are you, Gustavo?

Gustavo: 14.

Sonia: So who's your favorite athlete?

Gustavo: Ronaldo. He's the best soccer player in the world.

Sonia: I think so, too. How about your favorite athlete outside Brazil?

Gustavo: Shaquille O'Neal.

Sonia: Shaquille O'Neal! That's interesting!

12 Communication

Ask about favorites

A. 18 Listen to the conversation.

A: Who's your favorite actor?

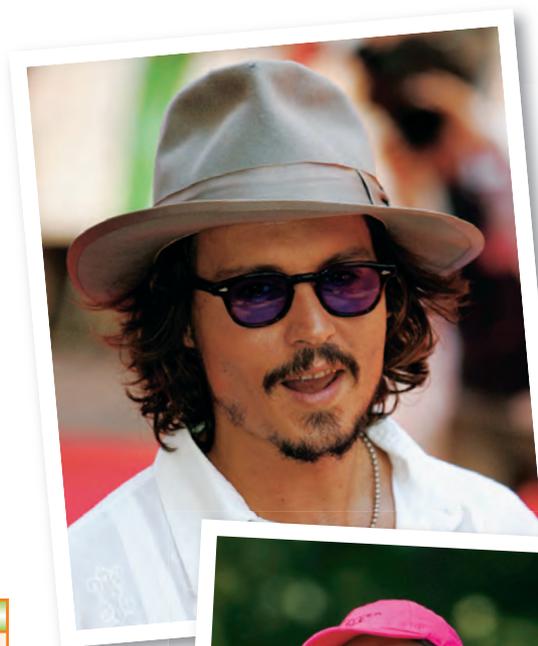
B: Johnny Depp.

A: Really? What about your favorite athlete?

B: My favorite athlete is Michelle Wie.

A: Me, too. She's great.

B. PAIRS. Role-play the conversation. Use your own information.



GROUPS. Talk about your favorite singers and actors.

Useful language:

- Who's/What's your favorite _____?
- He's/She's really cool!
- Me, too!
- He's/She's my favorite, too.
- Really?
- Yeah.

13 Listening

A. 19 Listen to the interviews. Who are the teenagers' favorite athletes? Put a check (✓) before the names.

- ___ Michael Jordan
- ___ Romario
- ___ Shaquille O'Neal
- ___ Ronaldo
- ___ Diego Maradona
- Jorge Campos

B. Put a check (✓) before the names of the two teenagers in the interviews.

- ___ Luis Cesar Chavez
- ___ Igor Gonzales
- ___ Luis Diego Chavez
- ___ Gustavo Senna

C. Put a check (✓) before the name of the radio program.

- ___ "Teen Fun"
- ___ "Teen Line"
- ___ "Teen Show"

Learn to learn

Familiarize yourself with English.

Listening to English often will help you become familiar with the sounds of English.

20 Listen again to the interview. Listen a few times if necessary. Then answer the questions.

1. What's the name of the host of the radio program?

David

2. What's the question for the week?

3. What's the name of the interviewer in Mexico? _____

4. What's the name of the interviewer in Brazil? _____

Tip: Whenever you can, watch TV shows in English or listen to songs in English.

14 Reading

21 Read the profiles of teenagers looking for e-friends. Then listen to their messages.

E-FRIENDS WANTED



Name: Jiang Li
City/Town: Shunde
State/Province: Guangdong
Country: China
Message:
 Hi. My name's Jiang Li. I'm 13 years old, and I'm in sixth grade. I like movies and music. My favorite actress is Zhang Ziyi.



Name: John
City/Town: Bedford
State/Province: Connecticut
Country: U.S.A.
Message:
 Hi there. I'm John, and I'm 12 years old. I like texting friends. I also like movies and sports. I love the *Star Wars* movies!



Name: Mia
City/Town: Treviso
Country: Italy
Message:
 My name's Mia. I'm 14. I speak English, Spanish, and Italian. I love all the Harry Potter books and movies.

15 Comprehension

Complete the chart.

	Jiang Li	John	Mia
Age			
City/ State/ Country			
Favorites			

16 Writing

A. Create your own profile.

Name: _____

Age: _____

School: _____

City/Town: _____

Country: _____

Favorites: _____

B. **CLASS.** Present your profile to the class.

For example:

Hello. My name's Antonio. I'm 11 years old. I'm from Madrid, Spain. My favorite sport is volleyball.

14 Reading (5 min.)

Background notes

Zhang Ziyi was born in Beijing. She has acted in such films as *Crouching Tiger, Hidden Dragon* and *House of Flying Daggers*.

Connecticut is a state in the northeastern United States.

Treviso, a city in northeastern Italy, is home to the designer clothing company Benetton.

- Hold up your book and point to the picture of the computer screen. Ask previewing questions such as *What is this?* (a computer) *What is the title?* (E-friends Wanted) *How many teenagers want e-friends?* (three)
- Elicit or teach the meanings of *languages, state, province, and country.*
- Have students read the profiles silently.
- 21 Play the audio or read the messages aloud with the students following along in their books. Finally, have students read the messages again silently.

15 Comprehension (5 min.)

- Hold up your book, point to the chart, and read the instructions. Elicit the first couple of items for Jiang Li, write them on the board, and have students write them into their books. Then have students complete their charts, working individually or in pairs.
- Check orally by asking questions such as *How old is Jiang Li? Where is she from? What are some of her favorites?*

	Jiang Li	John	Mia
Age	13	12	14
City/State/Country	Shunde, Guangdong, China	Bedford, Connecticut, U.S.A.	Treviso, Italy
Favorites	movies, music, Zhang Ziyi	texting friends, movies, sports, <i>Star Wars</i> movies	Harry Potter books and movies

16 Writing (10 min.)

A.

- Read the instructions. Elicit and list on the board some “favorites” students might want to write about, such as *movies, actors, directors, music, singers, bands, sports, athletes, books, authors, etc.*
- Have students work independently to fill in their profiles. Walk around to monitor and help students.

B.

- **CLASS.** For each item in the profile, elicit the sentence students will need to use for their presentation. If helpful, write the sentences on the board.
- If time considerations or class size make it impractical for all students to speak in front of the class, assign groups of four to five students and have students make presentations to their group.

Cross-curricular activity: social studies

- Hold up your book and point to the teens pictured in Exercise 14. Ask *What countries are they from?* (China, the United States, Italy) Write the country names on the board. Have students locate them on a map if helpful.
- Assign students to groups of three. Have each student write one of the country names on a piece of paper (one country per group member). For classes not divisible by three, form one group of two (one student has two country names) or four (two students have the same country name).
- Tell students they will check their knowledge about the three countries. Elicit or explain any new vocabulary, such as *capital* and *flag*, before students begin.
- Say *I will read a sentence about one of the countries. I will read it two times. You can discuss the answer. After five seconds, I'll say Answer! Then you hold up the correct country name.*
- Read each of the following sentences twice, pausing five seconds before calling for an answer.
 1. *The capital of this country is Washington, D.C. (United States)*
 2. *This country's flag is red and yellow. (China)*
 3. *Hong Kong is in this country. (China)*
 4. *The capital of this country is Rome. (Italy)*
 5. *San Diego is in this country. (United States)*
 6. *This country's flag is red, white, and green. (Italy)*
 7. *The capital of this country is Beijing. (China)*
 8. *Basketball is from this country. (United States)*
 9. *Venice is in this country. (Italy)*
 10. *Pandas are from this country. (China)*

Putting it together *At the airport* (15 min.)

Background notes

Education in the United States: Most children start school in **kindergarten** when they are about five years old and are five to six years old in **first grade**, six to seven years old in **second grade**, and so on. Liza is fourteen, so she is in **eighth grade**. Her brother, who is fifteen, is in **ninth**. **Elementary school** covers kindergarten through fifth or sixth grades. Students attend a **middle school** or **junior high school** for two to three years after elementary school. **High school** follows, and runs through **twelfth grade**.

A **koala** is a marsupial, not a bear. Native to Australia, an average koala eats 500 grams (about one pound) of eucalyptus leaves a day.

"**Aussie**" is a nickname for *Australian*.

U2 is an Irish rock group led by singer Bono, who has also been active in raising awareness and funds for the relief of poverty and AIDS in Africa.

Ashlee Simpson is a dancer, actor, and singer. She's also the younger sister of pop star Jessica Simpson.

A.

- Read the title aloud. Point out that in Putting it together photostories, students will review language from the unit and complete a dialogue.
- Prepare students for this exercise by helping them make predictions about the dialogue. Hold up your book, point to the first picture, and say *Look at picture 1*. Point to each character and ask *Who's he/she?* Elicit other information by pointing to the different pictures and asking questions such as *Where are they?* (at the airport) *What does Brian give to Robbie in picture 3?* (a koala) *Who is smiling in picture 5?* (Brian and Liza)
- Read the instructions and the dialogue in the first two pictures as students read along. Then point to the first blank and ask students *What's the answer to this question?* (I'm fourteen.) *What kind of question is it—a Yes/No question or an information question?* (an information question) *What is the question?* (How old are you?)
- Have students fill this in and then complete the exercise individually or in pairs.

B.

- **22** Read the instructions aloud and play the audio once or twice. Check the answers orally.

Answer key

1. How old are you?
2. What's his name?
3. Who's your favorite singer?

- To extend work with the photostory, go over key concepts and vocabulary such as *eighth grade*, *ninth (grade)*, *Hey, look what I have for you*, *koala bear*, *Aussie*, *Cool*, *Eww*, *Yuck*, and *can't sing*.
- 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 three 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, names of their favorite singers, and other information. 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 values

- Point to and read the exchange in picture 3 (Brian: *Hey, look what I have for you*. Robbie: *A koala bear! Thanks!*). Ask students, using L1 as needed, *What is the koala bear?* (a gift) *Why does Brian give Robbie a gift?* (He's a visitor; He will stay with the Gibson family.) *How does Robbie feel?* (happy)
- Ask *What other times do you give gifts?* Elicit gift-giving occasions from students, writing them on the board, and add others that they have not mentioned. Give English translations if students are interested. Discuss the importance of gift-giving with the class.

Activities

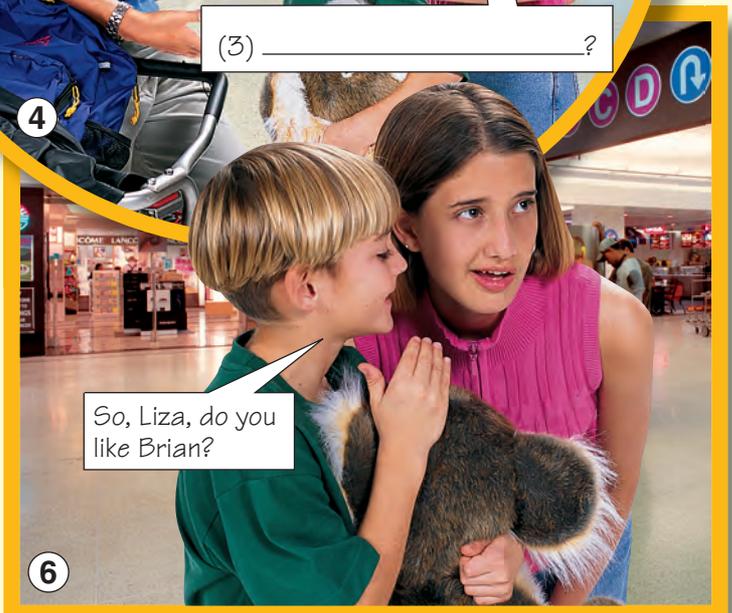
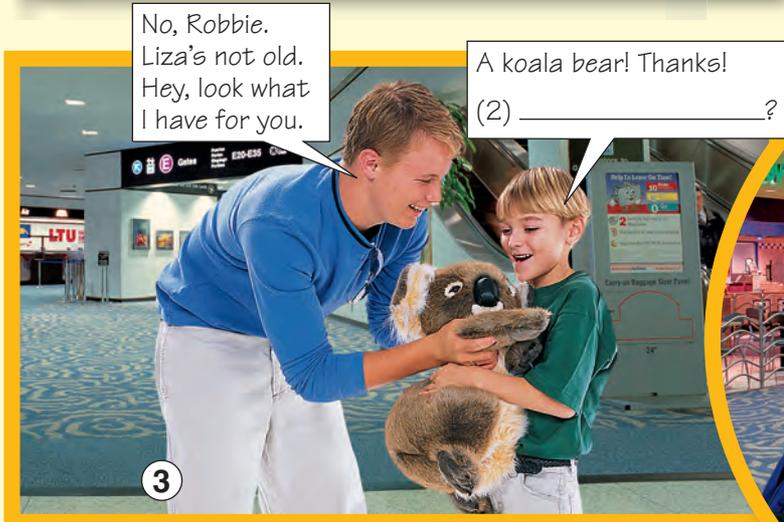
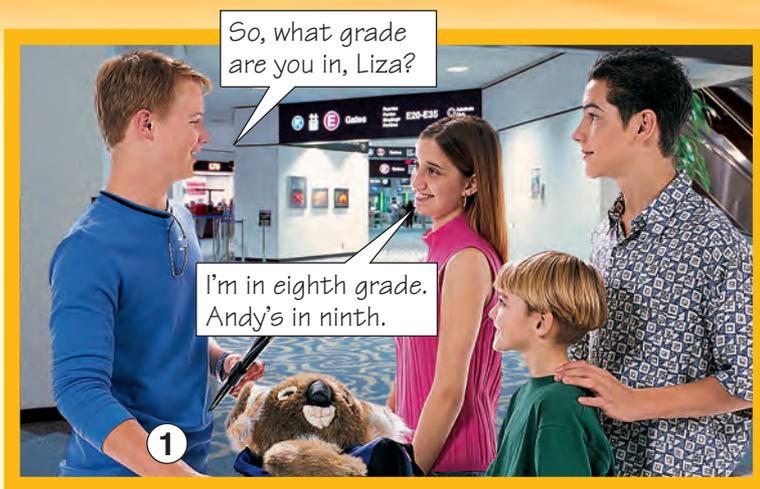
Fun with songs 1, page 62

Focus on culture 1, pages 64–65

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

Putting it together *At the airport*

A. Before you listen, read the conversation. Fill in the missing questions.



B. 22 Now listen as you read along. Check your answers.

2

This is Brian.

1 Dialogue

23 Cover the dialogue and listen.

Robbie: There's my mom.

Brian: Where's your dad?

Liza: He's at work.

Robbie: No, he's not. He's at home today.

Andy: Yeah, Dad's at home. Mom, this is Brian.

Mom: Hello, Brian. Nice to meet you. How are you?

Brian: I'm OK, thanks. Just a little tired.

Mom: Where are your bags?

Brian: They're on the cart over there.

Mom: Andy, please put Brian's bags in the car.

Robbie: Let's go, Mom.

(Later, at home.)

Robbie: Come on, Brian. I'll show you my room and my new video games.

Liza: Robbie, Brian's tired. Leave him alone. OK?

2 Comprehension

A. Match the two parts to make sentences.

- | | |
|-----------------------|--------------------|
| 1. Mom is | a. on the cart. |
| 2. Dad is | b. tired. |
| 3. Brian is | c. at the airport. |
| 4. The bags are | d. in the car. |
| 5. Andy puts the bags | e. at home. |

B. 24 Read along as you listen again. Check your answers.

Learning goals

Communication

Introduce people

Ask where people and things are:

Where is?/Where are?

Grammar

Prepositions of place: *in, on, above, under, at, behind, in front of*

Possessive adjectives

Vocabulary

Things for teens

2

This is Brian.

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

Learning strategy

- Work with a learning partner

Pronunciation

- Linking sounds

Skills

- Match paragraphs with pictures
- Listen for specific information
- Introduce people

- Talk about where people or things are
- Talk about your family
- Write about your family

Background notes

Introductions: In formal situations, adults often shake hands with another adult or a teenager when they first meet. Young people do not usually shake hands with each other, but they may raise a hand in a kind of half-wave.

Greetings: When meeting someone or greeting someone they already know, people often ask *How are you?* A common answer is *I'm fine, thank you* or the more casual *Fine, thanks* or *I'm OK, thanks*. In casual situations, when you are not feeling well, you can answer honestly and say you feel tired, sick, etc.

Warm-up (5 min.)

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

- Review the Unit 1 introductions and write them on the board.

A: Hello. I'm . . .

B: Hi. My name is . . .

Explain and add these expressions to the board:

A: Nice to meet you.

B: Nice to meet you, too.

- With one or two students, model using the exchanges on the board and your own names.
- Have students walk around the room and "meet" one another. Give students a goal such as *Talk to at least five people* or *Meet as many people as you can in three minutes*. Walk around to monitor.
- Have students open their books. Introduce the unit title.

Using the large photo (5 min. or less)

- Holding up your book and pointing to the picture, ask students to look at the large photo. Ask questions to help students make predictions about the dialogue: *Where are the characters now?* (outside the airport) *Who is the woman?* (Mrs. Gibson) *What is Brian doing?* (meeting Mrs. Gibson)

1 Dialogue and 2 Comprehension (15 min.)

- Read the dialogue instructions or call on a student to read them aloud. Tell students to cover the dialogue. Demonstrate this by holding up your book and covering the dialogue with a piece of paper or your hand.

A.

- Read the directions for Comprehension Exercise A aloud. Elicit the answer to the first item. Teach key unfamiliar vocabulary such as *cart*, *tired*, and *bags*.

- 23 Play the audio and have students work independently to complete the matching exercise.

B.

- 24 Read the instructions aloud. Holding up your book, demonstrate uncovering the dialogue. Play the audio again once or twice. Have students read along and check their answers. Finally, elicit the answers and write them on the board.

Answer key

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

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *Where's your dad?*, *at work / at home*, *Mom, this is Brian*, *How are you?*, *I'm OK, thanks*, *Just a little tired*, *Where are your bags?*, *on the cart / in the car*, and *come on*. Ask students why Liza tells Robbie to leave Brian alone. (He's tired.)
- Have students practice the dialogue. Play the audio or read the dialogue aloud, pausing for students to repeat the lines. Work on pronunciation as needed. Then assign groups of five and tell students to read the dialogue aloud, changing roles after each reading so that all students read each role once. Model this with one group of students. When groups have finished, select one or more groups 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.)

A.

- Hold up your book and point to the Useful expressions exercise. Tell students that they will now be listening to and repeating some expressions from the dialogue. Remind them these are common expressions they will learn to use.
- 25 Play the audio and have students listen and repeat. Work on pronunciation as needed.

B.

- Read the directions aloud or call on a student to read them. Elicit the two possible answers for the first item. Then have students complete the exchanges individually or in pairs.
- Check by eliciting the answers from the class.

Answer key

1. I'm OK, thanks. / Fine, thanks.
2. Nice to meet you.
3. Come on.

4 Communication (15 min.)

A.

- 26 Point to the exercise subtitle and ask students what they will do. (introduce people) Tell students to listen to and repeat the conversation. Play the audio.
- Explain the common titles of address, writing them on the board: *Mr.*, *Mrs.*, *Miss*, *Ms.* Go over the pronunciation of each. Using your own name as an example, show that the title is most often used with only the family name and never with just the first name.

Language note

Many women choose to use the title *Ms.* rather than *Mrs.* or *Miss* because it does not indicate whether they are married.

Focus on values

- Ask students *Who is Monica introduced to?* (to Mrs. Salas) Point out that it is polite to introduce the younger person to the older person because this shows respect to the older person.
- Discuss with students, using L1 if helpful, other ways they can show respect for older people.

B.

- **GROUPS.** Read the directions or call on a student to read them aloud.
- As a model, compose a conversation on the board.

C.

- **GROUPS.** Read the directions aloud.
- Call on three students to stand and model the conversation for the class. Assign roles so that each student knows his or her part. Have students model changing roles, if helpful.
- Have students form groups of three. Each group should role-play the dialogue at least three times so each student performs all the parts. If time allows, have students form new groups and practice again.
- Check by calling on a group to perform their conversation for the class.



Have students complete Workbook Exercises 1–3.

3 Useful expressions

A. 25 Listen and repeat.

- Come on.
- I'm OK, thanks. / Fine, thanks.
- Nice to meet you.
- How are you?

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

1. A: How are you?
B: _____
2. A: _____
B: Nice to meet you, too.
3. A: _____
B: OK. Let's go.

4 Communication

Introduce people

A. 26 Listen to the conversation.

- A: Mrs. Salas, this is Monica.
B: Nice to meet you, Monica. How are you?
C: Fine, thanks.

B. **GROUPS.** Write a conversation introducing a friend to your mom or dad. Use Exercise A as a model.

- A: _____
B: _____
C: _____

C. **GROUPS.** Role-play the conversation.



5 Pronunciation

Linking sounds

A. 27 Listen. Then listen again and repeat.

- Where's your dad?
- He's at work.
- He's at home.
- This is Brian.
- Nice to meet you.
- How are you?

B. PAIRS. Practice the conversations with a classmate.

1. A: Where's your dad?
B: He's at home.
2. A: This is Sara.
B: Nice to meet you.

6 Vocabulary

Things for teens

A. 28 Look at the pictures as you listen and repeat.



1. cell phone _____



2. skateboard _____



3. MP3 player _____



4. computer _____



5. DVDs _____



6. DVD player _____



7. video games _____



8. television _____



9. magazines _____



10. backpack _____



11. bicycle _____



12. Rollerblades® _____

B. Look at the words in Exercise A. Put a check (✓) next to the things you have.



GRAMMAR FOCUS

Prepositions of place: *in, on, above, under, at, behind, in front of*

Where are the CDs?
They're **in** the bag.
They're **on** the bag.



Where's the balloon?
It's **above** the table.
It's **in front of** the TV.



Where's the balloon?
It's **under** the table.
It's **behind** the computer.



Where's your sister?
She's **at** work.
She's **at** home.
She's **at** school.

5 Pronunciation (10 min.)

A.

- Tell students that they will be listening to some expressions from the dialogue that have linked sounds. Write the first sentence in this exercise on the board. Draw a line between the *s* in *Where's* and the *y* in *your*. Point out to students that when a consonant comes before a vowel sound, including *y*, the consonant sound is linked to the vowel sound. Ask students to look at Exercise A and tell you which consonants are linked to vowels in the other sentences. (He's at; He's at; This is; meet you; How are).
- **27** Play the audio and have students listen. If helpful, point out the linking sounds: *Where's your* = *Where zhur*, *He's at* = *He zat*, *This is* = *Thi sis*, *Meet you* = *Mee chu*, *How are* = *Ho(w) war*.
- **27** Play the audio again and have students repeat. Pause and replay to work on pronunciation as needed.

B.

- **PAIRS.** Call on a pair to model each of the conversations for the class. Monitor for linking sounds, helping with pronunciation if needed. Assign pairs and have students practice the conversations several times, switching roles.
- Check by calling on one or more pairs to perform the conversations for the class.

6 Vocabulary (5 min.)

A.

- Introduce this activity by pointing to several of the easier items and asking *What's this?* or *What are these?*
- **28** Read the instructions aloud or call on a student to read them. Play the audio, pausing for students to repeat.

B.

- Tell students to read the directions. Point to the illustration of the cell phone and ask *Who has a cell phone?* *Raise your hands.* Write a check mark (✓) on the board and tell all students who raised their hands to write a check next to *cell phone*. If helpful, read aloud a few more items and have students check their lists. Then have students work independently to complete the exercise.
- Have pairs compare their checked items.
- To conclude the exercise, ask the class *Who has . . . ?* *Raise your hands.* Choose a few of the more common items (for example, magazines, television, bicycle) and a few of the less common items (Rollerblades, skateboard, MP3 player) to ask students about.



Have students complete Workbook Exercises 4–6.



Grammar Focus

and Discovering grammar (10 min. or less)

Prepositions of place: *in, on, above, under, at, behind, in front of*

See Grammar reference, page 99.

- Tell students that they will learn how to talk about where things are. Write the seven prepositions of location on the board. Read them and have students repeat.
- Go through the illustrations and the example sentences in the grammar chart one at a time. Ask students *Where are the CDs?* Point to the picture on the left and elicit the answer *They're in the bag*. Continue pointing to each picture, asking the *Where* question and eliciting an answer.
- Read the last question and the three answers. Ask *What preposition is used with work, home, and school?* (at)

(Grammar Focus and Discovering grammar are continued on the next page.)



Grammar Focus

and Discovering grammar (continued)

- Read the directions and questions aloud. If helpful, review the terms *verb*, *noun*, and *adjective* in the second question. Then have students work individually or in pairs to complete the answers.
- You may want to check answers by asking the whole class to respond. For example, ask *Who circled a? Raise your hands.* (Students raise their hands.) *No, the is not a preposition. Who circled b? Raise your hands.* (Students raise their hands.) *Yes! Correct.*

Answer key

1. b, c, e, f
2. b

- Use the board to teach or elicit other key points about prepositions of location, such as the specific usages of *at*, *in*, and *on*; the relational usage of *above*, *under*, *behind*, and *in front of*; and the fact that *the* often follows the preposition.

Practicing grammar

7 Practice (10 min.)

- **PAIRS.** Tell students to read the directions. Model taking turns asking and answering the first several questions with a student. If helpful, elicit a few other helpful classroom nouns such as *board*, *desk*, *floor*, *bookcase*, etc.
- Check by calling on individuals students to read each question, then asking them to choose another student to answer.

8 Practice (5 min.)

A.

- **PAIRS.** Before setting up the task, check that students know *camera*, *sneakers*, *jacket*, *teddy bear*, *video camera*, *lamp*, *floor*, and *bed*. Point to these items and ask *What's this?* or *What are these?* Write the new nouns on the board.
- Read the directions aloud. Ask a few comprehension questions to make sure students understand: *Who do you compete with? What do you look at? What do you write? How many minutes do you have?* Then read the example aloud and elicit a few other sentences as a model.
- Have pairs who worked together on Exercise 7 combine with another pair to form groups of four. To keep the pace fast, tell the class when to start, when time is half up, when they have 30 seconds left, and when to finish. Circulate as students are working.

B.

- Have students count their sentences and choose a winning team in each group. Find the pair(s) who

wrote the most sentences by asking questions such as *Who has six sentences? Who has eight sentences?*

- You may want to have pairs read their sentences to each other.
- Check sentences by asking questions such as *Where is the backpack? Where are the sneakers?*

9 Practice (10 min.)

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



Have students complete **Workbook Exercises 7–13** and **Grammar Builder Exercises 1–3**.

10 Listening (5 min.)

A.

- Tell students that they will hear a conversation at the Gibson house. Tell them they will hear the audio several times and that it is not important to understand every word to answer the questions.
- **29** Play the audio through once, telling students to listen for the different speakers: Mr. Gibson (Charlie), Mrs. Gibson (Gloria), Andy, Brian, Robbie, and Liza.
- Read or have students read the questions aloud and answer choices. Make sure students understand *park*, *at the computer*, *on the phone*, *bedroom*, *kitchen*, and *dinner*.
- **29** Play the audio two or more times as students mark their answers. Then have students compare answers in pairs.

B.

- **30** Play the audio again. Pause after each answer, have students check their work, and then elicit the answer.

Answer key

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

Audioscript

Gloria: Hi, Charlie. You're early today.

Charlie: I know. Traffic wasn't bad. Where are the kids?

Gloria: Well, Liza's on the phone.

Charlie: Of course, she's on the phone. And the boys? Where are they?

Andy: We're in my bedroom, Dad. We'll be down in a minute.

Gloria: Robbie's in the kitchen. Robbie, Dad's here.

Andy: Hi, Dad.

Brian: Hi, Mr. Gibson.

Charlie: Hi, kids.

Andy: Dad, can we go to the Y tomorrow?

Charlie: Sure.

Robbie: Mom, I'm hungry.

Gloria: No problem. Dinner's on the table.

Robbie: Yes!

Gloria: Liza! Liza! Come on. Dinner's ready.

Liza: OK, Mom.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. What are some examples of prepositions?
a. the c. under e. in front of
b. at d. an f. in
2. What usually comes after a preposition?
a. a verb b. a noun c. an adjective

Practicing grammar

7 Practice

PAIRS. Take turns asking and answering the questions.

1. Where's our teacher?
She's in front of the class.
2. Where's your English book?
3. Where's your backpack?
4. Where are your pens and pencils?
5. Where are your notebooks?

8 Practice

A. PAIRS. Compete with another pair. Look at the picture. In three minutes, write sentences that say where the objects are. Use prepositions.

For example:

The video camera is above the bed.

B. Count your sentences. Who has the most sentences?

9 Practice

Have a competition! Go to page 68.

10 Listening

A. 29 Listen to the conversation. Circle the correct answers.

1. Where's the family?
a. at the park **b. at home**
2. Where's Liza?
a. at the computer b. on the phone
3. Where are Andy and Brian?
a. in the bedroom b. at school
4. Where's Robbie?
a. in the bedroom b. in the kitchen
5. Where's dinner?
a. in the bag b. on the table

B. 30 Listen again and check your work.





GRAMMAR FOCUS

Possessive adjectives

Subject pronouns

I
you
he
she
we
you
they

Possessive adjectives

my
your
his
her
our
your
their

Sentences

My name is Brian.
Your name is Robbie.
His name is Andy.
Her name is Liza.
Our last name is Gibson.
Your names are Robbie, Andy, and Liza.
Their last name is Cordova.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- What are some examples of possessive adjectives?
 - we
 - your
 - they
 - their
 - his
 - our
- What comes after a possessive adjective?
 - a verb
 - a noun
 - a pronoun

Practicing grammar

11 Practice

Complete the sentences with the correct possessive adjectives.

- My English book is fun. (*I*)
- We love ____ teachers. (*we*)
- ____ cell phone looks really cool. (*You*)
- ____ parents are nice. (*They*)
- ____ name is Brad. (*He*)
- I like ____ new hairstyle. (*she*)



12 Practice

Paste your photo in the space provided. Then complete the sentences with possessive adjectives.

- Her name is Liza.
- _____ name is Andy.
- _____ name is Robbie.
- _____ last name is Gibson.
- _____ name is Caroline.
- _____ boyfriend is Andy.
- _____ name is _____.
(Write your name.)
- _____ last name is _____.
(Write your last name.)





Grammar Focus

and Discovering grammar (10 min. or less)

Possessive adjectives

👁️ See Grammar reference, page 99.

- To introduce this topic, prepare beforehand by unobtrusively leaving an object of yours in a place visible to students; for example, leave your pen sticking out from under a pile of papers on the desk and “forget” it there.
- Look around the room a bit to show that you are searching for something, and then say *Where’s my pen?* When someone points it out to you, say *Oh, here’s my pen.* Write the question and sentence on the board, underlining the word *my*.
- Collect pens from two different students (a boy and a girl). Place the pens in different locations around the room. Ask the female student *Where’s your pen?* When the student points to it, hold it up. As you return it to the student, say *Here’s her pen.* Write the question and sentence on the board, underlining the words *your* and *her*. Do the same with a second pen (belonging to a male student), saying and writing on the board *Here’s his pen.*
- Read the grammar chart aloud and have students say it after you. Keep the pace of your reading quick to maintain student interest.
- Tell students to read the Discovering grammar directions. If helpful, review the meanings of *verb*, *noun*, and *pronoun*. Then have students work individually to complete the answers.
- Elicit the answers and write them on the board.

Answer key

1. b, d, e, f
2. b

- Use the board to teach or elicit other key points about possessive adjectives, such as how to replace possessive nouns with possessive adjectives (*Brian’s mother = his mother*), and the fact that possessive adjectives must be used with a noun.

Practicing grammar

11 Practice (5 min.)

- Tell students to read the directions. Check that students understand *love*, *parents*, and *hairstyle* in the exercise. Then have students work individually or in pairs to complete the exercise.
- Elicit the answers and write them on the board.

Answer key

1. My
2. our
3. Your
4. Their
5. His
6. her

12 Practice (5 min.)

- Read the directions aloud. Have students draw or paste a picture of themselves in the space provided. Model this if helpful.
- Elicit the answers for the first two items, pointing to the picture as needed. Then have students work individually or in pairs to complete the exercise.
- Elicit the answers and write them on the board.

Answer key

1. Her
2. His
3. His
4. Their
5. Her
6. Her
7. My
8. My

13 Practice (10 min.)

A.

- Tell students to read the directions. Elicit the answers to the first two items. Then have students work individually to read the dialogue and fill in the blanks.

Answer key

1. my
2. your
3. my
4. her
5. His
6. his
7. His
8. your
9. your
10. their
11. my

B.

- **31** Tell students to read along and check their answers as you play the audio.
- Check by calling on different students to read each line. Elicit or explain new vocabulary such as *best friend*, *poster*, *can't go into*, and *knock*.
- You may want to extend this activity by having students practice the dialogue in pairs. Play the audio, pausing after each sentence for students to repeat. Then have students work in pairs to practice reading the dialogue, changing roles several times.



Have students complete **Workbook Exercises 14–19** and **Grammar Builder Exercises 4–7**.

Learn to learn (10 min.)

A.

- **PAIRS.** Read the strategy line. Using L1 if helpful, give students some ideas of how they might work with a learning partner—for example, quizzing each other on vocabulary or grammar, doing homework together, or practicing speaking. Tell students that in the following exercise, they'll practice learning vocabulary with a partner.
- Read the instructions and example aloud or call on a student to read them. Elicit the names of several other pictured items in the students' native language.
- Have students form pairs with a partner of their choice. Tell them to take turns identifying and writing down names of items in their native language.

B.

- **PAIRS.** Before beginning this exercise, make sure there are enough dictionaries available for students to consult. If helpful, have students work in groups to look up words.
- When most students have finished, call on volunteers to tell you the English words they've found. Write these on the board.
- Ask students if they found it helpful to work with a learning partner. Encourage them to find time to work with a partner in the near future.



13 Practice

A. Circle the correct answers.

Robbie: Brian, can I show you (1. my / her) room?

Brian: Sure. Where is (2. my / your) room?

Robbie: Here it is. And here's (3. his / my) favorite baseball. It's from my best friend.

Brian: Cool. Let's play baseball later. So, where are the other rooms?

Robbie: This is Liza's room. See those posters in her room? That poster is (4. their / her) favorite.

Brian: Yeah, that's a nice poster! How about Andy's room?

Robbie: It's that one. (5. His / Her) room is big. I can't go into (6. his / her) room. He always says, "Knock first." (7. My / His) computer's in there. I can't use it. I think that's (8. your / my) room, too, Brian.

Brian: And where's (9. my / your) parents' room?

Robbie: See that big door? That's (10. her / their) room. We can't go in there.

Brian: That's OK. Come on. Let's bring (11. their / my) bags up.

B. Listen and check your answers.

Learn to learn

Work with a learning partner.

It is easier to learn a new language with a partner.

A. PAIRS. Look at the picture of Brian and Robbie above. In your language, list names of objects you see in the picture.

1. [beisbol] = baseball
2. _____ = _____
3. _____ = _____
4. _____ = _____
5. _____ = _____
6. _____ = _____

B. PAIRS. Work together to find out the English word for each word on your list.





A



B



C



D

14 Reading

A. 32 Read along silently as you listen.

1. This is my mother. Her name's Lucille. And that's my father. His name's George. They're at home in Canberra. B

2. This is my little sister. Her name's Sandra, Sandy for short. She's 13. Here she is at school. _____

3. This is my big sister, Louise. She's eighteen years old. She's a ballet student. Here she is in her ballet class. _____

4. This is my dog, Tigger. He's in the backyard. _____

B. Look at Brian's pictures from home. Match each paragraph with a picture. Write the letter next to each paragraph.

C. **PAIRS.** Write a quiz.

- Write three information questions about Brian's family.

- Give your questions to a classmate.
- Write the answers to your classmate's questions.
- Check your classmate's answers. Who answered all the questions correctly?



PAIRS. Talk about your family.

Useful language:

- What's your dad's/mom's name?
- How old is/are _____?
- Really?
- Where's _____?
- He's/She's _____.

15 Writing

Complete the paragraph with *is*, *am*, or *are* and your information. Try to add two more sentences.

My mom's name is _____. She
 _____ . My dad's name _____
 _____. He _____ .
 They _____
 _____ .

Background notes

Canberra is the capital of Australia. It is located in the southeastern part of the country. Canberra is a garden city, with a large lake in the center and many kinds of trees and plants along the streets.

14 Reading (15 min.)

A.

- Direct students' attention to the photos. Tell them that these are pictures of Brian's family. Ask how many people are in his family. Since Brian has two sisters, elicit or teach *big sister* and *little sister*.
- **32** Play the audio or read the text aloud as students follow along in their books.

B.

- Read the instructions and teach or elicit the word *paragraph*. Have a student read the first paragraph aloud. Ask *Which picture does this paragraph match?* (B) *Why?* (It's his mother and father.)
- Have students work individually to match the pictures to the paragraphs and then have them check their answers with a classmate.
- Elicit the answers. Ask a few other questions, such as *Which photo shows a ballet class? Which photo shows a koala on a dog's back? Does Tigger look happy?*

Answer key

1. B 2. D 3. A 4. C

C.

- **PAIRS.** As a class, read the directions and the bulleted instructions for writing the quiz.
- Write the question words *What*, *Who*, and *Where* on the board. Tell students to use these question words when they write. Elicit one question for each of these words. Remind students they need to write three information questions, not *Yes/No* questions. Then have them begin writing their questions.
- Model the activity by calling on two volunteers to exchange papers and write answers to the first question. Then have them exchange papers again and read the question and answer aloud. Have students tell each other whether or not the answer is correct.
- Check by calling on a few different students to stand, read a question, and choose a classmate to answer the question.



(5–10 min.)

- **PAIRS.** Model the activity and the Useful language by introducing your own family members to the class and eliciting questions about them.
- Have students begin. Walk around to monitor; praise and help students as appropriate.
- If time allows, have students change partners and tell their new partner about their family.

15 Writing (10 min.)

- Read the instructions aloud. Tell students to fill in the blanks with information about their family members. As a model, verbally "fill in" information about your own family members in the writing model. For example:
My mom's name is Maria. She is forty-seven.
My dad's name is Juan. He is forty-eight. They live in Mexico City.
- If helpful, tell students to look at the paragraphs about Brian's family as a guide. If many of your students come from large families, you may want to point out how students can write about multiple brothers and sisters:
My brothers' names are _____ and _____. My sisters' names are _____, _____, and _____.
- Walk around to monitor and help students as they write.
- To check, call on several different students to read their paragraphs to the class.

Progress check Units 1 and 2

Test-taking tip

- Read the Test-taking tip aloud as students follow along. Explain in L1 if helpful, or ask questions to check comprehension: *What do you do when you receive a test? What do you make sure you understand?*
- Model this by telling students to read the directions and three items in section A silently. Have students raise their hands when they are finished. When most students have raised their hands, ask *Do you understand how to answer the questions? What do you write in the blanks? What's the answer to the first item? How about the second item?* Say *Now answer the questions in section A.* Do the same with section B, then remind students to read the directions and some questions in each of the following sections before writing their answers.

Answer Key

Grammar

A.

1. I'm 2. You're 3. They're 4. He's 5. She's 6. We're 7. It's

B. (multiple answers possible)

- Yes, I am. / No, I'm not. I'm 10.
- Yes, I am. / No, I'm not.
- Yes, she is. / No, she's not. / No, she isn't.
- Yes, they are. / No, they're not. / No, they aren't.
- Yes, it is. / No, it's not. / No, it isn't.
- Yes, we are. / No, we're not. / No, we aren't.

C.

1. my 2. Her 3. Their 4. His 5. our

D.

1. in 2. on 3. behind 4. under 5. above 6. at

Vocabulary

E.

1. twenty 2. eighty-six 3. ninety 4. sixty-two
5. forty-seven 6. thirty-five

F.

skateboard	backpack
cell phone	computer
bicycle	television

Communication

G.

- A: What's your name?
B: My name's [student's name].
- A: How old are you?
B: I'm [student's age] years old.
- A: How are you?
B: I'm fine, thanks.
- A: Who's your favorite actor?
B: My favorite actor is [student's choice].
- A: Where are you right now?
B: I'm [st 's location].

Now I can . . .

- Have students check the functions they can now perform.

This is a Home/School connection activity.

- Ask students to write down English words they find at home. For example:
 - names of products
 - names of magazines
 - names of singing groups from CDs
 - names of current movies from a newspaper
- Tell students to write the word or phrase and the place where they saw it. Ask them to write down as many words as they can find. You may want to suggest that they ask their parents for help with this task.
- Have students bring their lists to the next class. Ask students how many words they found. Congratulate the "winning" student(s) with the most words. Ask different students for examples of the words they found and write these on the board. Elicit or explain the meanings of these words.

 Have students complete the Unit 2 test, page 81.

Progress check

Units 1 and 2

Test-taking tip: Familiarize yourself with the test. When you receive your test, quickly read the directions and a few items. Make sure you know what to do.

Grammar

A. Write the contractions. (1 point each)

1. (*I am*) *I'm* great!
2. (*You are*) _____ cool.
3. (*They are*) _____ nice.
4. (*He is*) _____ OK.
5. (*She is*) _____ good.
6. (*We are*) _____ fine.
7. (*It is*) _____ fun.

B. Give true answers. (2 points each)

1. Are you nine years old? No, I'm not. I'm 10.
2. Are you in fifth grade? _____
3. Is your mother a teacher? _____
4. Are your classmates all girls?

5. Is English easy? _____
6. Are you and your friends 15?

C. Complete the sentences with possessive adjectives. (1 point each)

1. That's *my* dad. I love him.
2. She's my mom. _____ name's Kim.
3. These are my dogs. _____ names are Puff and Magic.
4. He's my brother. _____ name is Tim.
5. She's _____ teacher. We like her.

D. Circle the correct answers. (1 point each)

1. My books are (*at* / (*in*)) my backpack.
2. The computer is (*on* / *in*) the table.
3. The board is (*behind* / *at*) the desk.
4. My backpack is (*in* / *under*) my chair.
5. The clock is (*above* / *in*) the board.
6. I am (*at* / *on*) school right now.

Vocabulary

E. Write the numbers in words. (1 point each)

1. 20 *twenty*
2. 86 _____
3. 90 _____
4. 62 _____
5. 47 _____
6. 35 _____

F. Fill in the missing letters to complete the words for things for teens. (1 point each)

Things for teens	
s k <u> <i>a t e b o a</i> </u> r d	<u> </u> a <u> </u> k p <u> </u> k
c e <u> </u> p h <u> </u>	c <u> </u> p <u> </u> t e <u> </u>
b i <u> </u> l e	t <u> </u> v <u> </u> s i <u> </u>

Communication

G. Complete the conversations. Use your own information. (2 points each sentence)

1. A: *What's your name* ?
B: My name's _____.
2. A: _____?
B: I'm _____ years old.
3. A: _____?
B: I'm fine, thanks.
4. A: _____?
B: My favorite actor is _____.
5. A: Where are you right now?
B: _____.

Now I can ...

- introduce myself and others.
- talk about personal information.
- say where people and things are.

Game 1 *Pack it up!*

Steps:

1. Work in teams of five or six.
2. Look at the picture. Try to memorize the location of each item.
3. Your teacher will draw a "box" on the board for each team.
4. Close your books. Player A from each team stands up.
5. The teacher asks a *Where* question about one of the items on the page—for example: *Where are the books?* The first standing player who raises his or her hand can answer the question. If the answer is

correct, the teacher writes the name of the item in the team's box. If the answer is incorrect, the teacher gives the other teams another chance. Then the game begins again with Player B on each team.

6. The team with the most items wins!

Useful language

- Way to go!
- Excellent!
- Ah, too bad...



Game 1 Pack it up!

- Read aloud or have a student read aloud each of the six numbered steps, modeling the game as you go along. For example:
 1. Have students form groups of five or six. Each team should decide who should be Player A, B, C, etc. For this activity, they will need their books, pens, and paper.
 2. Tell students that they will have three minutes to look at the picture and memorize where things are. Elicit the prepositions that they have learned and write them on the board: *in, on, at, under, above, behind, in front of*. Elicit sentences for a couple of items and write them on the board. Point out that sometimes more than one sentence is possible. Tell students that the only phrase they may not use is *on the floor*.
 3. At your signal, students begin. While students are looking at the picture, draw a box on the board for each team. Label the boxes.
 4. After three minutes, tell students to close their books. Call on Player A from all the teams to stand up.
 5. Tell students that you will have a trial run to see if everyone understands the rules of the game. There will be no points given for this trial run. Before the trial run, point out the Useful language and explain that these are expressions they can use to cheer on or support their team members. Model the expressions by using them to praise or encourage the students after they say their answers.
- Ask a *Where* question about one of the items on the page; for example, *Where are the books?* Call on the first player who raises his or her hand. If the player hesitates or takes too long to answer, call on another player. Tell students that they can raise their hand only when they are ready to say the answer—not while they are still thinking about it or looking for the correct sentence. If the answer is incorrect, give the other teams another chance. Only complete sentences giving specific locations should be given points. For example, *The books are / They are / They're in front of the computer* gets a point, but *on the floor* or *in front of the computer* does not (the first is not specific; the second is not a complete sentence). Once a team has given the correct sentence, write *books* in the winning team's box. Write the correct trial run sentence on the board to serve as guide for the students. Answer any questions students may have about the rules and procedures of the game, then begin the game by asking Player A of all the teams where the second item is (the cell phone). Continue asking for the locations of the items according to their numbers. For a more challenging game, ask about the items in random order.
6. Tell students that the team with the most items in their box wins.
- To break a tie or extend the game, you can ask about the locations of the unnumbered items. You can ask *What other things are in the room? Where are they?* Or you can also ask specific questions to cue the students, such as *Where's the box with the dog in it? Where's the table?*

Project 1 *A snapshot of me*

- Explain to students that this is the first in a series of projects in which they will write about themselves, their friends and families, and their interests. Elicit or give the meaning of *scrapbook* (a personal collection of photos, pictures, writings, and small items labeled and arranged in a book). Ask if any of the students keep a scrapbook and what they put in it.
- Tell them that each project will be illustrated with several “snapshots.” Ask if students know what a *snapshot* is (a casual photo). Point out the snapshots in the example project.
- Tell students to look at the first snapshot Madison has used in the example but not to read the text yet. Ask them to guess what kind of information she has included in her paragraph. Then have the class read the paragraph aloud.
- Explain that Madison has written four paragraphs. Ask students to identify, by looking at the snapshots, which paragraph is about:
 - her city (second)
 - an introduction (first)
 - her favorite things (fourth)
 - her school and classes (third)
- Have the class read each paragraph aloud.
- Ask students if they would like to include anything else in their own projects. (Note: Project work is ideally suited to encouraging more able students to expand their projects while allowing less able students to model their projects closely on the example.)
- As this is the first project, you may want to devote some class time to working on it. You may even want to make one of your own beforehand and show it to the class.
- Ask students to draft a short paragraph of introduction. Go around the class helping, monitoring, and encouraging students. Tell students that as they write their paragraph, they should also be thinking about what photo should go with it.
- Go over the Peer editing checklist on page 138 with the class.
- Have students form pairs and exchange their draft paragraphs. They should offer one another comments and suggestions for improvement. Encourage them to talk about what they liked, what they didn’t understand clearly, and what suggestions they may have for correcting any mistakes they noticed in their partner’s work. They should also describe to each other the picture they plan to include with the paragraph. They may want to use their L1 for this portion of the activity.
- Next, tell students to write a draft version of the other paragraphs and think of pictures to include. Again, encourage peer editing.
- As homework, ask students to write a second draft of their paragraphs, using the comments and suggestions they got from their partners. They should also collect the photos and other items they plan to include, or make drawings to illustrate their scrapbooks.
- At the next class, have the class create their scrapbooks with folded construction paper or poster board, or sheets of notebook paper. You may also provide some art materials such as crayons, colored pencils, markers, colored paper, scissors, and tape for the students to use. Have students design their own scrapbooks; that is, the placement of pictures and text. Encourage them to be creative in their designs.
- When students have produced final versions of their scrapbooks, attaching the pictures and writing the final draft of the texts, you may want to have them display their scrapbooks on the walls so everybody can see and read them.
- Allow time for students to look at their classmates’ projects as well as ask and answer questions about each others’ scrapbook.

This is a Home/School connection activity.

- Have students take their scrapbooks home to share with their families. Tell them to read aloud and explain what they’ve written.

Project 1 *A snapshot of me*

Make a scrapbook. Write a paragraph about yourself and your interests on each page. Find a photograph or illustration for each paragraph. Use Madison's scrapbook below as a guide. Show and read your scrapbook to your group or class.

1. Introduce yourself.

Hi! My name is Madison Jones. I'm 12 years old. This is a picture of me and my cat. My cat's name is Henry.

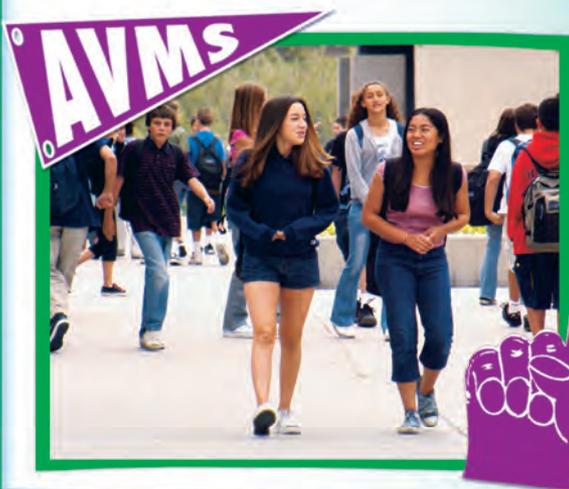


I live in Aliso Viejo, California. It's near Los Angeles. It's a beautiful city and there's a lot to do. I really like it.

2. Write about where you live.

3. Write about your school and your classes.

I'm in the seventh grade at Aliso Viejo Middle School. My favorite subjects are math and gym. I don't like history. It's boring.



My favorite sport is soccer. My favorite soccer player is Ronaldinho. He's Brazilian. He's a fabulous player.

4. Write about your favorite singer, athlete, movie star, or TV star.

3

Where are you from?

1 Vocabulary

Countries and nationalities

- Look at the map. Label your country and Australia.
- Fill in the missing countries and nationalities in the chart below.
-  Listen and check your answers.

2 Communication

Talk about where people are from

-  Listen to the conversation.
 - A: Is J.K. Rowling American?
 - B: No, she's not.
 - A: Where's she from?
 - B: She's from Great Britain.
 - A: What's her nationality?
 - B: She's British.
- PAIRS.** Role-play the conversation. Replace "J.K. Rowling" with another famous person.

Countries	Nationalities
Australia	Australian
Brazil	Brazilian
Canada	_____
Colombia	Colombian
_____	Costa Rican
Korea	_____
Mexico	Mexican
_____	Moroccan
United States	_____
_____	Venezuelan
Finland	Finnish
Great Britain	British
Poland	_____
China	Chinese
Japan	_____
_____	Lebanese

Learning goals

Communication

Talk about where people are from
Ask for and give personal information

Grammar

Nouns: Singular and plural forms
This/that; these/those
Articles: *a* and *an*

Vocabulary

Countries and nationalities



3

Where are you from?

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

Learning strategy

- Know some questions in English by heart

Pronunciation

- The voiced *th* sound in *this* and *that*

Skills

- Read an e-mail for important information
- Listen for specific information

- Ask questions to get personal information
- Write personal information
- Write an e-mail

Background notes

The seven continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica. Australia has only one country, Australia. There are no countries in Antarctica. Asia has the largest land area. The continent with the smallest land area is Australia.

- 33 Play the audio again, pausing for students to repeat. Help with pronunciation as needed.

Answer key

Canadian Costa Rica Korean Morocco American
Venezuela Polish Japanese Lebanon

Warm-up (5 min. or less)**Cross-curricular activity: social studies**

- Elicit the names of the seven continents from the class. Have students look at the map in the Student Book. Ask *What's the largest continent? What's the smallest continent? Which continent is also the name of a country?*
- Tell students that they will learn country and nationality names today. Introduce the unit title.

1 Vocabulary (15 min.)**A.**

- Choose a volunteer to read the instructions aloud. Explain or elicit *label* if helpful. Have students work individually to label the map. Call on a student to hold up his or her book and point to the two countries on the map.

B.

- Ask *What do you call a person from the United States? (an American)* Write *nationality* and *American* on the board. Underline *-an* in *American*. Ask *What's your nationality in English?* Write the answer on the board and underline the nationality ending.
- Point out that some nationality names end in *-ian* or *-an*, some in *-ish*, and some in *-ese*. Write these endings on the board.
- Read the instructions and elicit the answers for the first two items. Ask students to spell them out on the board. Then have students work in pairs to complete the exercise.

C.

- 33 Play the audio, pausing after each answer. Call on volunteers to give the country or nationality name and its spelling. Write the answers on the board to show spelling.

Extension

- Have students close their books. Say some country names at random and ask the class *What's the nationality?*
- Tell students that they'll quiz each other on nationalities in pairs. Let them open their books and study the nationality names for a minute or two first. Then have them form pairs. Have one student in each pair close his or her book. Tell the other student to quiz his or her partner on nationalities by saying the names of different countries. Model if helpful. After a few minutes, have students change roles.
- Check by having all students close their books. Quickly call out country names and have the whole class say the nationality.



Have students complete Workbook Exercises 1–3.

2 Communication (15 min.)**A.**

- Tell the class they're going to listen to a conversation about J.K. Rowling. Ask *Who is J.K. Rowling?* (the author of the Harry Potter books)
- 34 Play the audio through once while students listen. Then play the audio again and have students repeat.

B.

- **PAIRS.** Read the instructions. Elicit names of famous people. Model the exchange with a student, substituting another famous person for *J.K. Rowling* in the Communication dialogue. Then have students practice in pairs.



(10–15 min.)

- **PAIRS.** Read the instructions or call on a student to read them aloud. Go through the names of famous people, helping students pronounce them. For each, ask students to raise their hands if they know the person's name and occupation. If some students don't recognize the name, elicit information about the person from students who recognize him or her:

Daniel Radcliffe—actor, the United Kingdom

Anna Kournikova—tennis player, Russia

Ichiro Suzuki—baseball player, Japan

Charlize Theron—actress, South Africa

- Go over the Useful language with the class and then model a conversation with a student.
- Have students form pairs. As they are speaking, walk around to monitor, help, and praise.
- To check that students were able to figure out the nationalities, for each celebrity ask the class or individual students *Where's (name) from?* or *What's (name)'s nationality?*



Have students complete Workbook Exercises 4–6.

Learn to learn (10 min.)

- **PAIRS/GROUPS.** Read the strategy line. Using L1 if helpful, ask students when and where they might meet English speakers—now or in the future. Ask them why learning a few questions by heart will be helpful. (They can remember and ask them easily.) Tell students that in the following exercise, they'll learn some questions by heart that they think are important.
- Read the instructions and examples aloud or call on a student to read them. Have students work in pairs or small groups to find other useful questions from Units 1–3.
- Elicit questions from several different groups. Possible questions include: *How old are you? Are you in the (ninth) grade? Where are you from? Are you (British)? Are you (name)? Where are your bags?*
- Ask students how they might learn these questions by heart. (Say them again and again; write them out several times; cover all or part of the question and see if they can remember it; work with a learning partner and quiz each other.) Tell students to take a minute to learn these six questions by heart, using whichever technique they prefer.
- Have students close their books. Ask them to stand and find a new partner. Tell them to take turns asking and answering the questions they learned. If time allows, have students find one or two more partners to practice their questions with.



PAIRS. Ask where these famous people are from and what their nationalities are:

- Daniel Radcliffe
- Anna Kournikova
- Ichiro Suzuki
- Charlize Theron

Useful language:

- Where's _____ from?
- He's/She's from _____.
- What's his/her nationality?
- He's/She's _____.
- Really?
- She is?
- What about _____?

Learn to learn

Learn some questions in English by heart.

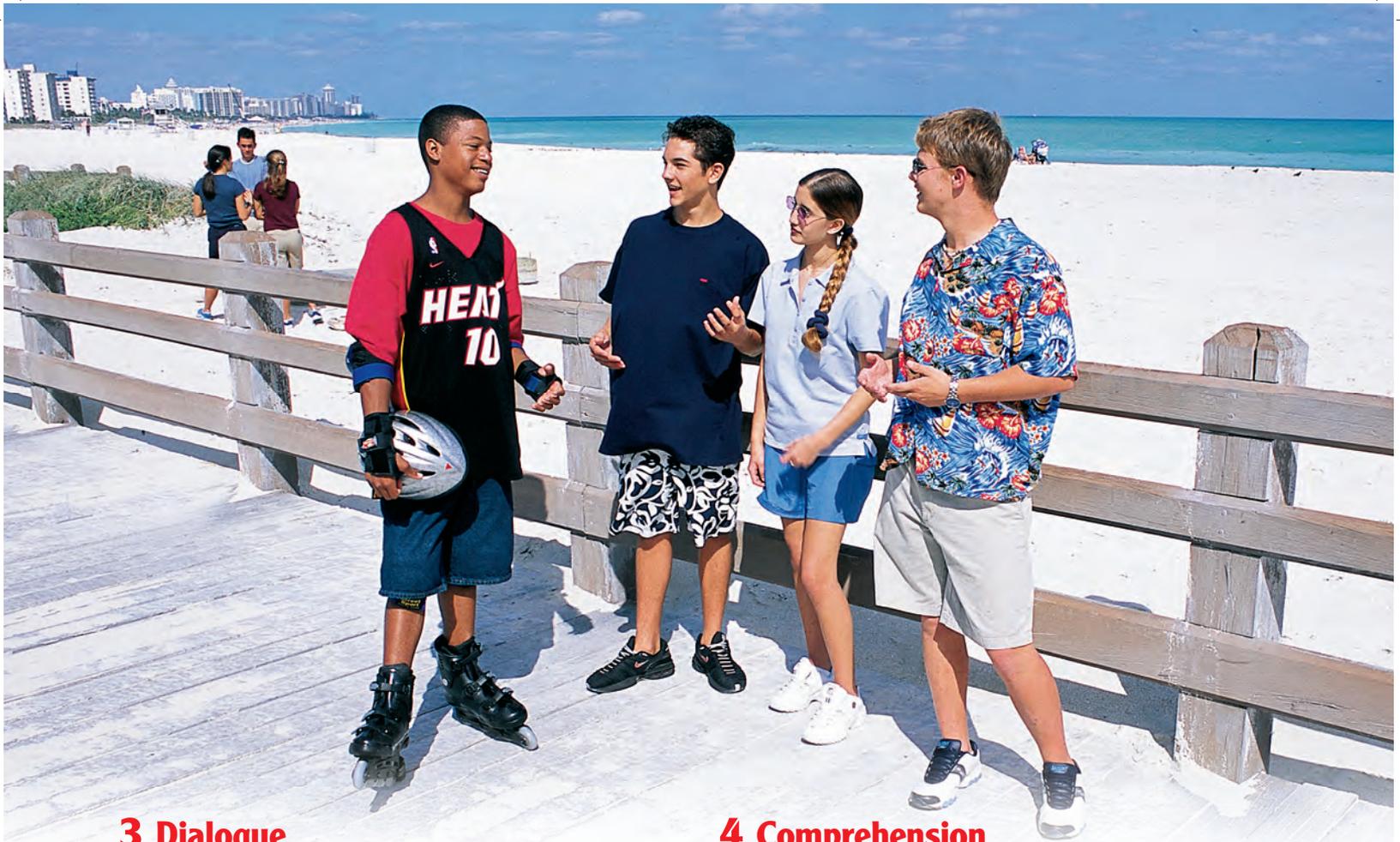
It is helpful to learn a few questions in English to ask when you meet people.

PAIRS/GROUPS. Go over Units 1–3. List four more useful questions you should know by heart.

What's your name?

How are you?





3 Dialogue

35 Cover the dialogue and listen.

- Andy: Hey, look out!
 Eric: Oops. I'm sorry!
 Andy: It's OK.
 Eric: Are you all right?
 Andy: Yeah, I'm fine. Eric! It's you!
 Eric: Hi, guys.
 Liza: Hi, Eric. Those skates are really cool.
 Eric: Thanks. They're great for tricks. Want to see a cool trick?
 Liza: Nah, not right now, maybe later. Uh, Eric, this is Brian. He's an exchange student. Brian, Eric.
 Eric: Nice to meet you, Brian. Where are you from?
 Brian: I'm from Australia, from Canberra.
 Eric: So you're Australian. Awesome! . . . Excuse me . . . I have to go. See you in school, Brian.
 Brian: Bye.

4 Comprehension

A. Answer *True* or *False*. Circle the wrong information in the false statements.

1. Andy and Eric are friends. True
2. Liza likes Eric's skates. _____
3. Eric is an exchange student. _____
4. Brian is from Canberra. _____
5. Brian is American. _____

B. 36 Read along as you listen again. Check your answers.

5 Useful expressions

A. 37 Listen and repeat.

- Look out!
- Are you all right?
- I'm sorry!
- I'm fine.

B. PAIRS. Use the expressions in Exercise A to complete the conversation.

A: Hey, look out!

B: Oops. _____

A: Yeah, _____

C. PAIRS. Role-play the conversation.

Background notes

An **exchange student** is a high school student who spends one-half to one academic year (one or two semesters) at a high school in another country, living with a local family. About 30,000 teenagers from around the world go to the United States every year as exchange students.

Skating and Rollerblading in the United States: The United States has strict local and state laws requiring those under fourteen years old to wear helmets while skating or rollerblading. Parents or guardians of violators are fined from \$45 to \$105.

Using the large photo (5 min. or less)

- Tell the class to look at the picture. Ask *Where are the teenagers?* (at the beach) *How many characters do you know?* (three) Holding up your book and pointing to each character, ask *Who's this?* (from left to right: Andy, Liza, and Brian) Say *The boy they are talking to is Eric. What is Eric wearing?* (Rollerblades, a T-shirt, shorts, gloves; he has a helmet) *Do you think Eric and Andy are friends?* (maybe)

3 Dialogue and 4 Comprehension (15 min.)

- Tell students to cover the dialogue. Demonstrate this, if helpful.

A.

- Read the directions for Comprehension Exercise A aloud. Make sure students understand *true*, *false*, and *circle the wrong information*. Elicit the answer to the first item as an example. Elicit or teach key vocabulary in the statements such as *likes* and *exchange student*.
- 35 Play the audio two or more times and have students work independently to complete the exercise.

B.

- 36 Tell students to uncover the dialogue. Play the audio again and have students check their answers as they read along. Finally, elicit the answers.

Answer key

1. True
2. True
3. False (*Eric and/or exchange student* are circled)
4. True
5. False (*Brian and/or American* are circled)

- Tell students to look at the false sentences. Call on volunteer students to make the sentences true. (4. Brian is an exchange student./Eric isn't an exchange student. 5. Brian is Australian./Andy/Eric/Liza is American.)
- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *Hey, look out!*, *Oops, I'm sorry, guys* (casual collective term for both boys and girls), *trick*, *Nah* (casual no), *not right now*, *maybe later*, *Canberra*, *Awesome!* (very cool), *I have to go*, *See you*.

- Have students repeat the dialogue; work on pronunciation as needed. Then have students practice in groups of four, changing roles after each reading. When groups have finished, select a group to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

5 Useful expressions (5–10 min.)

A.

- Tell students to find each expression in the dialogue. Explain or elicit the meaning, or demonstrate the situation in which each expression is used.
- 37 Play the audio, pausing for students to repeat. Encourage students to mimic the intonation.

Focus on values

- Ask the class what they usually do and say when they bump into a person. If they say *Nothing*, explain that it is polite to apologize and show concern for the person. Ask *What expression does Eric use to apologize?* (*I'm sorry.*) *What does he ask to make sure Andy is OK?* (*Are you all right?*)
- Elicit other situations when people should apologize and show concern.

B.

- **PAIRS.** Tell students to write the expressions in the blanks to complete the conversation. When students have finished, elicit the answers orally.

Answer key

A: Hey, look out!
 B: Oops. I'm sorry. Are you all right?
 A: Yeah, I'm fine.

C.

- **PAIRS.** Pair students. Remind them to use the correct intonation and appropriate emotion—for example, a loud voice for *Look out!* and concern for *Are you all right?* Model the conversation with a student, if helpful.
- Have students practice in pairs two or three times.
- Tell pairs to practice again, this time silently reading their lines, then looking up and saying them to their partner. Model this with a student if helpful. Tell students to practice two or three times.
- Have students practice the conversation again, this time standing with their books closed. Model this with a student, using gestures and facial expressions. If helpful, write the first word of every line on the board.
- Call on one or two pairs to stand and perform for the class.



Grammar Focus

and Discovering grammar (10 min.)

NOUNS: Singular and plural forms

See Grammar reference, page 100.

- Write the words *singular* and *plural* on the board. Ask the class what *singular* means. (one) Write the number 1 under *singular*. Ask them what *plural* means. (more than one) Write 2, 3, 4, or more on the board.
- Point to the pictures of books in the grammar chart. Ask *What do you add to the word book to make it plural? (-s)*
- Read each of the Groups aloud and have students repeat the examples after you. Elicit or teach the meanings of any new words, such as *tooth*, *foot*, and *mouse*.
- Read the directions for Discovering grammar aloud and then have students work individually to complete the exercise. Elicit the answers orally.

Answer key

1. -s
2. -es
3. -es

- Use the board to elicit the plurals of other examples for each of these groups. You may also want to teach how to make plurals of words ending in *-f/-fe* or *-o*.

Practicing grammar

6 Practice (10 min.)

- **PAIRS.** Read the instructions and the example, and then read the exercise items aloud and help students with pronunciation. Elicit meanings of new words such as *fax*, *address*, *party*, and *tree*. Model the activity with a student using the example and a second item, demonstrating taking turns.

- Pair students. After most students have finished, tell them to change roles and practice again. Encourage them to go faster this time.
- Check by calling on individual students to say and spell the plural form of each word.

Answer key

1. cities
2. faxes
3. addresses
4. women
5. parties
6. boys
7. sandwiches
8. trees
9. actors

7 Practice (5 min. or less)

- Have students turn to page 68 to play a game.

8 Practice (5 min.)

- **PAIRS.** Call on a student to read the directions and example aloud. Elicit the answer for the first item. Then pair students and tell them to begin, reminding them to take turns. When most students have finished, tell them to change roles and do the exercise again. Encourage them to go quickly.
- To check, have students close their books. Read each of the sentences and ask the class or individual students to say it with plural nouns and verbs. For each, ask for the spelling of the plural noun.

Answer key

1. The stories are very exciting.
2. The new toys are so cool.
3. The children are really smart.
4. My classes are easy.
5. His feet are big.
6. The women are very pretty.



Have students complete Workbook Exercises 8–10 and Grammar Builder Exercises 1–3.



GRAMMAR FOCUS

NOUNS: Singular and plural forms

Singular noun (one)



book

Plural noun (more than one)



books

Plurals of regular nouns

Group 1: Most nouns

student → students

apple → apples

Australian → Australians

Group 2: Nouns ending in -x, -s, -z, -ch, and -sh

box → boxes

dress → dresses

lunch → lunches

Group 3: Nouns ending in a consonant + -y

city → cities

country → countries

baby → babies

Group 4: Nouns ending in a vowel + -y

boy → boys

key → keys

day → days

Plurals of irregular nouns

man → men

child → children

foot → feet

person → people

tooth → teeth

mouse → mice

Discovering grammar

Look at the grammar chart. Circle the correct answers.

To form the plurals of . . .

- . . . most singular nouns, add (-d / -s).
- . . . nouns ending in -x, -s, -z, -ch, and -sh, add (-es / -s).
- . . . nouns ending in a consonant + -y, change y to i and add (-s / -es).

Practicing grammar

6 Practice

PAIRS. Take turns saying and spelling the plural forms of these nouns.

For example:

A: I'll start. Country—countries.

C-o-u-n-t-r-i-e-s. Your turn.

- | | | |
|------------|----------|-------------|
| 1. city | 4. woman | 7. sandwich |
| 2. fax | 5. party | 8. tree |
| 3. address | 6. boy | 9. actor |

7 Practice

Have a competition! Go to page 68.

8 Practice

PAIRS. Take turns. Change these sentences. Use plural nouns and plural verbs.

For example:

The dictionary is on the teacher's desk.

The **dictionaries** are on the teacher's desk.

- The story is very exciting.
- The new toy is so cool.
- The child is really smart.
- My class is easy.
- His foot is big.
- The woman is very pretty.



GRAMMAR FOCUS

This/that; these/those

Singular



This is a book.

Plural



These are books.



That's an apple.



Those are apples.

Articles: *a* and *an*

Singular

He's **a** student.

It's **an** eraser.

She's **an** exchange student.

Plural

They're students.

They're erasers.

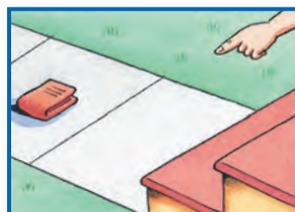
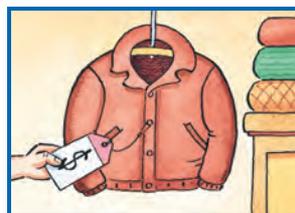
They're exchange students.

Practicing grammar

9 Practice

Look at the pictures. Complete the sentences with *this*, *that*, *these*, or *those*.

- Those red shoes are beautiful!
- I like _____ blue backpack.
- _____ jacket is expensive!
- _____ pink cell phone is so cool.
- Is _____ your wallet?
- _____ umbrellas are really nice.



Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Use (*this / that*) to talk about an object or person that's near you.
- Use (*these / those*) to talk about two or more objects or people that are far from you.
- Use (*a / an*) before a word that begins with a vowel.
- Use (*a / an*) before a word that begins with a consonant.

10 Practice

PAIRS. Compete with a classmate. Write *a* or *an* before each noun as fast as you can.

- | | | | |
|-------------------|---------------------|-------------------|----------------------|
| 1. <u>a</u> woman | 5. _____ child | 9. _____ orange | 13. _____ easy test |
| 2. _____ boy | 6. _____ computer | 10. _____ person | 14. _____ American |
| 3. _____ apple | 7. _____ old man | 11. _____ student | 15. _____ skateboard |
| 4. _____ answer | 8. _____ cool trick | 12. _____ teacher | 16. _____ television |



Grammar Focus

and Discovering grammar (5–10 min.)

This/that; these/those

Articles: a and an

See Grammar reference, page 100.

- To introduce *this*, *that*, *these*, and *those*, prepare beforehand by collecting a group of similar objects, such as several pens, pencils, or books.
- Put a pen on a desk or table. Stand a small distance away, point to the pen, and say *That is a pen*. Write the sentence on the board. Pick up the pen and say *This is a pen*. Write this sentence on the board. Put several pens on a desk, stand a small distance away, point to them, and then say and write on the board *Those are pens*. Pick up the pens, and then say and write on the board *These are pens*.
- Point to and read the header in the top grammar chart: *This/that; these/those*. Going from top to bottom in the chart, read first the singular and then the plural examples aloud and have students say them after you.
- Point to and read the second header: Articles: *a* and *an*. Read the singular, then the plural examples aloud and have students say them after you.
- Read the instructions for Discovering grammar, then go over the new vocabulary in the exercise. Elicit the meanings of *object*, *near*, and *far*, using the picture if helpful. Review *vowel* and *consonant* by writing these words on the board and eliciting several examples of each.
- Have students work in pairs to complete the exercise. Then elicit the answers orally.

Answer key

1. this
2. those
3. an
4. a

- Use the board to teach or elicit other key points, such as the contraction *that's*, the usage of *an* before both nouns and adjectives beginning with a vowel, and the fact that *a* or *an* cannot be used before a plural noun.
- **Note:** If your students have particular difficulty pronouncing the voiced *th* sound in *this* and *that*, you may want to complete 13 Pronunciation on the next page before students begin the Practicing grammar exercises.

Practicing grammar

9 Practice (5 min.)

- Read the instructions aloud, holding up your book and pointing to the pictures. Then point to the first picture as you read the first item aloud. If helpful, elicit the answer for the second item before having students work individually to complete the sentences.
- Have pairs take turns reading their answers to each other. Then check answers orally with the class.

Answer key

1. Those
2. that
3. This
4. That
5. that
6. These



Have students complete Workbook Exercises 11–15 and Grammar Builder Exercise 4.

10 Practice (5 min.)

- **PAIRS.** Read the instructions and assign pairs. Make sure students understand *compete* and *as fast as you can*. Tell the class that the first student in each pair to finish writing should raise his or her hand. He or she is the winner.
- After students have finished, have them compare their answers. Then elicit these orally.

Answer key

1. a 2. a 3. an 4. an 5. a 6. a 7. an 8. a
9. an 10. a 11. a 12. a 13. an 14. an 15. a 16. a

11 Practice (5 min.)

- Call on a student to read the instructions aloud. Then have students work individually to complete the responses. Elicit the answers orally.

Answer key

1. an 2. a 3. an 4. a 5. an 6. a, an

- To prepare students for the following practice, assign A and B roles and have students practice asking and answering the questions in pairs. When most pairs have finished, have them change roles and practice again.



Have students complete **Workbook Exercises 16–18** and **Grammar Builder Exercises 5–7**.

12 Practice (5 min.)

Focus on multiple intelligences: this activity focuses on linguistic and visual intelligences.

- **PAIRS.** Call on a student to read the instructions and example aloud.
- Elicit the four *What* questions with *this, that, these, and those*: *What's this? What's that? What are these? What are those?* Write them on the board and tell students to use them in their exchanges.
- Pair students and assign groups of two pairs. Have one set of pairs model the first part of the exercise for the class. Tell students that the first pair to finish asking and answering about five objects should raise their hands.
- As students work, circulate to help and encourage them.
- When students have finished, call on one of the fastest pairs to stand and perform for the class.

13 Pronunciation (5 min.)

A.

- Read the pronunciation heading and write *this* and *that* on the board, underlining *th*. Model the mouth position by pointing to your mouth and letting students see how your tongue touches your upper teeth as you make the *th* sound. Have them practice saying these words. Then touch your throat, indicating that you can feel a vibration from the voicing of the sound. Have students touch their throats as they say the words. Finally, have students pick up a pencil. Model holding it next to your upper teeth, touching it with your tongue as you say the voiced *th* sound in *this* and *that*. Then have students do the same.
- **38** Play the audio once, having students repeat using the pencil. Then play the audio again, having students repeat without the use of the pencil.

B.

- **39 PAIRS.** Play the exchanges once more and have students repeat. Pair students and have them take turns reading aloud the exchanges in Exercise A. Walk around the room making sure students are pronouncing the voiced *th* sound correctly.

14 Listening (10–15 min.)

- Tell students they will listen to a conversation between two teenage girls. Point out that they will also hear one of the girl's moms speaking.
- Call on students to read the directions and questions aloud. Elicit or explain the meanings of new vocabulary, such as *watch TV, living room, den, bed, and comfortable*.
- **40** Play the audio two or three times. Monitor students' progress in answering the questions. When most have finished, elicit the answers and write them on the board.
- Ask students *What's funny in the Listening exercise?* (Ana sits on the dog's bed. She thinks it's Britney's bed. She says it's comfortable.) If helpful, explain in L1, then play the audio once more.

Answer key

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

Audioscript

Britney's mom: Hi, Ana.

Ana: Hello, Mrs. Mendez.

Britney's mom: How are you?

Ana: Fine, thanks.

Britney's mom: Britney's in her bedroom. Go on in.

Britney: Hi, Ana. Come in.

Ana: Wow! Awesome bedroom! Is this your closet, Britney? It's bigger than my bedroom!

Britney: Yup. See these? These are my clothes, and those are my shoes over there.

Ana: Gosh. This is like a mall! And whose bedroom is that one over there?

Britney: That's not a bedroom, silly. That's my bathroom.

Ana: Oh. And what about that room there? What is it?

Britney: It's my den. I watch TV and listen to music in that room. Ana, don't sit there. Eww.

Ana: But it's so comfortable. Is this your bed?

Britney: No way! That's not my bed. It's Tiffany's!

Ana: Who's Tiffany?

Britney: She's my dog. Tiffany! Come here, puppy.

Ana: You are so kidding me. This awesome bed is your dog's?

Britney: Sure is. Now come and see my balcony...

11 Practice

Complete the responses with *a* or *an*.

- | | | |
|--|---|--|
| 1. A: What's that?
B: It's <u>an</u> audiocassette. | 3. A: What's that?
B: It's _____ electronic pen. | 5. A: Is that a cell phone?
B: No, it's not. It's _____ iPod®. |
| 2. A: What's this?
B: It's _____ DVD player. | 4. A: Is that a DVD player?
B: No, it's not. It's _____ CD player. | 6. A: Is this _____ camera?
B: No, it's not. It's _____ MP3 player. |

12 Practice

PAIRS. Compete with another pair. Ask for the names of five objects in your classroom. Use *this*, *that*, *these*, or *those*. The first pair to finish wins.

For example:

- A: What's that on the wall?
B: It's a map.

13 Pronunciation

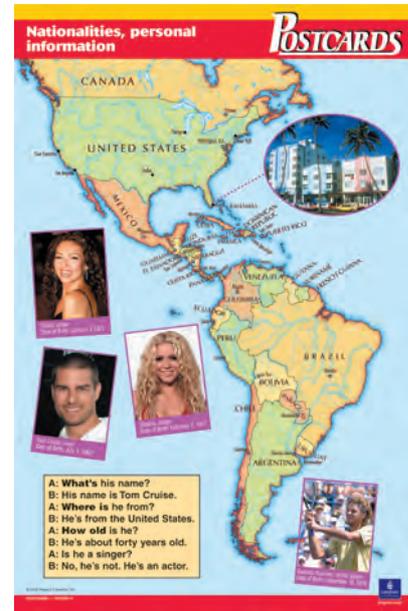
The voiced *th* sound in *this* and *that*

- A. 38 Listen and repeat.

this that they
these those there

- | | |
|---------------------------------|-----------------------------------|
| A: What's this? A camera phone? | B: No, that's an MP3 player. |
| A: What's that? | B: That's an Indian dress. |
| A: Whose dogs are those? | B: Those are theirs. |
| A: Those skates are cool. | B: They're great for tricks, too. |

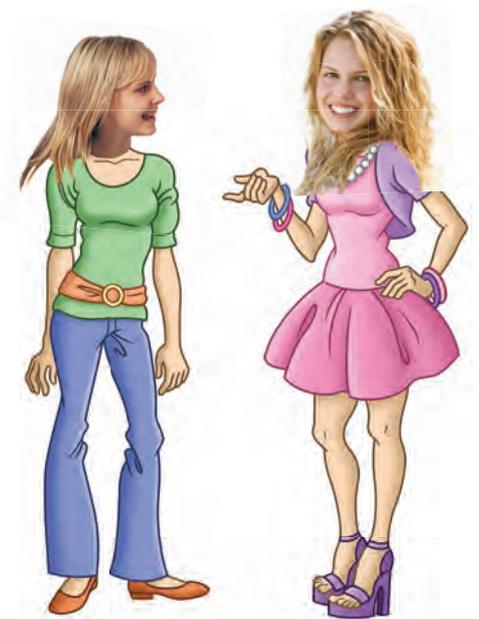
- B. 39 **PAIRS.** Listen again to the conversations in Exercise A. Practice them with a classmate.



14 Listening

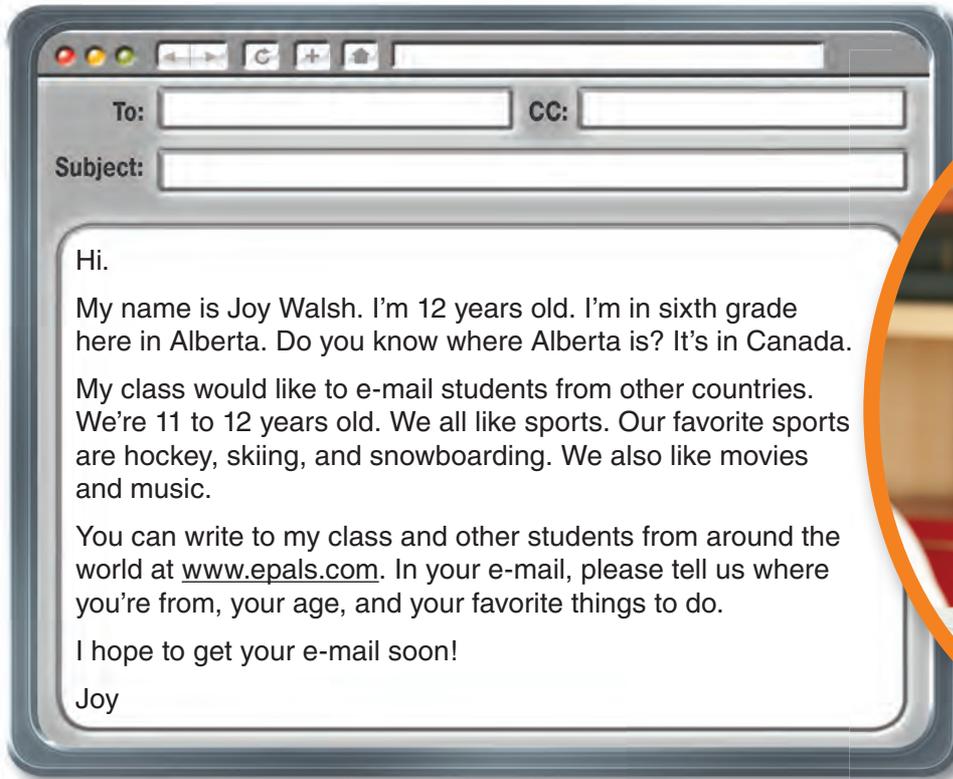
- 40 Listen to the conversation. Then circle the correct answers.

- | | | |
|--|---|------------------|
| 1. Who is the visitor?
a. Britney | <input checked="" type="radio"/> b. Ana | c. Mom |
| 2. Whose bedroom is it?
a. Britney's | b. Ana's | c. the dog's |
| 3. Where does Britney watch TV?
a. in her bedroom | b. in the living room | c. in the den |
| 4. Whose bed is comfortable?
a. Britney's | b. Ana's | c. Tiffany's |
| 5. Who is Tiffany?
a. Britney's sister | b. Britney's dog | c. Britney's mom |



15 Reading

- A. List your favorite activities. _____
- B.  41 Read along silently as you listen. Underline the students' favorite forms of entertainment.



C. Answer these questions.

1. What's the e-mail writer's name?
Joy Walsh
2. Where's she from?

3. What's her nationality?

4. How old are the students in her class?

5. What are their favorite sports?

6. What website can you visit to e-mail students from around the world?

16 Your turn

GROUPS. Talk about what you would like to tell Joy and her classmates. Use these questions to guide you. Make notes in your notebook.

1. What are your names?
2. How old are you?
3. Where are you from?
4. What are your favorite activities?
5. What's your favorite book or movie?

17 Writing

- A. **GROUPS.** Write your group e-mail using your answers to the questions in Exercise 16. Read your e-mail aloud to the class or post it on the board and have your classmates read it.
- B. If your class is interested, check out <http://www.epals.com> with your teacher and choose a class to write to.

15 Reading (10 min.)

Background notes

Alberta is a province in western Canada. Located in the foothills of the Rocky Mountains, Alberta has long, cold winters.

Hockey is short for *ice hockey*, a game with six players on each of two teams. Players skate around a rink trying to shoot a puck into a goal with hockey sticks. It is the national sport of Canada.

epals.com is a website where teachers and students can go for cross-cultural exchanges, project sharing, and language learning. The site is also a provider of school-safe e-mail, e-Mentoring, and web-browsing technology for K–12.

A.

- Ask students to look at the picture. Ask previewing questions such as *What's in the picture?* (a girl, a computer) *Where is she?* (in her room) Ask students *Do you use e-mail?* *Raise your hands if you do.* Tell them they will be reading an e-mail from a girl in Canada.
- Read the instructions aloud, then brainstorm with students different types of activities and entertainment, such as sports, movies, TV, music, books, and the Internet. Write these terms on the board. Tell students to write down three of their favorite activities.
- Call on several students to tell the class their favorite activities.

B.

- **41** Have students read the e-mail as they listen to the audio. Tell them to underline the forms of entertainment that Joy and her classmates like. If helpful, have students read the e-mail again silently and check their answers.
- Elicit the items students underlined. Ask them which sports in Joy's e-mail are unfamiliar to them. If possible, show pictures of these sports to the class. Ask *Do you like the same activities as Joy's class? Which are the same? Which are different?*

Answer key

sports
hockey
skiing
snowboarding
movies
music

C.

- Read the questions aloud, making sure students understand *website* and *from around the world*. Then have students work individually to complete the answers. When students have finished, elicit the answers orally.

Answer key

1. Joy Walsh
2. Alberta, Canada
3. Canadian
4. 11 to 12 years old
5. hockey, skiing, snowboarding
6. www.epals.com

16 Your turn (5–10 min.)

- **GROUPS.** Call on a student to read the directions and questions aloud. Model asking the first question with a small group of students; demonstrate making notes.
- Have students form small groups to ask and answer the questions.
- Elicit one group's answers to the questions. Using Joy's e-mail as a model, elicit from students how to form sentences to answer each of the questions. Write these sentences on the board.

17 Writing (15 min.)

A.

- **GROUPS.** Have students work in small groups to formulate their e-mail to Joy. Have one student in each group write the letter, while the other members tell him or her what to write. Encourage students to use Joy's e-mail as a model. Circulate as students work to monitor and help.
- If you have a bulletin board for your class, you may want to post the letters. If so, correct the e-mails first and allow students to recopy them before putting them on display.

B.

- If you have Internet access at school, you may want to have groups work together to choose a class to send their message to.

Putting it together *At school* (15 min.)

Background notes

Student life at U.S. public schools: Schools in the United States are not just places where students go to class. They are also the center of most students' social lives. Students attend school from early morning to mid-afternoon, Monday through Friday. They can get a hot meal from the school cafeteria for lunch, and after school there are many clubs, sports, and other activities for students. This means that students need to take many things to school: their books, musical instruments if they are in the school band or orchestra, changes of clothes if they play sports, and a packed lunch if they don't like cafeteria food. They leave all of these things in their lockers when they aren't using them. Students usually have five-minute breaks between classes to change classrooms and to go to their lockers. Many students talk to friends during these breaks.

Dress codes at U.S. schools: Most public schools do not require students to wear uniforms. Students are allowed to dress very casually. However, they are not permitted to wear revealing clothing or T-shirts with provocative language.

A.

- Read the title and instructions aloud. Help students make predictions about the dialogue by asking questions about the pictures and text. Say, for example, *Look at the pictures. Who are the two girls? (Liza and Annie) Are they friends? (yes) Where are they? (at school) Do they look happy? (yes) Who are they talking about? (Brian)*
- Read the dialogue in the first two pictures and elicit the answer for the first blank. Have students fill this in and then complete the exercise individually or in pairs.

B.

- **42** Tell students to listen and check their answers. Play the audio once or twice. Then elicit the answers and write them on the board.

Answer key

1. Who's
2. How old is
3. Is he
4. What's
5. Where's/from

- To extend work with the photostory, go over key concepts and vocabulary such as *smile, What's going on?, Perfect, cute, Totally (very), they're to die for (they're very, very cute), Can I come to your house tonight?, Why not?, and Because.*
- Ask the class *Do you think Liza wants Annie to meet Brian?* (no) Have students underline the part in the conversation that supports their answer. (Annie: *Can I come to your house tonight?* Liza: *Um . . . no. Not tonight.* Annie: *Why not?* Liza: *Because.*)
- Ask *Why doesn't Liza want Annie to meet Brian?* Let students discuss in L1 if helpful. (Possible answer: Maybe Liza likes Brian and wants him to be her boyfriend. Maybe she is afraid Brian will like Annie.)
- 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 pairs and have students practice, changing roles. If time allows, have students form boy pairs and girl pairs. Have them practice the dialogue again, substituting their own names, the name of a favorite classmate or celebrity, and other information. Then call on one or more pairs to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.



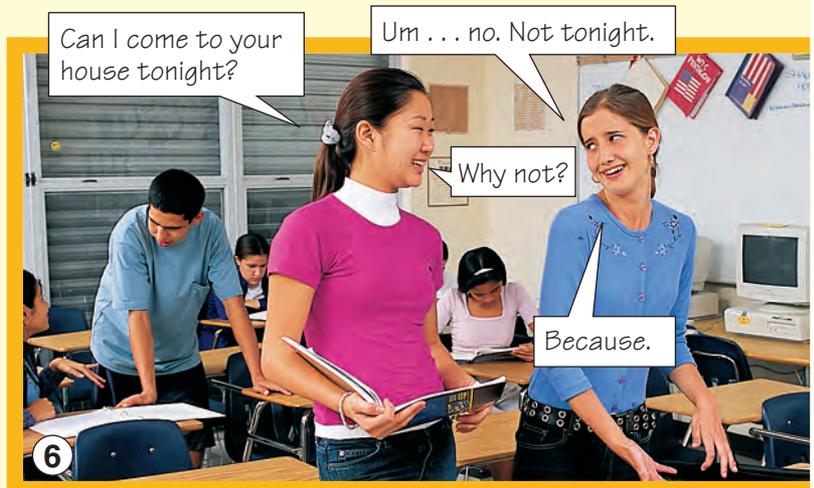
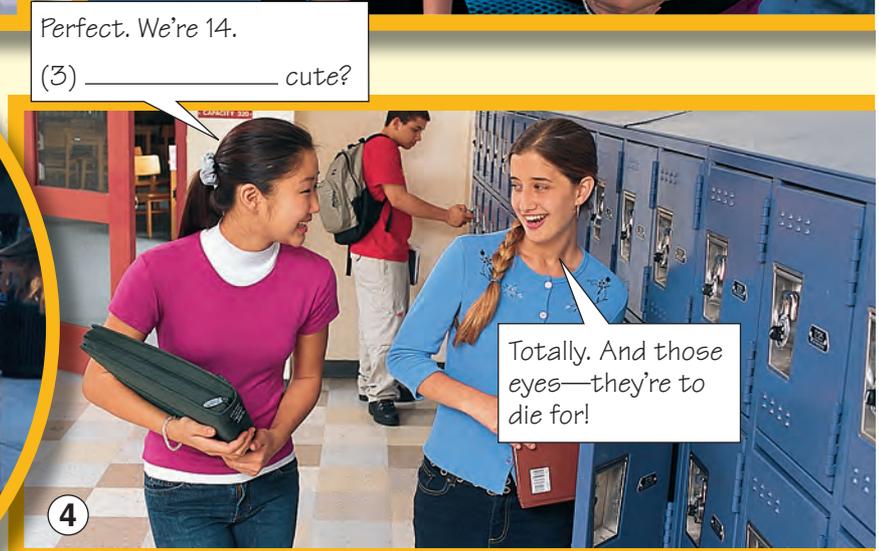
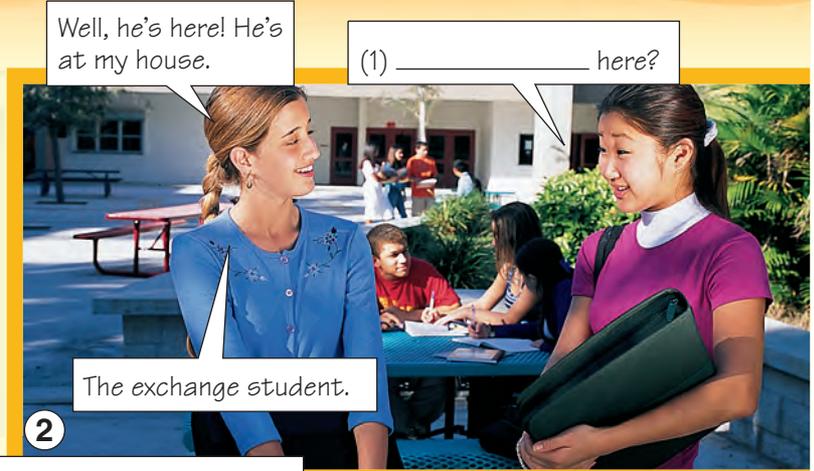
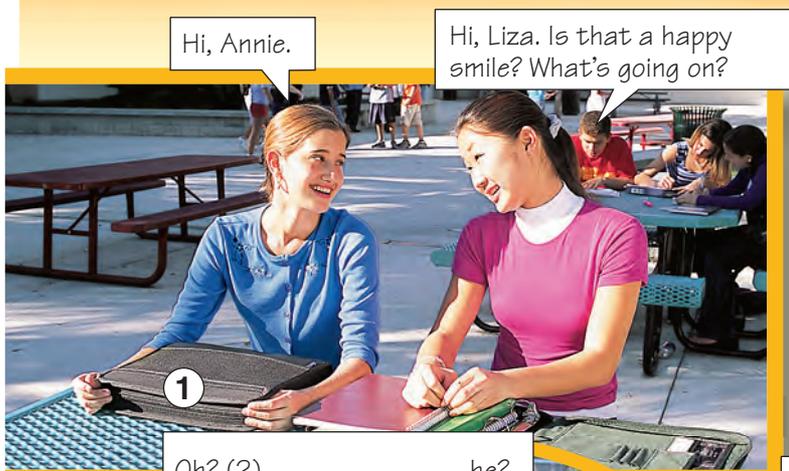
Have students complete Skills Development 1 Exercises (1–5) in the Workbook.



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

Putting it together *At school*

A. Before you listen, read the conversation. Complete Annie's questions.



B. 42 Now listen and check your answers. Discuss: Do you think Liza wants Annie to meet Brian? Underline the part in the conversation that supports your answer.



Wide Angle on the world

1 Reading

Reading skill: Reading for specific information

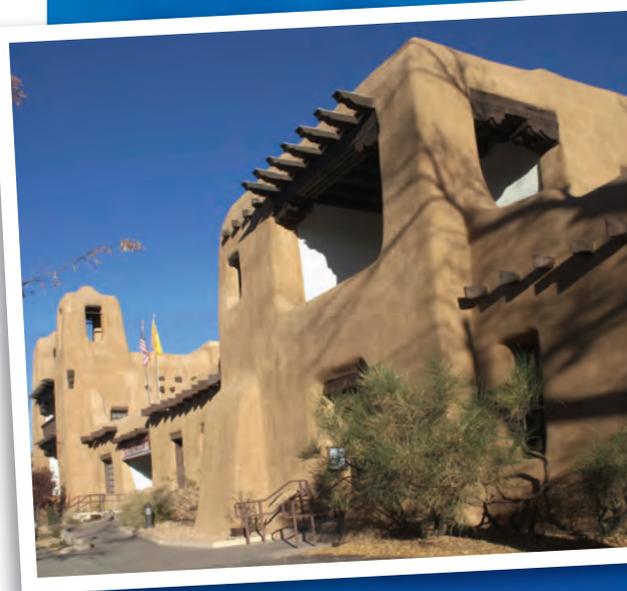
When you read, look for answers to questions.

A. Quickly read about Yaching and Daniel. Where are they from? Where are they now? Circle the answers in the reading.

B. Read the article and fill in the chart for Daniel and Yaching.

	Daniel	Yaching	Mike
Nationality	<i>Brazilian</i>		
Country			
First language			
Second language			
Now lives in			
Student at			
Thinks new city is			
The people are			

Daniel Santos is Brazilian. He's in the United States for a year.



2 Listening

43 Listen to a program on International Teen Web Radio. DJ Ellen Sandoval, 13, is interviewing an exchange student, Mike Smith. Complete the chart above for Mike.

3 Speaking

PAIRS. Imagine your partner lives in another country. Interview him or her using the questions below. Take notes. Then change roles.

1. What's your first language?

2. Where are you from?

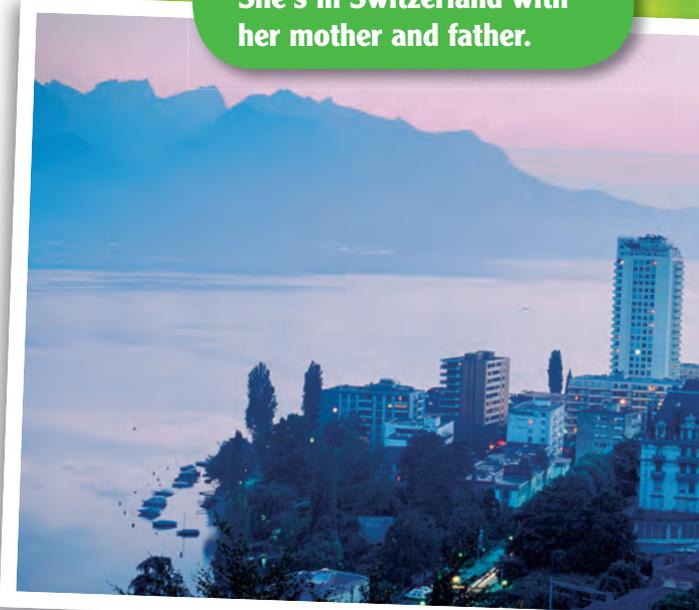
3. What's your second language?

4. Where are you now?

5. How is it?

6. How are the people?

Yaching Chen is Taiwanese. She's in Switzerland with her mother and father.



4 Writing

Write a paragraph about your partner. Use the notes from your interview.

Wide Angle on the world

Pictures (5 min.)

- Have students look at the pictures of the places on pages 32 and 33. Ask if students know any of the places in the pictures; however, don't preteach the place names at this point. (Brasilia, Brazil; New Mexico, the United States; Taipei, Taiwan; Geneva, Switzerland)

1 Reading (15 min.)

- Point to the Reading skill box. Read the skill aloud as students follow along.

A.

- Tell students that they will be reading about two different teenagers who come from one country but live in another. As they read, they should look for specific information: *Where are the teenagers from? Where are they now?* Write these guide questions on the board.
- Have students quickly read the articles and circle the answers. Elicit answers orally.

Answer key

Daniel is from Brasilia, Brazil. He's in Santa Fe, New Mexico, in the United States.
Yaching is from Taipei, Taiwan. She's in Geneva, Switzerland.

B.

- Tell students to look at the chart and read the information in it. Elicit the first few items for Daniel.
- Have students work individually to reread the text and fill in the chart for Daniel and Yaching.
- Check by asking volunteers to share their answers. Have them give their answers using complete sentences; for example: *Nationality* (Daniel is Brazilian); *Country* (Daniel is from Brazil).

Answer key

Name	Daniel	Yaching	Mike
Nationality	Brazilian	Taiwanese	American
Country	Brazil	Taiwan	USA
First language	Portuguese	Taiwanese	English
Second language	English	English	French
Now lives in	USA	Switzerland	Canada
Student at	high school in Santa Fe, New Mexico	international school in Geneva	school in Quebec
Thinks new city is	cool	very international	great
The people are	very relaxed and friendly	really interesting [they speak a lot of different languages]	very nice

2 Listening (10 min.)

- 43 Read the directions aloud. Play the audio two or more times as students listen and fill in the chart.
- Have students compare their answers with a partner.
- 43 Play the audio again as partners listen and check their answers. Then elicit the answers from volunteers; write them on the board if helpful.

Answer key

See Answer key for Exercise 1B.

Audioscript

Ellen: Hi, I'm Ellen Sandoval, and today I'm on the Web with exchange student Mike Smith. Mike speaks two languages. Hi, Mike. Welcome to International Teen Web Radio.

Mike: Hi, Ellen. Thanks.

Ellen: What's your first language, Mike?

Mike: My first language is English. I'm American.

Ellen: Oh? Where are you from?

Mike: I'm from New York City.

Ellen: New York City? That's great!

Mike: Oh yeah!

Ellen: And where are you now?

Mike: Right now I'm an exchange student in Quebec, Canada.

Ellen: Quebec?

Mike: Yep, Q-U-E-B-E-C. It's in the east.

Ellen: So what's your second language?

Mike: French, of course.

Ellen: French? But they speak English in Canada, right?

Mike: Yes, most people speak English. But in Quebec, people usually speak French. All my classes are in French.

Ellen: Oh . . . ! So how's Quebec? You like living there?

Mike: Yeah, Quebec is great.

Ellen: Yeah?

Mike: Yeah, and the people are very nice.

Ellen: That's great. OK, thanks Mike. Do you speak two languages? Give me a call!

3 Speaking (10 min.)

- **PAIRS.** Tell students that they will interview each other. Explain that they should imagine themselves living and studying in a city of another country. Give students time to think about their new country and what it would be like living there. Have them read and answer the questions silently to help them create their new "character."
- Have students interview each other and note down their partner's answers.
- Walk around and help students as needed.

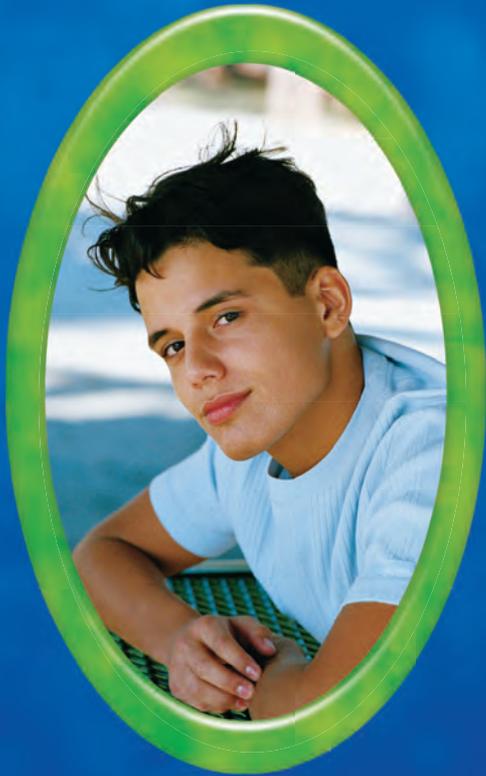
4 Writing (15 min.)

- Have students write a paragraph about their partners, using the notes they took.
- Ask volunteers to read their paragraphs to the class.

Extension

- Choose three strong students to read their Exercise 4 paragraphs to the class.
- Draw a chart on the board, using the names of the students and the interview topics in Exercise 3: *Nationality, Country, First language, Second language, Now lives in, Thinks new city is, The people are.*
- Have the students in turn read their paragraph to the class. After each reading, elicit from the class the information to fill in the chart.

From One Country to Another . . .



“Hi, I’m Daniel Santos and I’m from Brasilia, Brazil. My first language is Portuguese. My second language is English. I’m an exchange student at a high school in Santa Fe, New Mexico. All my classes are in English. I really like Santa Fe. It’s cool. The people here are very relaxed and friendly. The weather is great. And the adobe buildings are awesome.”



“Hello. My name’s Yaching Chen. Taiwanese is my first language, and English is my second language. I’m from Taipei, Taiwan. But now I live in Geneva, Switzerland. My father works here. Geneva is very international, and Lake Geneva is beautiful. The people here are really interesting. They speak a lot of different languages—French, German, Italian—and most people also speak English. I’m in an international school, and all our classes are in English.”



4

Can you repeat that, please?

1 Dialogue

44 Cover the dialogue and listen.

- Andy:** Good morning. Can I ask you a question?
Woman: Of course.
Andy: Can you give my friend a guest pass?
Woman: Sure. What's your last name?
Brian: Williams.
Woman: Can you spell that, please?
Brian: W-I-L-L-I-A-M-S.
Woman: And your first name?
Brian: Brian. B-R-I-A-N.
Woman: What's your address?
Brian: 55 Isabel Street, Coral Gables, Florida.
Andy: The zip code is 33134.
Woman: And your phone number?
Andy: (305) 555-1366.
Woman: I'm sorry. Can you repeat the last four digits, please?
Andy: 1366.
Woman: 1-3-6-6. What's your date of birth, Brian?
Brian: October 15th, 1991.
Woman: Here you go. Is there anything else?
Brian: No, that's it. Thanks!
Woman: You're welcome.

2 Comprehension

- A. Fill out Brian's guest pass.
 B. 45 Check your answers. Read along as you listen again.

GUEST PASS

Last name: Williams

First name: _____

Date of birth: _____

Address: _____

Phone number: _____

Signature: Brian Williams

Valid for September 21 only

Learning goals

Communication

Ask for personal information
 Ask questions: *When? What time? What day?*

Grammar

Can for requests
 Question words: *When, What time, What day + (am/is/are)*
 Prepositions of time: *in + month; on + day; at + time*

Vocabulary

Ordinal numbers



4

Can you repeat that, please?

Learning goals

The following are additional learning goals in this unit:

Learning strategy

- Ask for help

Pronunciation

- Intonation patterns in information questions

Skills

- Read a schedule
- Listen for information about events
- Ask for personal information
- Ask about birthdays

- Talk about favorite TV shows
- Fill out a personal information form
- Write a schedule

Background notes

The YMCA was first established in London in 1844 but can now be found in more than 100 countries, serving 30 million people. In the United States *The Y*, as it is often called, provides sports facilities, lodging for young people, meeting space for community groups, child care programs, and many kinds of activities. People register for membership to be able to use the sports facilities, such as the gym or the pool.

Coral Gables is a city in the Miami metropolitan area. It's famous for its beautiful parks and gardens.

A **zip code** is a group of numbers that is usually written at the end of an address in the United States. Zip codes are used to sort mail into delivery areas.

(Tele)phone numbers in the United States are always seven digits plus a three-digit *area code* used for calling long distance.

An **area code** is a three-digit number that identifies each telephone service area in the United States.

Warm-up (5 min.)

- Review the pronunciation of the English alphabet with the class, using page 2 in the Let's get started section if helpful.
- On the board, write: A: *Can you spell your name?*
B: *Yes, it's _____.* Read this aloud, using your own name in the blank and have students repeat. Then call on several students and ask *Can you spell your name?*
- Tell students to stand and ask classmates to spell their names. Give students a specific number of classmates to talk with or set a time limit; say, for example, *Talk to ten other students* or *Talk to as many students as you can in four minutes.*
- Tell students that they will learn how to give information about themselves today. Have students open their books. Introduce the unit title.

Using the large photo (5 min.)

- Ask students to look at the picture. Ask *What characters are in the picture?* (Brian and Andy) *What are they wearing?* (sports clothes) *What does Brian have?* (a volleyball) *Where are they?* (at a gym/sports club)

1 Dialogue and 2 Comprehension (15 min.)

- Tell students to cover the dialogue.

A.

- Read the directions and the form for Comprehension Exercise A aloud. Make sure students understand *guest pass*, *date of birth*, *address*, *phone number*, and *signature*. Tell students that they may not know the spelling of all the words but to try to spell out what they hear.
- 44 Play the audio two or more times and have students work independently to complete the exercise.

B.

- 45 Have students uncover the dialogue. Play the audio again and have students read along and check their answers. Pause after Brian gives his address so that students can correct their spelling if needed. Finally, elicit the answers.

Answer key

Last name: Williams

First name: Brian

Date of birth: October 15, 1991

Address: 55 Isabel Street, Coral Gables, Florida 33134

Phone number: (305) 555-1366.

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *Good morning*, *Can I ask you a question?*, *Of course*, *Can you give my friend a guess pass?*, *zip code*, *repeat*, *last four digits*, *Here you go*, *Is there anything else?*, and *that's it.*
- Have students repeat the dialogue; work on pronunciation as needed. Then have students practice in groups of three, changing roles after each reading. When groups have finished, select a group to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

3 Your turn (10 min.)

- If students need to review the months of the year in English, write the number of each month on the board. Elicit the names of the months and write these on the board.
- Read the instructions aloud and explain *Membership Application Form*. As a model, ask a different student a *What* questions for each blank—for example, *What's your last name? What's your first name? What's your date of birth?* Then have students work by themselves to fill out the *Membership Application Form*. Walk around to monitor and help as students work.

Focus on multiple intelligences: this activity focuses on logical and auditory intelligences.

- Instead of having students fill out the *Membership Application Forms* in their textbooks, have them copy and fill these out on a separate piece of paper. When students have finished, collect all the papers.
- Ask everyone in the class to stand up. Choose one form at random. Tell students that you will give information from the form a little at a time. If students know that the information is *not* theirs, they can sit down.
- Select a piece of information to read out, such as the month of birth—for example, *July*. All students who were *not* born in July will sit down. Choose another bit of information, such as the last digit in the phone number. Continue, moving from more general information to more specific until only one student is left standing. Return the form to him or her.
- Ask this student to select another student's form and follow the same procedure. Repeat until several different students have had a chance to read forms. Return the forms to the remaining students.

4 Useful expressions (5–10 min.)

A.

- Tell students to find each expression in the dialogue. Explain or elicit the meaning or demonstrate the situation in which each expression is used.
- 46 Play the audio, pausing for students to repeat. Encourage students to mimic the intonation.

B.

- Read the instructions aloud, then the first two lines of the conversation; elicit the meaning of *library card*. Call on a volunteer to give you the answer for the first empty blank, making sure the student gives both first and last name. Then have students fill in the blanks to complete the conversation. When students have finished, elicit the answers orally.

Answer key

- A: Hi. Can I get a library card?
 B: Sure. What's your name?
 A: [Student's Name].
 B: I'm sorry. Can you repeat that?
 A: Sure. [Student repeats name].
 B: Here you go. Is there anything else?
 A: No, that's it.

C.

- **PAIRS** Pair students and have them practice two or three times.
- Tell pairs to practice again, this time silently reading their lines, then looking up and saying them to their partner. Model this if helpful. Tell students to practice two or three times.
- Have students practice the conversation again, this time standing with their books closed. If helpful, write the first word of every line on the board.
- Call on one or two pairs to stand and perform for the class.

Extension

- To prepare for this activity, prepare name cards of celebrities the students are familiar with.
- Distribute one name card to each student. Tell students to keep it a secret.
- Have students practice in pairs, substituting the celebrity's name and spelling in the appropriate place. Have students switch roles and repeat.
- For further practice, have students form new pairs and practice the dialogue with a new partner.

3 Your turn

Fill out the form with your own information.

**RECREATION CENTER
MEMBERSHIP APPLICATION FORM**

Last name _____ First name _____ Date of birth _____

Street address _____ City/Town _____

State _____ Zip code _____ Country _____

Home phone _____ E-mail _____

Signature _____

4 Useful expressions

A. 46 Listen and repeat.

- Here you go.
- Can you repeat that?
- Yes, please.
- Sure.
- No, that's it.
- Is there anything else?

B. Complete the conversation with expressions from Exercise A. Use your own information for the responses.

A: Hi. Can I get a library card?

B: *Sure* _____. What's your name?

A: _____.

B: I'm sorry. _____?

A: _____.

B: Here you go. Is there anything else?

A: _____.

C. **PAIRS.** Role-play the conversation in Exercise B.





GRAMMAR FOCUS

Can for requests

Questions

- Can I ask you a question?
- Can you spell that, please?
- Can you please help me?
- Can he/she apply for a guest pass?

Affirmative answers

- Sure.
- Yes, of course.
- OK.
- No problem.

Negative answers

- No, sorry.
- Sorry, I can't. I'm busy right now.
- Sorry, I'm busy.

Discovering grammar

Look at the grammar chart. Complete the grammar rules.

1. Use _____ to make a request.
2. Use _____ to make a request more polite.

Practicing grammar

5 Practice

Write requests and responses. Use *can*, *please*, and a question mark in the requests. [Note: X means *no*; ✓ means *yes*]

1. pick up the eraser on the floor
A: Can you pick up the eraser, please?
B: Sure.
2. give this note to the principal
A: _____
B: X
3. carry my books
A: _____
B: X
4. close the window
A: _____
B: ✓
5. turn off the computer
A: _____
B: ✓



Learn to learn

Ask for help.

Don't be afraid to ask your teacher or your classmates for help.

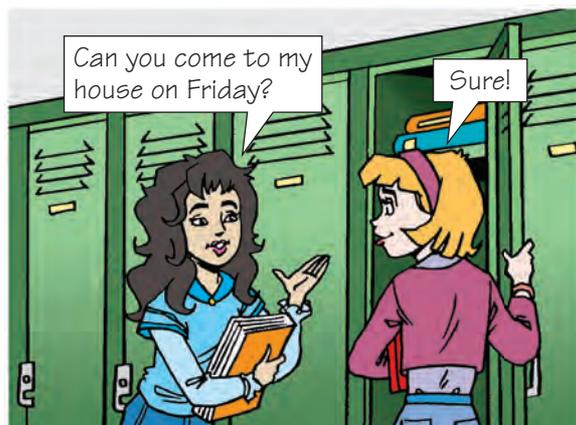
- A. Look at Exercise 6. Ask yourself: Is there anything that I don't understand? Which part?
- B. Ask your teacher or a classmate to help you with that part of the lesson.

For example:

You: Can you help me with Exercise 6, please? OR Can you explain Exercise 6 to me, please?

6 Practice

PAIRS. Take turns. Follow the instructions.



1. A: (Ask your classmate if you can ask him/her a question.)
B: (Respond.)
2. A: (Ask your classmate to help you with your homework.)
B: (Respond.)
3. A: (Ask your classmate to wait for you.)
B: (Respond.)
4. A: (Ask your classmate to spell his/her name.)
B: (Respond.)



Grammar Focus

and Discovering grammar (10 min.)

Can for requests

👁️ See Grammar reference, page 101.

- Tell students that they will learn how to make requests. Read the grammar chart aloud (the questions, then affirmative answers, then negative answers) and have students repeat. Explain new vocabulary such as *apply*, *I'm busy*, and *right now*.
- To show students the communicative value of this structure, ask several students *Can you help me?* Have each student give a different response.
- Read the directions for Discovering grammar aloud, and then have students work individually to complete the exercise. Elicit the answers orally.

Answer key

1. can 2. please

- Use the board to elicit other key points about *Can* for requests, such as the sentence structures illustrated in the requests.

Practicing grammar

5 Practice (5–10 min.)

- Call on a student to read the instructions aloud. Make sure students understand that a check (✓) requires an affirmative answer, an X requires a negative answer. Students can write an affirmative or negative response of their choice. To make sure students understand, elicit the answers for the first two numbered items. Go over new vocabulary in the questions, such as *pick up*, *give*, *note*, *principal*, *carry*, and *turn off*.
- Have students work individually to complete the exercise. Walk around to monitor and help students. Then elicit the answers orally.

Answer key

1. Can you pick up the eraser, please? (affirmative)
2. Can you give this note to the principal, please? (negative)
3. Can you carry my books, please? (negative)
4. Can you close the window, please? (affirmative)
5. Can you turn off the computer, please? (affirmative)

- You may want to assign A and B roles and have students practice asking and answering in pairs. When most pairs have finished, have them change roles and practice again.



Have students complete Workbook Exercises 1–5 and Grammar Builder Exercises 1–2.

Learn to learn (15 min.)

- Read the strategy line and explain or elicit the meaning. Elicit students' thoughts on asking for help in class.
 - A.
 - Read the directions, pointing out that students should look at the exercise below. Tell them to look for a word, phrase, sentence, or grammar point that they don't understand.
 - B.
 - Read the instructions and example aloud, then model this exercise with a student. Remind students to use polite requests. For large classes, have students work in pairs to help each other. Walk around to help. For smaller classes, have students ask you for help.
 - Conclude the activity by encouraging students to ask you or a classmate for help in future classes.

6 Practice (5 min.)

- **PAIRS** Have students read the directions and practice items. Explain or elicit the meaning of *wait*. Call on a volunteer pair to model the first item as an example. For classes with students of lower abilities, model all of the questions before students begin.
- Have students work in pairs, changing roles after the first round. Walk around, helping students.
- Check by calling on different pairs to perform the exchanges.

Answer key

1. Can I ask you a question, please?
2. Can you help me with my homework, please?
3. Can you wait for me, please?
4. Can you spell your name, please?

- If time allows, extend this exercise by having students close their books, stand, and find four other students to make a request of. Tell students they should make a different request each time.

Focus on values

- Elicit from students, using L1 if helpful, times when they need to ask for help from strangers, such as when one needs directions or when one needs to know the time. Ask *What do you say before you make a request?* (Excuse me.)
- Remind students there are times when we should help strangers, even though they haven't asked for help. Point out that it is best to first see if the person needs help by asking *Can I help you?* or *Do you need help?* or *Is everything all right?* In this way, the person can decide if he or she wants help.

Background notes

Volunteerism is a unique and important aspect of life in the United States. There are a large number of programs and activities that Americans support through volunteer work. Most Americans work as volunteers at some time in their lives, and many high schools require students to do volunteer work to receive **community service credits** before they can graduate.

The **SAT** (pronounced S-A-T) is an exam that colleges use to help them make admissions decisions. High school students usually take the SAT exam at the beginning of twelfth grade. The test is three hours and forty-five minutes long and is made up of multiple-choice questions on math, critical reading and vocabulary, and grammar. The SAT also contains an essay-writing section.

Using the large photo (5 min. or less)

- Tell the class to look at the picture. Ask *Where are Brian and Andy?* (at the YMCA) *What kinds of ads can you see?* (Join the fun! Day camp volunteers needed; Free S.A.T. practice tests and facts/strategies class; etc.)

7 Dialogue and 8 Comprehension (15 min.)

- Tell students to cover the dialogue. Read the directions. Write *Event*, *Date*, and *Time* across the top of the board. Tell students to copy this into their notebooks and take notes on the events, dates, and times.
- 47 Play the audio two or more times and have students work independently to take notes.
- Have students answer the questions based on their notes.
- 47 Have students uncover the dialogue. Play the audio again and have students read along and check their answers. Finally, elicit the answers orally.

Answer key

1. a volleyball game and peewee baseball
2. (the) peewee baseball
3. (the) volleyball game
4. (the) peewee baseball
5. Caroline's

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *When is it?*, *Peewee baseball*, *always fun to watch*, *P.M.*, *Wait a minute*, *Oh no!*, *Oh man!* (Wow!), and *I'm in big trouble*. Ask students *Why does Andy say I'm in big trouble?* (He forgot his girlfriend's birthday.)

- Have students repeat the dialogue; work on pronunciation as needed. Then have students practice in pairs, changing roles after the first reading. When pairs have finished, select a pair to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

9 Vocabulary (10 min.)**A.**

- Write several of the regular ordinal numbers on the board, spelling them out—for example, *fourth*, *seventh*, *eighth*. Ask students which cardinal number each one corresponds to. Then ask them what the ending is for most ordinal numbers (*-th*). Tell students to pay attention to the pronunciation of this ending. It is made the same way as the voiced *th*- sound, except that it is not voiced.
- Write other cardinal numbers on the board that have regular ordinals and elicit the ordinal forms for them.
- Elicit the irregular ordinals: *first*, *second*, *third*, *fifth*, *twelfth*, and *twentieth*.
- 48 Play the audio as students read along and repeat.

B.

- **PAIRS.** Call on a student to read the instructions and example aloud, and then select a pair to model the activity for the class. After assigning pairs, walk around to monitor and help students as they work.
- After students have practiced with their books open for several minutes, tell them to close their books and continue practicing.
- For a fun check, you can turn this into a game. Divide the class into two teams. Say three cardinal numbers at a time. The first team that gives you the correct corresponding ordinal numbers gets the point.

10 Practice (5 min.)

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



Have students complete Workbook Exercises 12–14.



7 Dialogue

47 Cover the dialogue and listen. As you listen, write down the events, their dates, and times.

- Brian:** Andy, look. A volleyball game. Can we go?
- Andy:** Sure. When is it?
- Brian:** It's on September 28th. What's this? Pee-wee baseball . . . Is this baseball for little kids?
- Andy:** Yup. That's always fun to watch. When is it?
- Brian:** It's also on the 28th.
- Andy:** What time?
- Brian:** In the morning, at 10. The volleyball game starts at 7 P.M.
- Andy:** Wait a minute. Is today the 21st?
- Brian:** Yeah. Why?
- Andy:** Oh no! Yesterday was Caroline's birthday!
- Brian:** Who's Caroline?
- Andy:** She's my girlfriend. Oh, man! I'm in big trouble.

8 Comprehension

Answer the questions. Use your notes.

1. What events are on September 28th?
a volleyball game and pee-wee baseball
2. What event is in the morning?
3. What event is at seven o'clock at night?
4. What game is at ten o'clock?
5. Whose birthday is on September 20th?

9 Vocabulary

Ordinal numbers

A. 48 Listen and repeat.

1st first	2nd second	3rd third
4th fourth	5th fifth	6th sixth
7th seventh	8th eighth	9th ninth
10th tenth	11th eleventh	12th twelfth
13th thirteenth	14th fourteenth	15th fifteenth
16th sixteenth	17th seventeenth	18th eighteenth
19th nineteenth	20th twentieth	21st twenty-first

B. **PAIRS.** Take turns. One student says three cardinal numbers at random. The other says the corresponding ordinal numbers.

For example:

A: Three, nine, one B: Third, ninth, first

10 Practice

Have a competition! Go to page 69.



GRAMMAR FOCUS

When/What time/What day + prepositions of time

Questions

When's the volleyball game?

When's her birthday?

When's her birthday?

What time's the game?

What day's the game?

Answers

On September 28th.

In September.

On Saturday.

At 10:00 in the morning.

On Saturday.

Contractions

When's = When is What time's = What time is

What day's = What day is

Practicing grammar

11 Practice

PAIRS. Ask and answer the questions.



1. What day is it today?

2. When's our next English test?

3. What day is [name of TV show] on?

4. What time is [name of TV show] on?

5. When's your dad's birthday?

Discovering grammar

Look at the grammar chart. Complete the grammar rules.

1. Use _____ to ask about the date of an event.
2. Use _____ to ask about the exact time of an event.
3. Use _____ to ask about the exact day of an event.
4. Use the preposition _____ with specific dates.
5. Use the preposition _____ with a specific time.
6. Use the preposition _____ with a specific day of the week.

12 Practice

Look at the sentences. Write questions for the underlined parts.



1. Q: When's Halloween?
A: Halloween is on October 31st.
2. Q: _____
A: Our drama practice is at 3:30 today.
3. Q: _____
A: The skateboard competition is on Sunday.
4. Q: _____
A: New Year's day is in January.
5. Q: _____
A: *Lost* is at 9:00 tonight on Channel 5.



Grammar Focus

and Discovering grammar (10 min.)

When/What time/What day + prepositions of time

👁️ See Grammar reference, page 101.

- Tell students that they will learn prepositions of time and more information questions. Point out the questions in the grammar chart. Read each question aloud and have students repeat. Point out the contraction for each question. Remind students that question words can usually form contractions with the *be* verb.
- Point out the answers in the chart. Tell students to pay attention to the preposition that is used with each time phrase. Read these and have students repeat. Finally, read each question aloud and have the whole class respond in turn by reading the answer aloud.
- Read the directions for Discovering grammar aloud, explaining the meaning of *exact* and *specific*. Then have students work individually to complete the exercise. Elicit the answers orally.

Answer key

1. When
2. What time
3. What day
4. on
5. at
6. on

- Use the board to elicit other key points about the grammar chart, such as the use of contractions with question words in spoken and informal written English (but not in formal writing).

Practicing grammar

11 Practice (10 min.)

- **PAIRS.** Tell students they will practice asking information questions and giving true answers. Quickly read the questions with falling intonation and have students repeat. Point out that students will need to say the names of one or two TV shows. Elicit some names of TV shows from the class. Call on a student to model the first item with you before students begin. Remind students to use the correct intonation when asking the questions and the correct prepositions when answering. Tell students to change roles when they've asked and answered the last question.

- Walk around, helping students with their questions and answers.
- Check by calling on students to read a question and select a classmate to answer.

12 Practice (5 min.)

- Have students read the directions. Tell students to use contractions when possible. Then have students work individually or in pairs to complete the exercise.
- Elicit the answers and write them on the board.

Answer key

1. When's Halloween?
2. What time's our drama practice today?
3. What day's the skateboard competition?
4. When's New Year's Day?
5. What time's *Lost* on (tonight on Channel 5)?

13 Practice (15 min.)

A.

- Read the instructions aloud. Have students write the months of the year, in order, in the left column.
- To check, ask the whole class *What's the first month? How do you spell it?* Quickly do the same for the other months. Write them on the board if helpful.

B.

- **PAIRS.** Call on a student to read the directions aloud. Assign pairs and designate which partner will ask questions (Student 1) and which will write responses (Student 2). As a model, call on two pairs to stand and interview each other about birthdays. Tell students they have five minutes to collect as many responses as they can.
- To maintain a fun pace, call out when the five minutes is half over and then when students have only one minute left. Tell students to stop after exactly five minutes.
- Find the pair who collected the most birthdays by asking, in increasing increments, *Who collected ten birthdays? Who collected fifteen birthdays?*



Have students complete **Workbook Exercises 6–11** and **Grammar Builder Exercises 3–9**.

14 Pronunciation (5 min.)

A.

- On the board, write *When's the volleyball game?* Read this with exaggerated falling intonation, then draw a line above the sentence illustrating the intonation. Point out that the voice falls on the last content word in information questions.
- **49** Play the audio and have students listen. Ask students if they could recognize the falling intonation.

B.

- **50** Play the audio again and have students repeat the questions. "Conduct" students' intonation with hand gestures if helpful.

15 Communication (15 min.)

A.

- **51** Play the audio once while students listen. Then play it again and have students repeat.

B.

- **PAIRS.** Read the directions aloud. Elicit some important dates and times that students can talk about. Write these on the board if helpful. Then model a conversation with a student.
- Walk around to monitor as students practice.
- To check, call on one or more pairs to perform conversations.

Cross-curricular activity: social studies

- To prepare for this activity, make sets of sixteen cards (one set per group of four students). Each set should contain eight questions about the dates of holidays and events in the United States and eight answers. For example:

<u>Question</u>	<u>Date</u>
When's New Year's Day?	On January 1st.
When's Valentine's Day?	On February 14th.
When's the first day of spring?	In March.
When's Mother's Day?	In May.
When's Father's Day?	In June.
When's the first day of autumn?	In September.
When's Halloween?	On October 31st.
When's Christmas Day?	On December 25th.

- Preteach information about any of the holidays students may not be familiar with.
- Have students form small groups. Distribute a set of cards to each group. Tell students to take turns reading each question aloud, then working as a team to find the date. Have a group model this for the class before students begin.
- Check answers by asking each question and calling on volunteers to answer.



(5 min.)

- **GROUPS.** Tell students that they will practice talking about their favorite TV shows. Go over the Useful language with the class. Elicit other questions that students might ask and write them on the board. Finally, model the beginning of a conversation with a student.
- Have students form groups. As students work, walk around to monitor and offer help when you are asked.
- To conclude this exercise, discuss students' favorite TV shows as a class.



Have students complete **Workbook Exercises 15–17**.

16 Reading

A. Scan the summer dance class schedule. Write the types of dance offered this summer.

salsa

THE SCHOOL OF DANCE SUMMER SCHEDULE					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Salsa for Beginners	Swing Dance for Teens	Ballet	Hip-hop and Funk (Intermediate)	Jazz and Tap Age 14+	NEW! Belly Dance for Teens
Rm. 12	Rm. 30	Rm. 27	Rm. 37	Rm. 25	Rm. 15
Instructor: Elissa	Instructor: Isadora	Instructor: Mario	Instructor: Gino	Instructor: Barry	Instructor: Sofia
First session: June 3rd	First session: June 30th	First session: July 1st	First session: July 15th	First session: August 4th	First session: July 5th
5:00–6:00 P.M.	5:00–7:00 P.M.	5:30–6:30 P.M.	5:30–7:30 P.M.	5:00–6:00 P.M.	5:00–7:00 P.M.

B. **PAIRS.** Read the summer schedule carefully. Then take turns asking and answering the questions.

- When's the first session for the salsa class?
It's on Monday, June 3rd, at 5 P.M.
- What class is new for this summer?
- What day and time is ballet class?
- For what age is tap class?
- What class is on Tuesdays from 5:00 to 7:00 P.M.?
- Can beginners enroll in hip-hop class this summer? Why or why not?
- When are hip-hop and funk classes?

17 Listening

A.  Listen and fill in the form for Annie.

 **THE SCHOOL OF DANCE** 

Last name: Akiyama First name: _____

Date of birth: _____ Tel. No: _____

Check your age: 10–12 13–14 15–16

Class: _____ Day: _____

B. Exchange work with a classmate. Check the answers.

18 Speaking

PAIRS. Take turns. Ask and answer the following:

- Annie's last name
- her age
- her phone number
- her birthday

For example:

A: What's Annie's last name?

B: It's Akiyama.

19 Writing

A. **GROUPS.** You own a dance school. Create a poster ad for your dance school. Include the following information:

- the types of dance you're offering
- the instructor for each class
- the days and times for each class
- the phone number to call
- the address of the school

B. **GROUPS.** Present your poster to the class. Answer any questions your classmates have.

16 Reading (15 min.)

A.

- Use the board to preteach vocabulary from the schedule, such as *beginner*, *intermediate*, *instructor*, and *session*.
- Direct students' attention to the schedule. Ask *What school is this schedule for?* (The School of Dance) *What months is it for?* (summer months; June, July, and August) Tell students to take a quick look at the summer schedule and write the types of dance offered.
- Check by calling on a student to read his or her list aloud. Explain or elicit any types of dance students may not be familiar with.

Answer key

salsa, swing dance, ballet, hip-hop and funk, jazz and tap, belly dance

B.

- **PAIRS.** Have students read the directions and example. Go over any new vocabulary in the questions, such as *for what age* and *enroll*. As a whole class, do the second item as an example. Ask *What class is new for this summer?* Elicit the answer *Belly Dance for Teens is new for this summer*. Remind students to answer the question in full sentences and to use the correct prepositions.
- As pairs work, walk around to monitor and help students with sentence formation.
- Check by asking each question to a different student.

Answer key

1. It's on Monday, June 3rd, at 5 P.M.
2. Belly Dance for Teens is new for this summer.
3. Ballet class is on Wednesday at 5:30 P.M.
4. It's for age fourteen plus.
5. Swing Dance for Teens is on Tuesdays from 5:00 to 7:00 P.M.
6. No, they can't. It's an intermediate class.
7. Hip-hop and funk classes are on Thursdays.

17 Listening (10 min.)

A.

- Have students look at the form. Tell them they will listen to Annie register for a class at the School of Dance. Tell them they will need to fill in the form. Elicit what the abbreviation *Tel. No.* means and make sure students understand *check* (✓).
- 52 Play the audio two or three times.

B.

- 52 Have students exchange their work with a classmate. Then play the audio again and have students check each other's answers.
- Elicit the answers from volunteers.

Answer key

Last name: Akiyama First name: Annie
 Date of birth: December 28, 1993 Tel. No. 555-1244
 Check your age: 10–12: ✓ 13–14: 15–16
 Class: Swing Dance for Teens Day: Tuesday

Audioscript

- Male voice:** Hello. Thank you for calling The School of Dance. If you are registering for this summer's dance classes, this machine can register you. Please listen to the questions carefully. Say your answers clearly after the beep. Question 1: What's your last name? Please spell it.
- Annie:** Akiyama. That's A-K-I-Y-A-M-A.
- Male voice:** Question 2. What's your first name?
- Annie:** Annie. A-N-N-I-E.
- Male voice:** Question 3. When's your birthday?
- Annie:** December 28th.
- Male voice:** I'm sorry. I did not get your answer. Please give the month, day, and year of your birthday.
- Annie:** Sorry. It's December 28, 1993.
- Male voice:** Question 4. How old are you?
- Annie:** 14.
- Male voice:** Question 5. What's your phone number?
- Annie:** 555-1244. That's 555-1244.
- Male voice:** Please say the class and the day of the class you are registering for.
- Annie:** Um . . . Swing Dance for Teens. Tuesday.
- Male voice:** Thank you for registering at The School of Dance. Your registration is now complete. Please pay \$55 on the first day of your class.
- Annie:** Bye. Have a good day. Oops. I forgot I'm talking to a machine.

18 Speaking (5 min.)

- **PAIRS.** Read the directions. Call on a pair to model the first two questions and answers for the class. Tell pairs to change roles after the first round.
- Check by calling on a different pair to ask and answer each question for the class.

19 Writing (20–30 min.)

A.

- **GROUPS.** To prepare for this activity, have art materials such as poster board and markers.
- Read the instructions aloud, and then ask questions to make sure all students understand.
- You may want to set time limits for the discussion (5–10 minutes) and the completion of the poster (15–20 minutes). Encourage students to speak in English as they do this activity.

B.

- **GROUPS.** Have each group present their poster to the class and answer their classmates' questions.

Progress check Units 3 and 4

Test-taking tip

- Read the test-taking tip aloud as students follow along. Explain in L1 if helpful, or ask questions to check comprehension.
- Model this by asking students how long they think it will take them to complete the Progress check. Write the times on the board. Tell students to watch their time as they complete each section, and to be sure to allow time to read over their answers when they've finished.
- After students have finished the Progress check, ask if they budgeted their time and reviewed their answers. Ask students if they found this strategy helpful, and if so, how it was helpful.

Answer key

Grammar

A.

1. Those faxes are for you.
2. Are these our dictionaries?
3. Those are men from Chile.
4. The boxes are on the table.
5. The keys are under the desk.

B.

1. Brian is an exchange student.
2. Eric is a student.
3. Liza is a teenager.
4. This is an easy test.
5. Australia is a big country.

C.

1. in 2. on 3. on 4. at 5. at 6. on

Vocabulary

D.

1. French
2. Polish
3. Japanese
4. British
5. Costa Rican
6. Finnish

E.

1. April is the fourth month.
2. September is the ninth month.
3. August is the eighth month.
4. October is the tenth month.
5. March is the third month.

Communication

F.

A: What's your name?

B: Justin.

A: Can you spell that / your name, please?

B: J-U-S-T-I-N.

A: What's your address?

B: 55 Isabel Street, Coral Gables, Florida.

A: What's your telephone number?

B: (305) 555-4177.

A: When's your birthday?

B: My birthday? It's on March 17th.

Now I can . . .

- Have students check the functions they can now perform.

Cross-curricular activity: social studies

- Refer students to the map of the world on pages 24–25 or to a map in your classroom. Ask students to name some countries where English is the first language of most of the people who live there. You may need to give a few hints to encourage students to think of places like Scotland and New Zealand.



Activities

Fun with songs 2, page 63

Focus on culture 2, pages 66–67

-  Have students complete the Unit 4 test, page 83.

Progress check

Units 3 and 4

Test-taking tip: Budget your time. Estimate how much time you will need. Allow a few minutes to review your answers.

Grammar

A. Rewrite the sentences. Use plural nouns. (2 points each)

- That fax is for you.
Those faxes are for you.
- Is this our dictionary?

- That man is from Chile.

- The box is on the table.

- The key is under the desk.

B. Write sentences using the cues. Use *a* or *an*. (2 points each)

- Brian / exchange student
Brian is an exchange student.
- Eric / student

- Liza / teenager

- This / easy test

- Australia / big country

C. Complete the sentences with *in*, *on*, or *at*. (1 point each)

- My birthday is in August.
- It's _____ August 23rd.
- Our tap class is _____ Saturday.
- Let's meet _____ 11:00 in the morning.
- The game starts _____ 2:00 P.M.
- The class starts _____ June 5th.

Vocabulary

D. Write the nationality for each country. (1 point each)

- France French
- Poland _____
- Japan _____
- Great Britain _____
- Costa Rica _____
- Finland _____

E. Unscramble the letters to find the months. Then write sentences. (3 points each)

- iparl April is the fourth month.
- beeemprst _____
- uugats _____
- rebcoot _____
- hcamr _____

Communication

F. Complete the conversation. (3 points each)

- A: What's your name?
- B: Justin.
- A: _____
- B: J-U-S-T-I-N.
- A: _____
- B: 55 Isabel Street, Coral Gables, Florida.
- A: _____
- B: (305) 555-4177.
- A: _____
- B: My birthday? It's on March 17th.

Now I can ...

- talk about where people are from.
- ask for personal information.
- make requests.

5

I have two sisters.

1 Vocabulary

Family members

- A. Look at the names in Andy Gibson's family tree. Find each person in the picture. Write the person's name in the tree.
- B.  Listen to the family words and repeat.

2 Practice

Guess the family words. Fill in the missing letters to complete them.

- grandfather and grandmother = g r a n d p a r e n t s
- father and mother = p _____ s
- son and daughter = c _____ n
- grandson and granddaughter = g _____ n

Learning goals

Communication

Talk about your family
Describe people

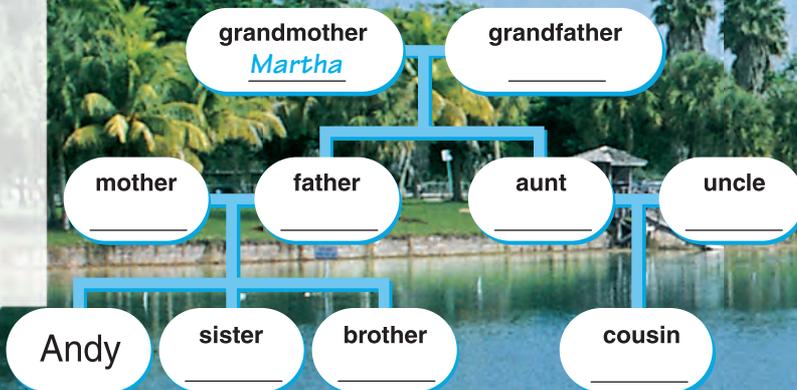
Grammar

Possessive forms of nouns
The simple present of *have*; *any*
Information questions with *How many*

Vocabulary

Family members
Adjectives for physical description

Andy Gibson's Family



5

I have two sisters.

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

Learning strategy

- Group new vocabulary into categories

Pronunciation

- Rising intonation in Yes/No questions

Skills

- Read a family tree
- Identify people based on description

- Ask and answer questions about family and physical description
- Write about a favorite person

Warm-up (5 min.)

- Bring a photo of your family. Show it to students and say *This is my family*. Tell students the names and relationships of the people in the photo—for example, *This is my mother. Her name is Jan*.
- Tell students that they will learn about Andy's family today. Have students open their books. Introduce the unit title.

Using the large photo (5 min. or less)

- Ask students to look at the picture. Ask *How many people are in the picture?* (eleven) *Where are they?* (in a park) *What are they doing?* (sitting; having a picnic; posing for a picture) *Who is taking the picture?* (Brian) *What other characters do you know?* (Robbie, Liza, Andy, Mrs. Gibson)

1 Vocabulary (15 min.)

A.

- Have students look at Andy's family tree. Point out that all the Gibson family members in the picture are shown in the family tree. Using the board if helpful, teach students that an aunt is a mother or father's sister, and an uncle is a mother or father's brother. Tell students *Find Andy in the family tree*. Confirm by holding up your book and pointing out Andy's name. Point to the photo of Martha and her name in the family tree and ask *Who's she?* (Martha, Andy's grandmother) Point to *sister* in the family tree and ask *Who's Andy's sister?* (Liza) Tell students to fill in Liza's name on the family tree.
- Have students work in pairs or small groups to complete filling in the names in the family tree.

- Check by asking different students about each family member—for example, *Who's Andy's brother?*

Answer key

grandmother: Martha
 grandfather: Bruno
 mother: Gloria
 father: Charlie
 aunt: Connie
 uncle: Steve
 sister: Liza
 brother: Robbie
 cousin: Joey

B.

- **53** Play the audio. Have students listen and repeat the family words. Make sure students are able to pronounce the voiced *th* sound in *grandmother*, *grandfather*, *mother*, *father*, and *brother*.

2 Practice (15 min.)

- Read the directions and elicit the answers for the first two items. Call on a student to spell out *parents*; write this on the board. Then have students work in pairs to complete the other items.
- Check by eliciting both the answers and spelling; write the words on the board.

Answer key

1. grandparents
2. parents
3. children
4. grandchildren



Have students complete Workbook Exercises 1–2.



Grammar Focus

and Discovering grammar (10 min.)

Possessive forms of nouns

📖 See Grammar reference, page 102.

- Write the incomplete sentence *Connie and Steve are Joey's _____* on the board and ask students to complete it. (parents)
- Circle the 's and elicit the meaning. (It shows possession.)
- Call on a student to read the information and examples in the grammar chart aloud. Teach or elicit the word *apostrophe* (').
- Have students silently read the directions and complete the grammar rules.
- Check answers orally, writing them on the board.

Answer key

1. 's (apostrophe s) 2. ' (apostrophe) 3. 's (apostrophe s)

Practicing grammar

3 Practice (5 min.)

- Have students read the directions and complete the exercise individually.
- Call on five students to write the answers for items 2–6 on the board.

Answer key

1. Andy's 2. parents' 3. brothers'
4. Liza's 5. Joey's 6. grandparents'

4 Practice (5 min.)

- **GROUPS.** Read the instructions aloud. Point out that one student asks *Who* questions about three members of Andy's family. Then another member asks three questions, and finally the third member asks three questions.
- Assign a group of three students to stand and perform the example. Have the group model several other questions for the class.

5 Your turn (15 min.)

A.

- Ask students if any of them are only children, how many of them have two sisters, two brothers, and so on. Ask random students for the number of aunts, uncles, and cousins they have.
- Read the directions aloud, then draw part of your own family tree on the board. Include yourself, your siblings, and your parents, along with lines to indicate that other family members can be added. Label the boxes *me, brother, sister, mother, father*. Write your own name in the box labeled *me*.
- Tell students *Ask about the names of my family members*. Have students ask questions such as *What's your brother's name? What's your mother's name?* Write the names of your family members in the appropriate boxes.
- Tell students to draw their own family tree on a piece of paper. Allow plenty of time for this activity. Walk around, helping students with other vocabulary they may need if they come from a large or blended family—for example, *brother-in-law, sister-in-law, nephew, niece, stepsister, half-brother*.

B.

- Ask volunteers to share their family tree with the class. Alternately, assign groups and have students present their trees to the group. Encourage students to use the possessive form to explain relationships.

Extension

- Write the following on the board: *She's my mother's mother. Who is she?*
- Have the class call out the answer. (grandmother) Then have students work in pairs to think of two similar "riddles" to present to the class.
- After a few minutes, group the pairs into two teams for a competition. One team reads out a riddle. The other team answers.
- The game ends when the class runs out of riddles. Add up the point totals and declare the winning team.

This is a Home/School connection activity.

- As homework, have students research some of their ancestors and add them to their family trees. Tell students to ask their parents or grandparents about great-grandparents, great-aunts and -uncles, and great-great-grandparents. Have students add these people to their family trees. In the next class, call on volunteers to present their extended family trees to the class.



Have students complete Workbook Exercises 4–7 and Grammar Builder Exercises 1–3.



GRAMMAR FOCUS

Possessive forms of nouns

Singular nouns

Andy is Liza's brother.

This is my sister's skateboard.

Plural nouns ending in -s

Liza is the boys' sister.

These are my sisters' skateboards.

Irregular plural nouns

children's books women's clothes

Discovering grammar

Look at the grammar chart. Complete the grammar rules with 's or '.

1. For most singular nouns (for example, *sister*), add _____.
2. For plural nouns ending in *s* (for example, *boys*), add _____.
3. For irregular plural nouns (for example, *children*), add _____.

Practicing grammar

3 Practice

Add 's or ' to the nouns in parentheses.

1. Andy's last name is Gibson. (*Andy*)
2. His _____ names are Joe and Gloria.
(*parents*)
3. The _____ names are Robbie and Andy.
(*brothers*)
4. Joey is _____ cousin. (*Liza*)
5. Connie is _____ mother. (*Joey*)
6. The _____ names are Martha and Bruno.
(*grandparents*)

4 Practice

GROUPS. Take turns. Ask a *Who* question about three members of Andy's family. The other members compete to give the correct answer.

For example:

Jose: I'll go first. Who's Martha?

Linda: She's Andy's aunt!

Dan: She's Andy's grandmother!

Jose: Dan's right. Who's Steve?

5 Your turn

- A. Draw your family tree on a piece of paper.
- B. Present your family tree to the class. Use the possessive form to explain relationships.

For example:

These are my grandparents. This is my grandmother, and this is my grandfather. They are my father's parents.



6 Dialogue

54 Cover the dialogue and listen.

Dad: Brian, are you an only child, or do you have any brothers or sisters?

Brian: I don't have any brothers, but I have two sisters.

Liza: How old are they? Do you have any pictures?

Brian: Yeah, I do. Here . . . look. That's Sandy. She's 14. She has blond hair. And this one's Louise. She's 18. Louise has brown hair, like my mom.

Mom: They're very pretty. How about cousins?

Brian: I have eleven cousins.

Robbie: That's a lot! We have only one cousin.

Joey: And that's me!

Robbie: Brian, do you have a girlfriend?

Brian: No, I don't, Robbie.

Robbie: Seriously? Andy has a girlfriend. Her name's Caroline. Liza doesn't have a . . .

Liza: Robbie! Be quiet!

7 Comprehension

A. Cross out the wrong information in each sentence. Correct the sentences.

1. Brian has ~~three~~^{two} sisters.
2. His sisters' names are Louise and Carla.
3. Louise has black hair.
4. Liza and Joey are sisters.
5. Andy's girlfriend is Sandy.

B. 55 Check your answers. Read along as you listen again.

8 Useful expressions

A. 56 Listen and repeat.

- Yeah.
- Seriously?
- And that's me!
- Be quiet!
- That's a lot.

B. Reorder the lines to make a conversation.

- ___ Seriously?
- ___ Yeah, I do. I have maybe a hundred DVDs.
- 1 Do you have any DVDs?
- ___ That's nothing. My uncle has more than 300!
- ___ A hundred? That's a lot!

C. PAIRS. Role-play the conversation.

6 Dialogue and 7 Comprehension (15 min.)

- Ask students what they know about Brian's family: *Is Brian an only child?* If students cannot remember, have them turn back to page 20 and look at the pictures from the Reading.
- Tell students to cover the dialogue.

A.

- Call on a student to read the directions aloud. Point out that all of the statements are false. Their task is to cross out the wrong information and correct the sentences. Direct their attention to the example. Have students silently read the other statements before you play the audio.
- 54 Play the audio two or more times and have students work independently to correct the false statements.

B.

- 55 Have students uncover the dialogue. Play the audio again and let students check their answers. Check by calling on individual students to read their corrected sentences.

Answer key

1. three > two 2. Carla > Sandy 3. black > brown
4. sisters > cousins 5. Sandy > Caroline

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *only child*, *have any brothers or sisters*, *blond hair*, *like my mom*, *a lot*, *girlfriend*, *Seriously?*, and *Be quiet*. Ask the class why Liza tells Robbie to be quiet. (She doesn't have a boyfriend and she doesn't want Robbie to tell Brian. Maybe she's embarrassed.)
- Have students repeat the dialogue; work on pronunciation as needed. Then have students practice in groups of six, changing roles after each reading. When groups have finished, 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

- Using the summary below, discuss family life in the United States with your students. Use L1 as needed.
- The composition of the typical family has undergone major changes in recent years. In the United States, it used to be that a traditional household was a **nuclear family**. A nuclear family is composed of the parents and the children. Nowadays, however, it is not uncommon for households to have only a **single parent**, either a mother or a father, and the children. In other families, grandparents, or even aunts and uncles, raise the children.

Extended families, wherein other relatives live with the nuclear family, are common in households of many immigrant families. In **blended families**, there is one biological parent and one stepparent, and the children may be from one or both parents. It is important to be aware of the similarities and the differences in the composition of families in different cultures. Knowing that there is not just one type of family composition helps us better understand, appreciate, and respect one another.

8 Useful expressions (5 min.)

A.

- Tell students to find each expression in the dialogue. Explain or elicit the meaning or demonstrate the situation in which each expression is used.
- 56 Play the audio, pausing for students to repeat. Encourage students to mimic the intonation.

B.

- Read the directions aloud, explaining or eliciting the meaning of *reorder*. Elicit the first two reordered lines if helpful. Then have students work individually or in pairs to complete the exercise. To check, draw five blanks on the board and elicit the sentence order.

Answer key

5. Seriously?
2. Yeah, I do. I have maybe a hundred DVDs.
1. Do you have any DVDs?
4. That's nothing. My uncle has more than 300!
3. A hundred? That's a lot!

C.

- **PAIRS.** Pair students and have them practice two or three times.
- Tell pairs to practice again, this time silently reading their lines, then looking up and saying them to their partner. Model this if helpful. Tell students to practice two or three times.
- Have students practice the conversation again, this time standing with their books closed. If helpful, write the first word of every line on the board.
- Call on one or two pairs to stand and perform for the class.



Grammar Focus

and Discovering grammar (10 min.)

The simple present of *have*

See Grammar reference, page 102.

- Write the following lines from the dialogue on the board:

I don't have any brothers, but I have two sisters.

Andy has a girlfriend. Liza doesn't have a . . .

- Underline the verbs. (don't have, have, has, doesn't have) Add a second line under the contractions *don't* and *doesn't*. Elicit the non-contracted forms of *don't* (do + not) and *doesn't* (does + not) and write them on the board. Point out that *do* and *does* are used in sentences with verbs in the simple present form.
- Go through the examples of affirmative and negative statements in the grammar chart. Read them aloud and have students repeat after you.
- Have students read the directions and circle the correct answers with a partner. Then elicit the answers and write them on the board.

Answer key

- have
- has
- don't have
- doesn't have
- negative

- Use the board to elicit other key points about the simple present of *have*, such as the usage of *any* (not *no*) in negative statements.

Practicing grammar

9 Practice (5 min.)

- Tell students they will be reading a paragraph with missing words. Read the directions aloud, then preteach any new vocabulary in the reading, such as *balcony*, *backyard*, *living room*, *sleep*, and *sofa*.
- Elicit the first two items as an example. Then have students work individually to fill in the blanks. Check by calling on students to read the completed sentences aloud.

Answer key

- have
 - don't have
 - have
 - has
 - doesn't have
 - has
 - don't have
 - have
 - don't have
 - have
- Rufus is a dog.

10 Practice (5 min.)

- Have students read the directions. Elicit the first two items as an example.
- Check the answers as a class.

Answer key

- Brian has two sisters.
- He doesn't have any brothers.
- Andy, Liza, and Robbie have a lot of cousins.
- Joey doesn't have any brothers or sisters.
- Liza has a boyfriend.
- Sandy and Louise have one brother.

11 Practice (5 min.)

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



Have students complete Workbook Exercises 8–11 and Grammar Builder Exercises 4–7.



GRAMMAR FOCUS

The simple present of *have*

Affirmative statements

I/You/We/They **have** two sisters.

He/She **has** a sister.

It **has** four bedrooms.

Contractions

doesn't have = *does not have*

Negative statements

I/You/We/They **don't have** any sisters.

He/She **doesn't have** any sisters.

It **doesn't have** any bedrooms.

don't have = *do not have*

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Use (*has / have*) with *I, You, We,* and *They*.
2. Use (*has / have*) with *He, She,* and *It*.
3. Use (*doesn't have / don't have*) with *I, You, We,* and *They*.
4. Use (*doesn't have / don't have*) with *He, She,* and *It*.
5. Use *any* in (*affirmative / negative*) statements.

Practicing grammar

9 Practice

Fill in the blanks with *has, have, doesn't have,* or *don't have*. Then answer the question.

10 Practice

Write sentences using *has, have, doesn't have,* or *don't have* and the cues.

1. Brian / two sisters
Brian has two sisters.
2. He / any brothers

3. Andy, Liza, and Robbie / a lot of cousins

4. Joey / any brothers or sisters

5. Liza / a boyfriend

6. Sandy and Louise / one brother

11 Practice

Have a competition! Go to page 69.

WHO AM I?

My name is Rufus. I have four brothers and three sisters. We live with different families.

I live with the Garcia family. Mr. and Mrs. Garcia (1) _____ three cats, but they (2) _____ any children. Two of the cats (3) _____ brown eyes. The other cat (4) _____ green eyes.

Our house is big. It has a balcony, but it (5) _____ a backyard. It (6) _____ five bedrooms, but I (7) _____ a bedroom. I (8) _____ a small bed in the living room. Sometimes I sleep on the sofa. The cats (9) _____ any bedrooms either. Sometimes they sleep next to me. We're friends.

I (10) _____ a good life.

Who is Rufus? _____



GRAMMAR FOCUS

The simple present of *have*; *any*

Yes/No questions

- Do you/they **have any** sisters?
- Does he/she **have any** sisters?
- Does it **have any** bedrooms?

Affirmative answers

- Yes, we/they **do**.
- Yes, he/she **does**.
- Yes, it **does**.

Negative answers

- No, we/they **don't**.
- No, he/she **doesn't**.
- No, it **doesn't**.

Questions with *How many*

- How many cousins **does** he **have**?
- How many cousins **do** they **have**?

- He **has** eleven cousins.
- They **have** fifteen cousins.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Use *How many* to ask about things you (*can / cannot*) count.
- Which question is correct? Circle it.
Does + he + has ten cousins?
Does + he + have ten cousins?
- Which question is correct? Circle it.
How many cousins + does + he + have?
How many cousins + he + does + has?

13 Practice

Test your memory about Rufus. Take turns. Ask how many . . .

- brothers and sisters Rufus has
- cats Mr. and Mrs. Garcia have
- cats have brown eyes
- bedrooms the house has

14 Pronunciation

Rising intonation in *Yes/No* questions

A. 57 Listen to the questions. Notice how the voice rises on the last syllable of the last word in *Yes/No* questions.

- Do you have any cousins?
- Does he have a girlfriend?
- Does she have a big family?

B. 58 Listen again and repeat the questions in Exercise A.

Practicing grammar

12 Practice

Complete the questions and answers.



- Q: Does Rufus _____ brothers and sisters?
A: Yes, he _____.
- Q: _____ Mr. and Mrs. Garcia _____ any children?
A: No, they _____.
- Q: _____ Rufus _____ a bedroom?
A: No, he _____.
- Q: _____ Rufus _____ a good life?
A: Yes, he _____.

15 Communication

Talk about your family

A. 59 Listen to the conversation.

A: Rose, do you have a big family?

B: Oh, yeah.

A: How many brothers and sisters do you have?

B: I have four brothers and five sisters.

A: Seriously? That's a big family!

B: What about cousins? Do you have any?

B. PAIRS. Take turns asking and answering questions about each other's family.



Grammar Focus

and Discovering grammar (10 min.)

The simple present of *have*; *any* Questions with *How many*

See Grammar reference page 102.

- On the board, write *Do you have any brothers or sisters? Yes, I do. No, I don't.* Underline the words *do* and *have* in the question.
- Tell students that in the simple present, most verbs in English use a form of the verb *do* in *Yes/No* questions. Explain that when an English speaker hears a form of *do* right at the beginning of a sentence, he or she expects a *Yes/No* question.
- Go through the examples of affirmative and negative statements in the grammar chart, then the information questions with *How many*. Read them aloud and have students repeat.
- Have students work individually to complete Discovering grammar. Elicit the answers orally.

Answer key

1. can 2. Does + he + have ten cousins?
3. How many cousins + does + he + have?

- Use the board to elicit other key points about the simple present of *have*, such as the usage of *any* in questions and the usage of *do* (not *have/has*) in short answers.

Practicing grammar

12 Practice (10 min.)

- Have students read the directions. Tell them to refer to the grammar chart and the paragraphs about Rufus on page 45 as they complete the exercise.
- Check by calling on individual students to read the question and the answer for each item.

Answer key

1. Q: Does / have any A: does 2. Q: Do / have A: don't
3. Q: Does / have A: doesn't 4. Q: Does / have A: does

- To extend the activity, have students work in pairs, taking turns asking and answering.

13 Practice (5 min.)

- Have students read the directions. Write the first two cues on the board and show how they are transformed into *How many* questions; tell students to be careful to use the correct form of *have* in their questions and answers.
- Call on a strong pair of students to model taking turns asking and answering the first two questions. Then assign pairs and have students

practice. When students have finished, tell them to change roles and practice again.

- Check by calling on a student to stand and ask each question. Have the student select a classmate to answer.

Answer key

How many brothers and sisters does Rufus have?
He has four brothers and three sisters.
How many cats do Mr. and Mrs. Garcia have?
They have three cats.
How many cats have brown eyes?
Two cats have brown eyes.
How many bedrooms does the house have?
It has five bedrooms.



Have students complete Workbook Exercises 12–16 and Grammar Builder Exercises 8–11.

14 Pronunciation (15 min.)

A.

- On the board, write *Do you have a girlfriend?* Draw a rising arrow above *friend*. Tell students that *Yes/No* questions have a rising intonation at the end. Underline the two syllables of *girlfriend*. Explain that some words have just one syllable and others have two or more. Tell students that the intonation rises on the last syllable of the last word in a question. Draw a second line under *friend*.
- **57** Play the audio and have students listen. Ask students if they can hear the rising intonation on the last syllable of the last word.

B.

- **58** Play the audio again and have students repeat the questions. “Conduct” students’ intonation with hand gestures if helpful.

15 Communication (10 min.)

A.

- **59** Play the audio one or more times as students listen and repeat. Have students pay attention to the rising intonation in the *Yes/No* questions.

B.

- **PAIRS.** Read the directions aloud. Elicit questions students might ask about each other’s families and write them on the board.
- Call on a pair to model asking and answering about each other’s family. Encourage them to use rising intonation when asking *Yes/No* questions.
- Assign pairs and have students practice. If time allows, have students form new pairs and practice again.
- Conclude this exercise by calling on several students to tell you what they learned about their partner’s family.



Have students complete Workbook Exercises 17–19.

16 Vocabulary (15 min.)

A.

- Have students look at the photographs. Ask *What movie series are these characters from?* (Harry Potter) *What's your favorite Harry Potter movie?*
- Read the character names aloud and help students pronounce them. Ask *Who's your favorite Harry Potter character?* Elicit from students what they know about each character.
- Read the directions, then read the adjectives aloud and have students repeat them. Teach the hairstyle adjectives using line drawings on the board, magazine pictures, or if appropriate, students' hairstyles as examples.
- Read the example (*long*) and elicit alternate answers. Tell students several answers may be possible, but they just need to write one name in each blank. Then have students work individually to complete the exercise. Check answers orally.

Answer key

Answers will vary.

B.

- **PAIRS.** Read the directions and example aloud. Elicit the word order of the adjectives and write it on the board: *hairstyle + hair color*. Point out that students can put three adjectives together to describe the length, type, and color of hair—for example: *long, straight, black hair*. Elicit the word order and write it on the board: *length + type + color*.
- Remind students that each should ask three questions. Encourage them to ask some questions with “false” information. Call on a pair to model taking turns asking and answering a few questions.
- Walk around to monitor and help as students practice. To check, call on individual students to ask a question and select a classmate to answer.

- To extend this exercise, give students a few minutes to study the photos and adjectives. Then have them form pairs. One student closes his or her book, and the other student quizzes him or her on the characters' hairstyles. After a few minutes, have students change roles. To check, have all students close their books. Say *I'll ask you Yes/No questions about the characters. If the answer is yes, raise your right hand. If the answer is no, raise your left hand*. Encourage students to respond quickly. Ask a number of questions, giving the correct answer after students have responded. To make this more fun and challenging, increase the pace of your questions as you go along.



Have students complete Workbook Exercise 3.

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. Tell students that by linking together a group of words, you can better remember what they have in common.

A.

- **GROUPS.** Read the directions. Use the illustrations to help students understand *word web* and *categories*. Elicit one more word for each word web and have students copy it into their webs. Then have students form small groups to complete their webs. Walk around to monitor and help as students work. Check by asking different groups for one word they wrote on their web.

B.

- Read the directions. Using the board, draw webs for *family words for men* and *family words for both men and women*. Have students copy them into their notebooks and complete them. Check students' work by asking volunteers to tell you the words they wrote in their webs.

16 Vocabulary

Adjectives for physical description

A. Look at the adjectives and the pictures. Write a Harry Potter character next to each adjective.



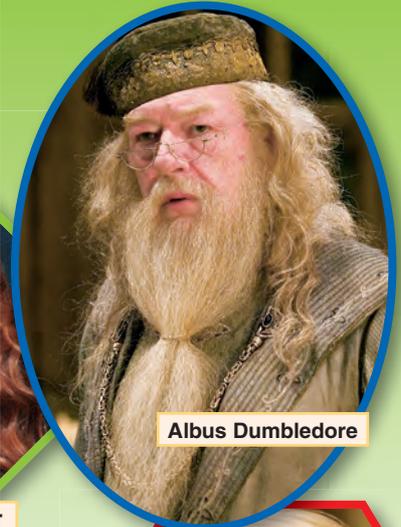
Harry Potter



Ron Weasley



Hermione Granger



Albus Dumbledore



Draco Malfoy



Cho Chang

Hairstyle

long Hermione Granger

medium length _____

short _____

straight _____

wavy _____

curly _____

Hair color

black _____

brown _____

light brown _____

red _____

blond _____

white _____

B. **PAIRS.** Ask Yes/No questions about three of the characters.

For example:

A: Does Draco have curly, blond hair?

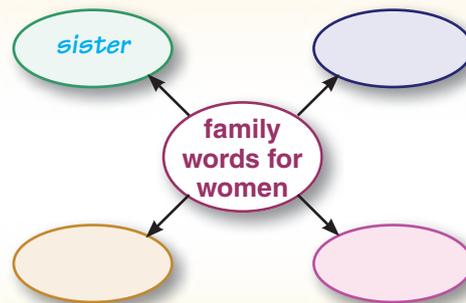
B: No, he doesn't. He has straight, blond hair.

Learn to learn

Group new vocabulary into categories.

Putting words into categories can help you learn words faster.

A. **GROUPS.** One way of learning words by categories is to make a word web. Complete the word webs with words from this unit.



B. Make word webs for these: *family words for men* and *family words for both men and women*. Then complete your word webs.

17 Listening

60 Listen to each description. Guess who the person is. Choose your answers from the characters in the box.

Dobby Hagrid Minerva McGonagall Ron Weasley

Description 1 _____

Description 2 _____

Description 3 _____

Description 4 _____



GROUPS. Talk about the Harry Potter characters.

Useful language:

- Who's your favorite Harry Potter character?
- My favorite is _____.
- Can you describe him/her?
- He/She has _____ hair (eyes).



18 Writing

A. Think of a favorite person. This person can be a family member, a friend, a teacher, a book or movie character, or an entertainer. Write a description of this person.

B. **PAIRS.** Read your classmate's paragraph. Circle any errors. Use the Peer editing checklist on page 138 to help you with your comments.

17 Listening (5 min.)

- Have students read the directions and look at the pictures of the characters. Elicit the names of the characters pictured. (From top to bottom: Minerva McGonagall, Dobby, Hagrid, Ron Weasley.)
- **60** Play the audio two or more times, pausing after each description to give students time to write.
- Check the answers by calling on volunteers. If helpful, play each description one more time and elicit the clues for each character.

Answer key

Description 1: Ron Weasley
Description 2: Hagrid
Description 3: Dobby
Description 4: Minerva McGonagall

Audioscript

1. I'm 16 years old. I have medium length, red hair. I like Hermione. I'm Harry's best friend at Hogwarts School. Who am I?
2. I'm more than 60 years old. I'm a man. I have long, very curly, brown hair. I'm very tall. I'm a friend of Harry's. Who am I?
3. I am short. I have big ears. I have big, green eyes and a long nose. Who am I?
4. I'm 70 years old, more or less. I'm a woman. I always wear a tall, black hat. Sometimes I am a cat, and sometimes I am an old woman. Who am I?



(10 min.)

- **GROUPS.** Tell students that they will now talk about their favorite Harry Potter characters in groups. Go over the Useful language with the class. Elicit other descriptive language that students might use, such as *tall, short, thin, heavy*, and the different eye colors and facial features. Finally, model the beginning of a conversation with a student.
- Have students form groups. As students work, walk around to monitor and offer help when you are asked.
- To conclude this exercise, discuss students' favorite Harry Potter characters as a class.

18 Writing (15 min.)

A.

- Read the directions aloud and elicit examples of book and movie characters and entertainers. Have students work independently to write a short paragraph describing a favorite person or character. Walk around, answering students' questions as they work.

B.

- **PAIRS.** Call on a student to read the directions. Review the Peer editing checklist on page 138 with the class. Assign pairs and have students edit each other's paragraph. Walk around to monitor and help. Depending on the number of corrections you see students making, you may want to have students rewrite their paragraphs on a new sheet of paper.
- Call on several students to read their paragraphs for the class before collecting them.

Cross-curricular activity: art

- For this activity, you will need the following: magazines or Internet pictures, scissors, glue, poster paper (one sheet for each student). Make your own collage as a sample for the students.
- To make your collage, tear or cut out body and face parts from different pictures of people and/or animals.
- Glue these parts together onto poster paper to make a whole, different character. Your character must not look like anything or anyone that you have seen before.
- Present your character to the class by giving only a few bits of information about him or her. You could tell the class your character's name and where he or she came from. (You could invent a different country or planet altogether.) Elicit other questions about your character's family from the class. Ask the class to describe your character in terms of hairstyle and color, eye color, etc. Ask them how many eyes, arms, legs, etc. your character has.
- Tell the class that they will each make their own character and later present this character to a partner. Review what you did in the making of your collage, making sure the students understand the process. Partners should take turns asking and answering questions about their character's family and physical description.

Putting it together At Caroline's (15 min.)

Background notes

Cell phone is short for *cellular phone*.

Text messaging, technically known as *SMS (Short Message Service)* is a digital cell phone function. Text messaging is very popular because it is cheaper than calling. It has become so popular that the term *texting* is now used as a verb to mean sending text messages back and forth.

E-mail is short for *electronic mail*.

A boyfriend or a girlfriend is a close friend with whom a young person is romantically involved. Among young American teenagers like Andy in the story, having a boyfriend or girlfriend is usually a casual matter involving sitting together at lunchtime; talking before and after school; exchanging gifts on special occasions such as birthdays, Christmas, and Valentine's Day; and occasionally visiting each other's homes. If the young couple spends time together on weekends or in the evenings, they are usually with a group of other teenagers at public places. They generally go to movies, school sports events, school plays, school dances, or just hang out at the local shopping mall.

A.

- Have students cover the photostory dialogue. Tell them they will be listening to a conversation between Andy and his girlfriend, Caroline. Read the instructions. If helpful, elicit some means of communication before students begin.
- 61 Play the audio one or more times. Have students listen to the conversation and fill in the blanks.

B.

- Have students uncover the photostory. Read the directions and ask volunteers to read the focus questions out loud.
- 62 Play the audio again as students read along and check their answers. Elicit the Exercise A answers from the class.

Answer key

cell phone, text messaging, e-mail

- Go over the dialogue with the class to teach or elicit key language such as *Oh, it's you* (greeting that shows disregard or disrespect), *missed*, *Come on* (please stop that), *still*, *remember*, and *don't have time for*. Then read the discussion questions aloud once more and give students a minute to study the dialogue and think about their response.
- As a class, discuss students' response to the focus questions.
- You may want to have students practice the dialogue. Work on students' pronunciation as you play the audio or read the dialogue aloud. Encourage the students to mimic Andy and Caroline's expressive intonation and stress. Assign pairs and have students practice, changing roles. Then call on one or more pairs to perform for the class. For further extension ideas, see the Dialogues and Comprehension notes in the Introduction, page x.

 Have students complete the Unit 5 test, page 84.

Putting it together *At Caroline's*

A. 61 Cover the dialogue. Listen to the conversation. What are the ways Andy can communicate with Caroline? _____, _____, _____



B. 62 Check your answers. Read along as you listen again. Then discuss the questions.

- Is Caroline a good girlfriend? Why or why not?
- Is Andy a good boyfriend? Why or why not?

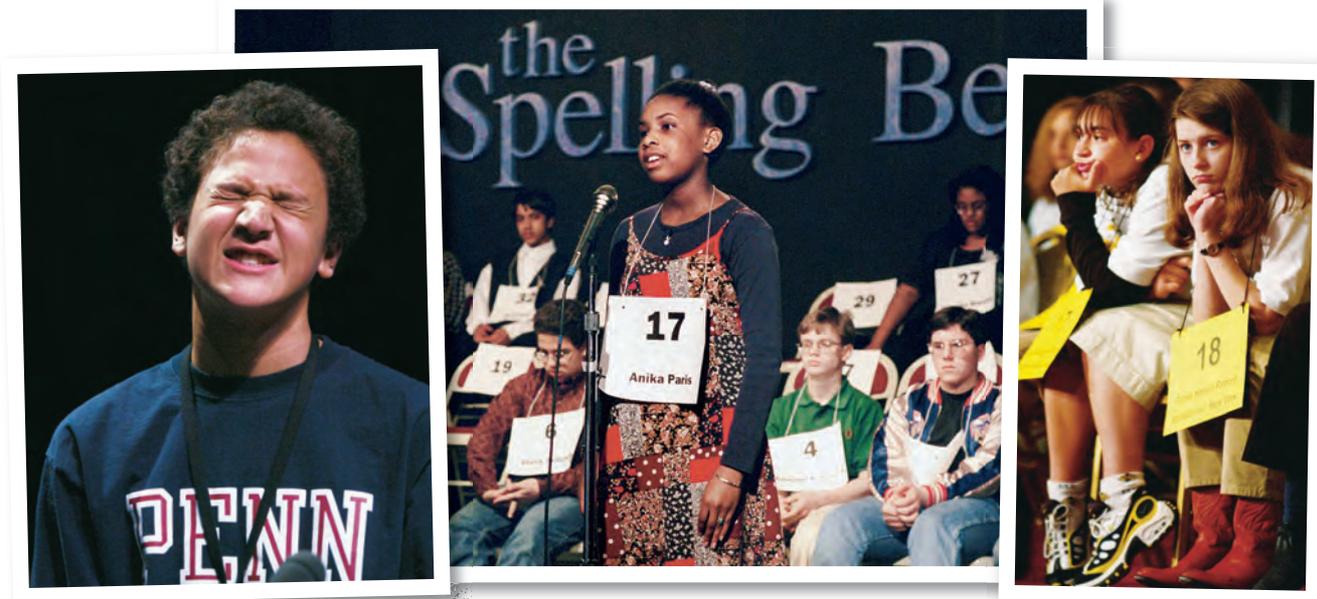
Game 2 *Spelling bee*

Steps:

1. Work in teams. Your teacher will write the team numbers on the board.
2. Team 1 Player A stands. The teacher reads a word. If asked, the teacher can repeat the word once more. The player has 5 seconds to begin spelling the word.
3. If Team 1 Player A can spell the word correctly, he or she can write the word under his or her team number on the board. The teacher then reads a new word to Team 2 Player A. If Team 1 Player A cannot spell the word correctly, the teacher reads the word to the other teams, in order, until it is spelled correctly.
4. The game continues until all the words have been written on the board. The team with the most words wins!

Useful language

- Congratulations!
- Great job!
- Oh well, that was a hard one.



bedroom	house	tired	computer	backyard	school
phone	practice	exchange	classmate	backpack	favorite
uncle	wavy	straight	grandson	fifteenth	Chinese
volleyball	boxes	cousin	countries	wallet	skateboard
awesome	Australian	favorite	dictionary	bicycle	information
characters	twelfth	addresses	February	principal	daughter

Game 2 Spelling bee

- Read or have a student read aloud each of the four numbered steps.
- Point out the Useful language and explain that these are expressions they can use to cheer on or support their team members.
- Explain to students that they will review the words that they have learned so far by having a spelling bee (a spelling contest). Have students form three or four groups. Each team should decide who should be Player A, B, C, etc. Write each team's number on the board. Tell students to look at the words in the chart. They have two minutes to review the spellings of the words. At your signal, students close their books.
- Have Player A of Team 1 stand up. Start with the easy words first. Read a word from the first row of the chart. You may repeat the word if a student asks you to do so. Give him or her only five seconds to begin spelling the word. Teammates must not help Player A spell the word or they will lose a turn.
- If Player A spells the word correctly, he or she can write the word under his or her team number on the board. Then it is the turn of Player A of Team 2 to spell a word.
- If a player cannot spell the word correctly, read the word to the other teams, in order, until it is spelled correctly.
- Continue the game until all the words have been written on the board. The team with the most words on the board wins.
- Be ready with a few more challenging words that students have learned. You may need to read them to students in case of a tie. Some examples: *people, beautiful, dialogue, exercise.*

Project 2 *A snapshot of someone I like*

- Introduce the activity by asking students some questions about magazines; for example, *Do you read magazines? What kinds of magazines do you like to read? Why?* You can also bring some magazines to class to use as examples of how a typical magazine looks.
- Tell students that just as in the first project, they will write a few paragraphs and choose pictures or photos to go with these paragraphs. But instead of making a scrapbook, they will be putting together a magazine article about someone they like. It can be a famous person, a family member, or a friend.
- Have students look at the article and elicit who it's about. (Shakira) Elicit from students what they see in the photos.
- Call on students to read the four steps and paragraphs aloud. Ask questions to elicit the kind of information the writer gives about Shakira.
- Brainstorm with the class the kinds of information they might include when they describe someone they like; for example, their names, what they look like, what they do, where they live, how the student feels about this person, and so on. Write these on the board.
- Give students time to think about the person they would like to write about and make notes. Circulate and help with vocabulary.
- Have students write their first draft. 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. Have students use the Peer editing checklist on page 104. They should offer each other comments and suggestions for improvement by saying what they didn't understand clearly and giving suggestions for correcting mistakes they noticed in their partner's work.
- 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 some other way.
- In class or as homework, ask students to write a second draft of their paragraphs using the comments and suggestions of their partner. They should also collect the photos they plan to include or make drawings to illustrate their projects.
- Give each student a piece of poster board or sheet of white paper. You may also provide some art materials such as crayons, colored pencils, markers, colored paper, scissors, and glue for the students to use. Have students design their own magazine articles. Encourage them to be creative in their designs.
- The students can display their articles on the walls so everybody can see and read them. Alternatively, you may want to have each student present his or her article to the class.
- Allow time for students to look at their classmates' projects as well as ask and answer questions about each other's article.

This is a Home/School connection activity.

- Have students take their articles home to share with their families. Tell students to read and explain what they've written.

Project 2 *A snapshot of someone I like*

Write a magazine article about a person you like. The person can be someone famous—an actor, a singer, or an athlete. Or it can be a family member or a friend. Choose photos to go with your article. Then share your article with your classmates. Use the article and steps below as a guide.

Shakira

1. Write about a person you like. Say why you like him or her.

I really like Shakira. She's a great singer and songwriter. She has a lot of hit songs. My favorite songs are "La Tortura" and "Don't Bother." I like her videos, too.



2. Write about where the person is from and where he or she lives now. Tell about his or her family and friends.

Shakira is from Colombia. Her parents live in Barranquilla, but now Shakira lives in Miami. She has a boyfriend. His name is Antonio de la Rúa. He's from Argentina.

3. Describe the person.

Shakira is very pretty. She has long blonde wavy hair and brown eyes. She likes fashion, and she has a lot of cool clothes.

4. Write about other things you know about that person.

Shakira speaks Spanish and English. She has many music awards. She's very popular all over the world. And she's a fabulous dancer.



6

I'm not crazy about hip-hop.

1 Dialogue

63 Cover the dialogue and listen.

- Brian:** So, how are things with Caroline?
Andy: Not good.
Brian: When can I meet her?
Andy: I have no idea. Soon, I guess. Let's not talk about her, OK? Do you have an iPod, Brian?
Brian: Nope. I can't afford one.
Andy: Me neither. So, what kind of music do you like?
Brian: It depends. I listen to all kinds of music, but I'm not crazy about hip-hop music.
Andy: Why not? I love hip-hop, especially rap.
Brian: I don't know. I'm just not into it. What about Liza and Robbie? Do they like rap, too?
Andy: Liza doesn't like rap. She can't stand it. She prefers pop music, and Robbie likes anything loud and noisy. He hates slow music.
Brian: I don't blame him.

2 Comprehension

A. Write the kind of music each person likes and doesn't like.

	Likes	Doesn't like
Brian	All kinds	
Andy		
Liza		
Robbie		

B. 64 Check your answers. Read along as you listen again.

Learning goals

Communication

Talk about likes and dislikes

Grammar

The simple present of *like*
 Object pronouns

Vocabulary

Ways of expressing likes and dislikes



6

I'm not crazy about hip-hop.

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

Learning strategy

- Read without understanding every word

Pronunciation

- The sound /z/

Skills

- Recognize true and false statements
- Listen for details in an interview
- Talk about likes and dislikes

- Ask and answer interview questions
- Write *Yes/No* questions with *like*

Warm-up (5 min. or less)

- Bring a song that is popular with students and play a little of it. Ask students who sings the song and what it is about. Ask what style of music it is and which of them likes/doesn't like that style.
- Elicit different styles of music from the class. If terms are different in LI, teach the English term. Some styles: blues, classical, country and western (C&W), dance, folk, gospel, heavy metal, hip-hop, jazz, Latin, opera, pop, rap, reggae, rhythm and blues (R&B), rock (alternative rock, hard rock, or classic rock), soul, techno.
- Tell students that they will learn how to talk about music today. Have students open their books. Introduce the unit title. Explain that *to be crazy about something* means *to really like it*. Thus, *not being crazy about hip-hop* means *to not really like hip-hop*.

Using the large photo (5 min. or less)

- Have students look at the picture. Ask *Where are Andy and Brian?* (in a music store) *What does Brian have in his hand?* (a CD) *What do you think their conversation is about?* (music)

1 Dialogue and 2 Comprehension (15 min.)

- Have students cover the dialogue.

A.

- Read the directions aloud. Preteach expressions that students will need to know to fill in the chart, such as *love, especially, not into, can't stand, prefer, and hate*.
- 63 Play the audio two or more times and have students work independently to complete the exercise.

B.

- 64 Have students uncover the dialogue. Play the audio again and have students review their answers. Check orally.

Answer key

	Likes	Doesn't like
Brian	All kinds	Hip-hop (music), (rap)
Andy	Hip-hop, rap	
Liza	Pop (music)	Rap
Robbie	Anything loud and noisy	Slow music

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *how are things, I have no idea, Soon, I guess, Let's not talk about her, Nope, can't afford, Me neither, what kind of, It depends, and I don't blame him*.
- 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.

Focus on values

- Play the beginning of the audio once more and pause after each of the following lines. Solicit students' ideas, using L1 if helpful, as to why the characters made the remarks.
 - 1) Andy says *Let's not talk about her, OK?* (Caroline was not happy with Andy because he missed her birthday. Perhaps Andy didn't want to be reminded of that. Also, he may be jealous of Brian because Caroline was very interested in meeting him.)
 - 2) Andy says *Do you have an iPod, Brian?* (He changed the topic because he does not want to talk about Caroline.)
- Discuss with students how important it is to be sensitive when another person doesn't want to talk about something. If the other person clearly shows that he or she is uncomfortable with the topic, it's best to move on to other topics.

3 Useful expressions (10 min.)

A.

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

B.

- Have students read the directions. Point out that there may be several possible responses, but they only have to write one.
- Elicit the various possible answers from the class.

Answer key

1. Not good.
2. I guess. / Nope. / I'm not crazy about it. / I don't know.
3. Me neither.

- To extend the activity, have pairs role-play the conversations, first reading from the book, then without looking at the words. Remind partners to switch roles.

4 Vocabulary (5–10 min.)

A.

- Have students look at the expressions for expressing likes and dislikes. Elicit which expressions are the strongest. (love, crazy about; hate, can't stand)
- **66** Play the audio, pausing for students to repeat the lines.

B.

- Read the instructions and, as a model, call on several different students to complete the sentences. Then have students work individually.
- Have students form pairs and share their musical likes and dislikes.



Have students complete Workbook Exercises 1–3.

5 Pronunciation (10 min.)

A.

- Tell students that the /z/ sound belongs to the *voiced* consonant sounds. That is, when you pronounce it, your vocal chords vibrate or move. Model pronouncing the /z/ sound by showing your mouth position: lips apart, the tip of the tongue behind the bottom front teeth, and upper and lower teeth together. With your fingers touching your throat, demonstrate that you can feel your vocal chords moving.
- Have students repeat the /z/ sound after you. Have them put their fingers on their throats. Do a few repetitions. Circulate and listen to students, helping as needed.
- **67** Tell students to listen carefully to the /z/ sound in the four words. Play the audio and have students listen and repeat.

B.

- **68** Play the audio and have students listen.

C.

- **69 PAIRS.** Play the audio and have students repeat. Then have students work in pairs to practice the conversation.

3 Useful expressions

A. 65 Listen and repeat.

- How are things?
- Not good.
- I have no idea.
- I guess.
- Nope.
- Me neither.
- I'm not crazy about it.
- Why not?
- I don't know.
- I'm just not into it.

B. Complete the conversations with expressions from the box.

1. A: How are things with you?
B: _____
2. A: Do you like hip-hop music?
B: _____
3. A: I can't afford to buy an iPod.
B: _____

4 Vocabulary

Ways of expressing likes and dislikes

A. 66 Listen and repeat.

Expressing likes 😊 Expressing dislikes ☹️

- I love rap music.
- I like music.
- We're into music.
- He's crazy about rock music.
- I hate rap music.
- I don't like classical music.
- We're not into hip-hop music.
- She can't stand rap music.

B. Complete the sentences with kinds of music or groups/singers you like and don't like.

1. I'm into _____.
2. I'm crazy about _____.
3. I hate _____.
4. I can't stand _____.

5 Pronunciation

The sound /z/

A. 67 Listen and repeat.

- does
- doesn't
- jazz
- bands

B. 68 Listen to the conversation.

A: Does Liza listen to jazz?

B: No, she doesn't.

A: Does she like boy bands?

B: Yes, she does. She's crazy about them.

C. 69 PAIRS. Listen again. Then role-play the conversation.





GRAMMAR FOCUS

The simple present of *like*

Affirmative statements	Negative statements	Yes/No questions	Short answers
I } like music.	I } don't like music.	Does he like rap music?	Yes, he does ./ No, he doesn't .
You } like music.	You } don't like music.	Do they like rap music?	Yes, they do ./ No, they don't .
He } likes music.	He } doesn't like rap music.		
She } likes music.	She } doesn't like rap music.		
We } like music.	We } don't like rap music.	Information questions	Answers
You } like music.	You } don't like rap music.	What kind of music does she like ?	She likes pop music.
They } like music.	They } don't like rap music.	What kind of music do you like ?	I like rock music.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- In affirmative statements . . .
 - use (*like / likes*) with *He* or *She*.
 - use (*like / likes*) with *I*, *You*, *We*, or *They*.
- In negative statements . . .
 - use (*doesn't / don't*) with *He* or *She*.
 - use (*doesn't / don't*) with *I*, *You*, *We*, or *They*.
- In Yes/No questions . . .
 - use (*do / does*) with *He*, *She*, or *It*.
 - use (*do / does*) with *I*, *You*, *We*, or *They*.

Practicing grammar

6 Practice

Complete the sentences with the correct forms of the verbs in parentheses.

- Brian and Andy (*like*) like music.
- Andy (*like*) _____ rap.
- Brian (*not like*) _____ rap music.
- Liza (*hate*) _____ rap music.
- She (*prefer*) _____ pop music.
- Robbie (*like*) _____ loud music.
- Many teenagers (*like*) _____ rap.
- Most teenagers (*not like*) _____ sentimental songs.

7 Practice



Read the answers. Write Yes/No questions with *like*.

- Do you like English?
Yes, I do. I like English.
- _____
No, she doesn't. My mother doesn't like ballet.
- _____
Yes, they do. Our teachers love classical music.
- _____
Yes, they do. My friends love sports.
- _____
No, he doesn't. My father hates scary movies.
- _____
No, we don't. We don't like loud music.



Grammar Focus

and Discovering grammar (10–15 min.)

The simple present of *like*

See Grammar reference, page 103.

- Have students look at the grammar chart. Tell students that all regular verbs in English follow the same patterns that they will study for the verb *like*.
- Tell students that you will read each affirmative statement aloud, after which they will read the negative counterpart of that statement; for example, *He likes music—He doesn't like music*. Remind them to pronounce the /z/ sound in *music* and *doesn't*.
- After reading the affirmative and negative statements, direct students' attention to the *Yes/No* questions. Tell students you will read the questions aloud and they will read the appropriate short answers.
- Follow the same procedure with the information questions and answers.
- Have students work individually to complete the exercise. Check answers orally.

Answer key

- 1a. likes
- 1b. like
- 2a. doesn't
- 2b. don't
- 3a. does
- 3b. do

- Use the board to elicit other key points about the grammar chart, such as the use of *do/does* instead of *like* in short answers, and the formation of information questions. (See the Grammar reference.)

Practicing grammar

6 Practice (5 min.)

- Have students work individually to complete the sentences with the correct verb forms. Check answers orally.

Answer key

1. like
2. likes
3. doesn't like
4. hates
5. prefers
6. likes
7. like
8. don't like



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

7 Practice (5 min.)

- Tell students to write *Yes/No* questions based on the answers that are given for each item. Point out that they need to read the short as well as the expanded answer forms for each item to correctly formulate the question. The nouns and pronouns in the answers will give them useful hints for forming the question. Elicit the questions for the first two items.
- Have students work individually or in pairs, then check the answers orally.

Answer key

1. Do you like English?
2. Does your mother like ballet?
3. Do your teachers like classical music?
4. Do your friends like sports?
5. Does your father like scary movies?
6. Do you like loud music?

- Assign pairs and have students practice asking and answering the questions. Remind them to pay attention to the pronunciation of the /z/ sound in *does* and *doesn't*.
- Have pairs practice again, this time giving true answers. Model a few questions and answers with a student.

Extension

- Tell students to think of at least three family members to write about. Explain that they can write what a particular person either likes or doesn't like. Write an example on the board, such as *My mother doesn't like rap*. Circulate as students work to help with vocabulary. Then have students share their sentences in pairs or small groups. Finally, call on several students to share a sentence with the class.

8 Practice (10–15 min.)

A.

- Have students make a list of six popular singers or musical groups in the last column of the chart in their textbooks.

B.

- Read the instructions and example aloud. Elicit other expressions that students can use after *Yes, I do* or *No, I don't*—for example: *I'm crazy about her; I'm really into her music; I love (name of song); I can't stand her; I hate her music.*
- Ask two volunteers to model interviewing each other for the class. Have them take turns asking and answering.
- Tell students that they should talk with five classmates. Tell them to sit down when they have completed their chart. Have students stand and begin interviewing each other. When most students are sitting, end the activity.



Have students complete Workbook Exercises 7–10 and Grammar Builder Exercises 2–4.

9 Your turn (20 min.)

- **GROUPS.** Read the instructions and go over the questions, making sure students understand *sing a few lines*. Call on two or three students to stand and model the start of a conversation. Then have students form small groups and discuss. Circulate to help and encourage students.
- To conclude the activity, ask several groups which performer they like best and the names of the songs that the performer sings. If students would enjoy it, you might ask volunteers to sing a few lines from the song.

Cross-curricular activity: music

- Bring to class a few different types of songs or musical passages. Three or four will do, depending on how much time you want to allow for this activity. If you choose to bring songs with lyrics, lyrics that are in English are preferable.
- Tell students they will be listening and writing their responses to different pieces of music. On a piece of paper, they will identify each piece with a number; for example, 1 for the first piece, 2 for the next.
- Next to the number, they will write what emotions they felt when they were listening to it. Point out that there is no right or wrong answer. Elicit or teach some adjectives that students may want to use, such as *happy, sad, excited, nervous, relaxed*, etc.

- Play each musical passage for two to three minutes. Walk around, helping students with their written responses.
- Have students share their responses with a partner. Then elicit responses from several different students for each of the musical passages.



Have students complete Workbook Exercises 11–12 and Grammar Builder Exercises 5–6.

10 Communication (15 min.)

A.

- Before students listen, write the opinion expressions on the board in the order in which they are used in the conversation: *love, hate, like, into, and can't stand*. Ask students to listen for expressions with a strong stress. Tell them these words have a stronger meaning.
- **70** Play the audio and have students listen.
- After playing the audio, ask which expressions have a stronger stress; underline these on the board. Point out that strong words have more stress. Have students say these words with the appropriate stress.
- Ask students what *Yuck* means. (I hate/can't stand it.) Have volunteers and then the whole class say *Yuck* with a strong stress.
- To prepare for the next activity, have students pair up and role-play the conversation, switching roles after the first reading.

B.

- **PAIRS.** Read the instructions aloud. Call on a pair to model using their own information. Then have students form pairs and practice. Encourage them to stress the stronger words.



(5 min.)

- **GROUPS.** Call on a student to read the instructions and Useful language aloud. Then have students form groups of four and discuss. Encourage them to use stress to express strong likes and dislikes. Circulate to monitor; help if you are asked.



Have students complete Workbook Exercises 18–19.

8 Practice

- A. Make a list of six popular singers or groups. Write them in the chart below.
- B. Take a survey. Ask five classmates about the performers on your list.

For example:

A: Do you like Christina Aguilera?

B: Yes, I do./No, I don't.

Write your classmates' first names in the appropriate columns.

Likes	Doesn't Like	Singer/Group
Tracy	Austin	Christina Aguilera

9 Your turn

GROUPS. Talk about the singers in the chart. Ask each other these questions.

- Do you like any of them?
- Who do you like?
- Do you know any of his or her songs?
- Can you sing a few lines from the song?

10 Communication

Talk about likes and dislikes

- A.  Listen to the conversation.

A: I love Mariah Carey's new album.

B: Really? I hate it.

A: You do? What kind of music do you like?

B: Well, I'm into rap. I like Kanye West.

A: Yuck. I can't stand rap.

- B. **PAIRS.** Role-play the conversation. Replace the names with your favorites.



GROUPS. Talk about music, bands, and singers you like or don't like. Use *like, love, prefer, don't like, can't stand, or hate* in your conversation.

Useful language:

- I like . . .
- I prefer . . .
- I love . . .
- I can't stand . . .
- I hate . . .
- I don't like . . .



11 Dialogue

71 Cover the dialogue and listen.

- Caroline: Hello?
 Andy: Hello? Is this Caroline?
 Caroline: Hi, Andy.
 Andy: Are you still mad at me?
 Caroline: Maybe. What do you want?
 Andy: Do you still want to meet Brian?
 Caroline: It depends. Does he want to meet me?
 Andy: Of course he does.
 Caroline: When can I meet him?
 Andy: How about tomorrow? Would you like to come with us to the movies?
 Caroline: Us? What do you mean by "us"?
 Andy: Brian, Liza, Robbie, and me.
 Caroline: You mean, the entire family? No, thanks.



12 Comprehension

A. Answer the questions.

1. Is Caroline nice to Andy?
2. Does Brian want to meet Caroline?
3. Does Caroline want to meet Brian?

B. 72 Check your answers. Read along as you listen again.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Object pronouns go (*before / after*) a verb.
2. *It* and *You* (*have / don't have*) the same subject and object forms.



GRAMMAR FOCUS

Object pronouns

Subject pronouns	Object pronouns	Examples
I	me	Liza likes { me. you. him. her. it. us. you. them.
You	you	
He	him	
She	her	
It	it	
We	us	
You	you	
They	them	

Object pronouns after prepositions

Are you still mad **at me**?
 Would you like to come **with us**?

Practicing grammar

13 Practice

Complete the sentences with object pronouns.

1. Shakira is great. I love her.
2. This new ice cream flavor is really good. I like _____.
3. Paris Hilton is annoying. I can't stand _____.
4. Operas are boring. I don't like _____.
5. You're cute. I like _____. Do you like _____, too?
6. There's Brad Pitt! Can you see _____?

14 Practice

Play a game! Go to page 69.

11 Dialogue and 12 Comprehension (15 min.)

- Tell the class to look at the picture. Ask *Who is Andy is talking with?* (Caroline, his girlfriend) *How did Caroline feel about Andy in their last conversation?* (She was upset with him.)
- Have students cover the dialogue.

A.

- Call on a student to read the Comprehension questions aloud. Point out that all are *Yes/No* questions.
- **71** Play the audio two or more times and have students work independently to complete the exercise.

B.

- **72** Have students uncover the dialogue. Play the audio again and have students check their answers. Check the answers orally, and then ask *Is Caroline still upset with Andy?* (Yes, she is.)

Answer key

1. No, she isn't.
2. Yes, he does.
3. Yes, she does.

- To extend work with the dialogue, select key vocabulary, structures, and communicative phrases to discuss more fully, such as *mad*, *Maybe*, *Would you like to*, *What do you mean by*, and *entire*.
- 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 xii.



Grammar Focus

and Discovering grammar (15 min.)

Object pronouns

See Grammar reference, page 103.

- Read the title of the grammar chart. Have students find the pronouns *me*, *him*, and *us* in the previous dialogue. Ask volunteers to read aloud the lines that contain these pronouns. Tell students that these pronouns are examples of *object pronouns*.
- Have students look at the grammar chart. Tell students that you will read each of the subject pronouns aloud and they will respond by reading the corresponding object pronoun aloud. Go through the list with students reading from the book. To challenge them, give them a minute to learn the list. Then read the subject pronouns again and have the class say the object pronouns, this time with their books closed.

- Call on students to read the sentence *Lisa likes _____* using a different object pronoun each time. Then call on a student to read the sentences with object pronouns after prepositions.
- Have students work individually to complete Discovering grammar. Elicit the answers orally.

Answer key

1. after
2. have

Practicing grammar

13 Practice (5 min.)

- Have students read the directions. Then call on one or more students to read the sentences. Explain or elicit any new vocabulary, such as *ice cream*, *flavor*, *annoying*, *operas*, *boring*, and *see*. Elicit the answers for the first two items.
- Have students work individually or in pairs. Elicit answers orally.

Answer key

1. her
2. it
3. her
4. them
5. you, me
6. him

14 Practice (10 min.)

- Turn to page 69 and let students play a game.



Have students complete Workbook Exercises 13–16 and Grammar Builder Exercises 7–9.

15 Reading (5 min.)**Background notes**

Eminem is a Caucasian, or white, rapper from the state of Michigan in the United States. His real name is Marshall Mathers. The name "Eminem" comes from his initials (M&M). Although he has millions of young fans around the world, many parents don't like his music. Many of the words to his songs are violent and mean. He has also described his angry feelings for his mother, his wife, and other musical artists in his songs. He has abused drugs and alcohol and once tried to kill himself. Despite all this, however, he has sold millions of records, and many of his young fans admire him.

A.

- Read the instructions. Elicit from students or explain what *main idea* means. (the most important or most basic idea that runs through the whole article)
- Ask volunteers to read the three choices for main ideas before students read the story. Review *into* and *can't stand*. Teach or elicit the meaning of the last choice.
- Tell students to read the article quickly, then choose what they think is the main idea. Tell them that they won't understand all of the article but should try to get the main idea.
- Check orally, asking students the reason they chose this answer; however, don't go into details about why this is the correct answer.

Answer key

c

B.

- **73** 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.

16 Comprehension (5 min.)

- Read the instructions and *True/False* items aloud, explaining the meaning of *agree*. Elicit the answer to the first item.
- Have students work independently or in pairs to complete the exercise. Walk around, helping as needed.
- Check answers orally. Ask students to point out the places in the article that support their answers.

Answer key

1. True
2. False (expensive)
3. True
4. True
5. False (agree)

Learn to learn (5–10 min.)

- **PAIRS.** Read the strategy line and explain or elicit the meaning. If helpful, discuss the ideas presented in this section in L1.
- Elicit several words students don't understand and have them underline the words in the text.
- Depending on the abilities of your students, have them complete this exercise in pairs, small groups, or as a class.
- Check by eliciting the words students underlined, their guesses as to meaning, and their definitions.

15 Reading

- A. Read the article quickly. Underline the sentence that expresses the main idea.
- Teenagers are into hip-hop.
 - Parents can't stand teen music.
 - Adults worry that music influences their children's behavior.
- B.  Read the article as you listen.



Is today's music bad for kids?

Today's parents are worried. Their children and their iPods are inseparable. Wherever they go, teenagers listen to music on their iPods. The problem is not the iPods but the kinds of music teenagers listen to. Most teenagers are into rap and other kinds of hip-hop music. Why is this a problem? Listen to the lyrics of many rap songs. They're often about drugs, sex, and violence.

But does music influence young people's behavior? For example, do teenagers who listen to rap songs about violence become violent? Do those who listen to rock, heavy metal, and rap become drug users?

There are many different opinions. Some say

singers and their songs affect the behavior of young people. They say that music with violent lyrics is the reason some young people commit crimes, and some teenagers do drugs because their favorite singers do the same thing. The singers say it is ridiculous to blame them and their songs for what teenagers choose to do. They say it is the responsibility of parents to raise their kids well. Singers are not babysitters. In one of his raps, Eminem asks, "Where were the parents at?" In other words, Eminem is blaming the parents, not the singers or their songs, when kids go wrong.

The debate continues. What about you? Do you think today's music is bad for you?

16 Comprehension

Write *True* or *False*. Circle the wrong information in the false statements.

According to the article . . .

- _____ 1. Teenagers listen to music all the time.
- _____ 2. Parents are worried because iPods are expensive.
- _____ 3. Most teenagers like hip-hop music.
- _____ 4. Many rap songs talk about drugs, sex, and violence.
- _____ 5. Singers agree that they influence the behavior of young people.

Learn to learn

Read without understanding every word.

When you read a text, don't worry if you don't understand the meaning of every word. First, read the whole text to get the main ideas. Then try to work out the meanings of unfamiliar words.

PAIRS. Underline the words you don't understand in the article. Then try to guess the meanings of some of these words. Use a dictionary to check if you were right.

17 Listening

- A. 74 Listen to the interview. What kinds of music do the teenagers like? Put a check (✓) before the ones you hear.

___ Rock ___ Jazz
___ Techno ___ Pop
___ R&B ___ Country
✓ ___ Hip-hop/Rap ___ Punk rock

- B. 75 Listen again. Complete the sentences with words from the box.

Ashley CDs	Eminem Mario	music punk
---------------	-----------------	--------------------------

1. The three teenagers listen to music all the time.
2. _____ listens to music when doing homework.
3. Mario likes rap, rock, and _____ music.
4. _____ likes Avril Lavigne and Kelly Clarkson.
5. Karen's parents don't like songs by _____.
6. The kids never listen to their parents' _____.

18 Speaking

GROUPS. Talk about your favorite types of music.

1. Do you listen to music a lot?
2. Where and when do you listen to music?
3. What kinds of music do you listen to?
4. What is more important to you: the lyrics or the melody?
5. Do you try to understand the lyrics of your favorite songs?



17 Listening (5 min.)

A.

- Have students look at the illustration and read the instructions, then ask *What is this listening exercise about?* (an interview with teenagers about music) Ask students if there are any types of music listed that they are not familiar with; briefly describe any, if needed.
- **74** Play the audio two or more times. Have students listen to the interview and check the kinds of music they hear.
- Check the answers orally.

Answer key

Hip-hop/Rap Rock Punk rock Pop

B.

- To prepare for the second listening, ask students to read aloud the words in the box and the sentences underneath. Explain or elicit the meaning of *all the time* and *when doing homework*.
- **75** Tell students that this time they should listen for the specific information they need to complete the sentences. Play the audio again once or twice.
- Check answers as a class. Play the audio again, if necessary, to confirm answers.

Answer key

1. music
2. Mario
3. punk
4. Ashley
5. Eminem
6. CDs

Audioscript

Host: Hello there. This is David, host of *Teen Line*. Today's topic is "Teenagers and Music." We have three teenage guests today. This is Ashley, that's Mario, and that's Karen over there. Hi, kids.

Kids: Hi.

Host: So let's talk about music. Do you all listen to music a lot?

Kids: Yeah, all the time.

Host: When do you usually listen to music, Ashley?

Ashley: In the car, on the way to school.

Host: Mario?

Mario: When I'm doing homework.

Host: What about you, Karen?

Karen: When I'm using the computer.

Host: And what kinds of music do you listen to, Karen?

Karen: I like fun and fast music. I kind of like some hip-hop songs.

Host: Me, too. I like fast music. How about you, Mario?

Mario: Rap. Also rock and punk rock.

Host: Ashley?

Ashley: I listen to Avril Lavigne a lot. I also like Kelly Clarkson.

Host: So you like pop music, Ashley.

Ashley: Uh-huh.

Host: I see. Do your parents tell you not to listen to some types of music, Karen?

Karen: All the time. They tell me rap music is bad, especially Eminem's songs.

Host: What about you, Ashley?

Ashley: Not really. They know I listen to pop music, and they're OK with it.

Host: Mario?

Mario: My mom sometimes tells me to change the station when I listen to rap music on the car radio.

Host: And do you obey your parents?

Karen &

Mario: Sometimes.

Host: Do you listen to any of your parents' CDs?

Kids: Yikes. Never!

Host: Wow. That's a pretty strong reaction. I guess that's it for today's show. See you next time.

18 Speaking (10 min.)

- **GROUPS.** Ask volunteers to read the guide questions aloud. Make sure students understand *melody*. Call on a volunteer to model asking and answering these questions with you so that students understand how to form their responses.
- Assign groups of three to five students. Have students choose a representative who will later report to the class the main points that they talked about in their group. As students talk, walk around to monitor and help.
- Ask group representatives to briefly summarize their discussion for the class.

Progress check Units 5 and 6

Test-taking tip

- Read the test-taking tip aloud as students follow along. Explain in L1 if helpful, or ask questions to check comprehension.
- Tell students that for this Progress check, they should raise their hands when they don't understand the directions. Ask students to read the directions for the first test section. Ask students to raise their hands if any need help with these directions. Encourage them to do the same with the other section directions.

Answer key

Grammar

A.

1. don't have
2. has
3. doesn't have
4. has
5. don't have
6. don't have

B.

1. Do you like video games?
2. Do you like classical music?
3. Does she like sushi?
4. Do they like sports?
5. Does he like rap?
6. Do they like jazz?

C.

1. sister's
2. brother's
3. friends'
4. Brian's
5. grandparents'

Vocabulary

D.

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

E.

1. Yes, I do. I love vegetables/ them.
2. Yes, he is. He loves jazz/ it.
3. Yes, he/ she does. He/ She loves sports/ them.
4. No, he isn't. He can't stand heavy metal/ it.
5. No, I don't. I hate movies/ them.

Communication

F.

Answers will vary.

Now I can . . .

- Have students check the functions they can now perform.

Extension

- Tell students that now they will practice interviewing classmates about likes and dislikes. Tell them that they can ask about any subject. Have students look at the questions in Progress check sections B and E for ideas. Elicit other subjects students might want to ask about and write these on the board—for example, different animals, different types of food, different sports, etc. Finally, draw a blank chart on the board, similar to that on page 55 of the Student Book. Tell students to list six things to ask their classmates about.
- Have students stand and interview their classmates. Tell students to try to get at least one name in each column of their charts. Monitor as students work, listening for interesting interview subjects.
- When students have finished, elicit results for some of the more interesting subjects.



Have students complete Skills Development 2 Exercises (1–5) 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: Ask for help and clarification.
Raise your hand and ask for help if you don't understand the test directions.

Grammar

A. Complete the sentences with the correct forms of the verbs in parentheses. Use contractions when possible. (1 point each)

1. I (*not have*) don't have any sisters.
2. Brian (*have*) _____ two sisters.
3. He (*not have*) _____ any brothers.
4. My mom (*have*) _____ a lot of cousins.
5. I (*not have*) _____ an uncle.
6. You (*not have*) _____ a test today.

B. Write Yes/No questions for the answers. (2 points each)

1. A: Do you like video games?
B: Yes, I do. I like video games.
2. A: _____
B: No, we don't. We don't like classical music.
3. A: _____
B: Yes, she does. She loves sushi.
4. A: _____
B: No, they don't. They don't like sports.
5. A: _____
B: No, he doesn't. He doesn't like rap. He prefers rock.
6. A: _____
B: Yes, they do. They're crazy about jazz.

C. Write the possessive forms of the nouns in parentheses. (1 point each)

1. What's your (*sister*) sister's name?
2. Is this your (*brother*) _____ room?
3. All my (*friends*) _____ parents are so cool.
4. (*Brian*) _____ family is in Australia.
5. Their (*grandparents*) _____ house is beautiful.

Vocabulary

D. Match the phrases with the words. (1 point each)

- | | |
|-------------------------|--------------------------|
| 1. my mother's father | a. my aunt |
| 2. my father's sister | b. my sister |
| 3. my uncle's children | c. my grandparents |
| 4. my parents' daughter | d. my grandfather |
| 5. my mother and father | e. my uncle |
| 6. my mother's brother | f. my parents and father |
| 7. my father's mother | g. my brother |
| 8. my parents' son | h. my cousin |

E. Answer the questions. (3 points each)

1. Do you like vegetables?
☺ / love Yes, I do. I love them.
2. Is your brother into jazz?
☺ / love _____
3. Does your friend like sports?
☺ / love _____
4. Is your dad into heavy metal?
☹ / can't stand _____
5. Do you like movies?
☹ / hate _____

Communication

F. PAIRS. Take turns. Answer the questions about your family. (3 points each)

- Do you have any brothers or sisters? (Note: If your answer is "no," talk about your cousins or your parents.)
- Do they like music?
- What kinds of music do they like?
- Who are their favorite singers?

Now I can ...

- talk about my family.
- describe people.
- talk about likes and dislikes.



Potter Teens



Daniel Radcliffe plays Harry Potter. Dan lives in London, England, and has two dogs, Binka and Nugget. Dan loves music. In fact, he plays the bass guitar. He's into classic punk and rock. Some of his favorite musicians are David Bowie, the Rolling Stones, and the Red Hot Chili Peppers. In his leisure time, Dan writes stories and goes to the movies. His favorite movies include *Moulin Rouge* and *Crash*. For exercise, Dan runs and works out. His favorite sport is soccer. There's a rumor that Emma Watson is Dan's girlfriend, but he says they're just friends.

Emma Watson plays Hermione Granger. When she's not at boarding school or making movies, Emma lives with her mother and younger brother. They call her "Em" for short. Em and her brother have two cats, Bubbles and Domino. In her leisure time, she plays hockey, tennis, and rounders—a British game similar to baseball. Em also spends a lot of time listening to music, especially pop. Her favorite singers include Alanis Morissette, Shakira, and Suzanne Vega. She also likes watching movies, and her favorite actor is Brad Pitt. She thinks he's gorgeous.



Wide Angle on the world

Potter Teens

Pictures (5 min.)

- Have students look at the heading and photos. Ask students if they know the characters in the photos. (Harry Potter, Hermione Granger, and Ron Weasley) Ask them if they know the names of the actors who play these roles. (Daniel Radcliffe, Emma Watson, and Rupert Grint)
- Tell students they will read about these three actors. Ask students what information they would like to find out about the actors. Give examples such as *Where does he live? Does he have any brothers or sisters?* Elicit other questions from the students and write them on the board.
- Tell students that they may be able to find the answers to some of their questions in the reading.

1 Reading (10 min.)

- Call on a student to read the Reading skill aloud. Tell students that they will be reading the articles about Daniel and Emma. As they read, they should look for things that they have in common with Daniel and Emma. In this way, they can personalize the text; that is, make it more meaningful to their own lives.

A.

- Have students read the directions. As they read each article, have them check (✓) three things they have in common with each actor and mark three differences with an X. Discuss the example in the text to model the activity.
- When students are finished, have volunteers share their similarities and differences.

B.

- Read the directions aloud. Have students cover the reading and write *D* for information that is true about Daniel and *E* for information that is true about Emma.

C.

- Have students read the article again and check their answers. Elicit answers orally.

Answer key

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

2 Listening (10 min.)

- Have volunteers read the chart aloud about Rupert Grint. Tell them that they will be listening to an interview that will give them the missing information.
- **76** Play the audio two or more times and have students fill in the missing information in the chart.
- Have students work with a partner to compare their charts and check their answers. Then elicit the answers orally.

Answer key

1. parents
2. brother
3. sisters
4. bike
5. soccer
6. movies
7. rap
8. loves
9. Ron Weasley

- **76** Play the audio again and have students confirm their answers.

Audioscript

Interviewer: I'm here with Tessa James, and she's here to tell us about Rupert Grint. Rupert, of course, plays Ron Weasley in the Harry Potter movies. And Tessa's a member of the Rupert Grint Fan Club, right Tessa?

Tessa: That's right!

Interviewer: Tell us a little about Rupert.

Tessa: Well, Rupert lives in Hertfordshire, England. He lives with his parents...

Interviewer: Does he have any brothers or sisters?

Tessa: Yes, he has one younger brother and three younger sisters.

Interviewer: So he's the oldest?

Tessa: That's right.

Interviewer: OK. So what else do you know about Rupert?

Tessa: Well, in his leisure time, he swims, he plays golf, and he rides his bike! Oh, and he also paints!

Interviewer: He paints? That's interesting.

Tessa: Yeah, and he likes to watch sports! His favorite sport is soccer.

Interviewer: The British love their soccer.

Tessa: Yes, that's right. And, um, he also likes music and movies!

Interviewer: What kind of music does he like?

Tessa: He likes *all* kinds of music, but his favorite is . . . rap! And he plays the guitar!

Interviewer: The guitar?

Tessa: Yeah, and he *loves* Jim Carrey movies. One of his favorite movies is *Dumb and Dumber!*

Interviewer: Cool. Anything else you can tell us about Rupert?

Tessa: Yes. He *hates* spiders!

Interviewer: Yeah?

Tessa: Yeah, just like Ron Weasley! His Harry Potter character!

Interviewer: Ha! Thanks for the info on Rupert, Tessa.

Tessa: Sure!

Interviewer: That was Tessa James, Rupert Grint Fan Club member.

3 Speaking (5 min.)

- **PAIRS.** Have students work in pairs to discuss how they are similar to or different from Daniel, Emma, and Rupert.
- Conclude this exercise by eliciting common similarities and differences.

4 Writing (5 min.)

- Have students write a paragraph about Rupert Grint based on the information in the chart in Exercise 2. Tell them to use the paragraphs about Daniel and Emma in Exercise 1 as a guide.
- Ask one or more volunteers to read their paragraphs to the class.



Rupert Grint (Ron Weasley)

Lives: Hertfordshire, England, with his (1) _____, one younger (2) _____, three younger (3) _____

Leisure time: swims, plays golf, rides his (4) _____, paints

Favorite sport: (5) _____

Also likes: music and (6) _____

Music: likes all kinds of music, but his favorite is (7) _____; plays the guitar

Movies: (8) _____ Jim Carrey movies; a favorite is *Dumb and Dumber*

Hates: spiders (just like (9) _____)

1 Reading

Reading skill: Personalizing

Think about how you are similar to the people or characters in an article. You will enjoy the reading more and remember it better.

A. Read the article. What do you have in common with Daniel and Emma? Write a ✓ above three things that are similar and an X above three things that are different, like this:

Dan [✓] loves music. In fact, he ^X plays the bass guitar.
(=I love music. I don't play the bass guitar.)

B. How much can you remember from the reading? Write a **D** next to the things that are about Daniel. Write **E** next to those that are true about Emma.

1. E has two cats
2. plays the bass guitar
3. lives with mother and younger brother
4. plays hockey, tennis, and rounders
5. runs and works out
6. into classic punk and rock
7. likes soccer
8. likes Shakira and Brad Pitt

C. Read the article again and check your answers.

2 Listening

76 Listen to an interview with Tessa James, a big fan of Rupert Grint. Complete the information on the left about Rupert.

3 Speaking

PAIRS. Discuss the following questions.

1. How are you similar to Daniel, Emma, and Rupert?
2. How are you different?

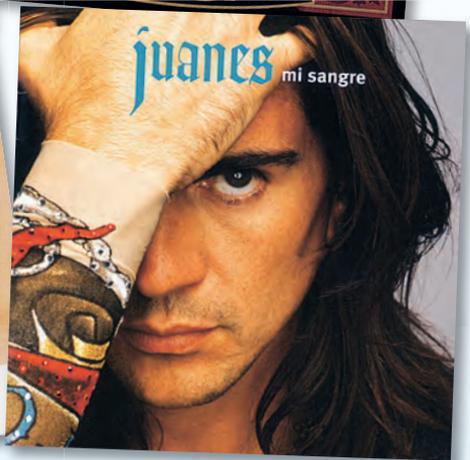
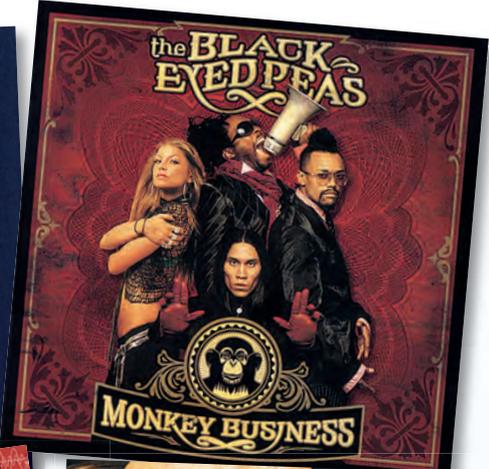
4 Writing

Write a paragraph about Rupert Grint based on the information on the left. Use the paragraphs on Daniel Radcliffe and Emma Watson as a guide.



Fun with songs 1

A list of our favorite songs



- A. **GROUPS.** On a piece of paper, make two columns with the heads *Favorite English songs* and *Favorite local songs*.
- B. **GROUPS.** Talk about your favorite songs. Choose two to three songs for each column. List their titles and the names of the singers. Use the Useful language in your discussion.
- C. **GROUPS.** Present your list to the class. Write the song titles and the singers' names on the board.
- D. **CLASS.** Look at the titles on the board. Vote on your top three favorite songs in each category. Copy the titles of the top songs in your notebook.
- E. **Homework:** Listen to as many of the songs on the class list as you can. Which songs do you like best? Why?
- F. **CLASS.** Share your reactions to the songs with your classmates.

Useful language:

- What's your favorite local song?
- It's/He/She's/They're my favorite, too.
- Me, too.
- What about English songs?
- Yeah, that's a really cool song.
- Who's the singer?
- How about you? What's your favorite?

Fun with songs 1 *A list of our favorite songs*

- Do a quick, informal survey of the music listening habits of the class with a show of hands. Ask students to raise their hand if they listen to music at least once a day. Of those who do, elicit how they listen to music: on the radio, on their iPod, on their CD player, or on the Internet.
- Tell students that they will work together on a project to make a list of recent hit songs they like to listen to. At the end of the class, they will vote for their top three favorite songs.

A.

- **GROUPS.** Ask students to form groups of three. Tell them to take out a piece of paper and write *Favorite English songs* as the heading for one column and *Favorite local songs* for the other. Write these headings in the board.

B.

- **GROUPS.** Read the instructions and quickly chorus the Useful language. Model the discussion activity by asking a student *What's your favorite local (Spanish, Japanese, etc.) song?* Write the student's choice on the board in the *Favorite local songs* column. Ask *What about English songs?* or *What's your favorite English song?* Write the student's answer in the *Favorite English songs* column. Be sure to include the titles of the songs and the names of the singers.
- Tell students to talk about their favorite songs in their groups and come up with a list of two or three songs for each column. Have them choose a reporter to write down and later present their list to the class.
- Walk around to monitor and help as students work.

C.

- **GROUPS.** Have group reporters take turns presenting their lists to the class. Write each song title on the board.

D.

- **CLASS.** Tell students that they will vote for their top three favorite songs in each category. This means they can raise their hand not more than three times to vote for three different songs in each category. Read each title aloud, count the number of votes for each song, and write it next to the song. Circle the top three songs in each category and have students copy the titles into their notebooks.

E.

- As homework, have students listen to as many of the top six songs as they can. They may do this individually, as a group, or as a class. Students who have MP3s or CDs of the songs can share them with others.

F.

- **CLASS.** Write students' favorite songs on the board. Have students share their reactions to the songs. See which song is the class favorite in each category.

Extension

Depending on the interests of your class, you may want to do one or more of the following activities:

1. *Cloze listening.* Choose a song from the class list of favorite songs. Make a copy of the lyrics. This will serve as your master lyric sheet. For the cloze activity sheet, white out some words from the lyrics, preferably vocabulary that students are already familiar with. You may also choose to white out specific parts of speech such as nouns, adjectives, or verbs, depending on what you would like students to have practice with. Distribute the cloze activity sheets. Then play the song as students listen and complete the lyrics.
2. *Sing-along.* Ask volunteers to bring one or more of the top favorite songs to class. Make copies of the songs' lyrics and distribute them to the rest of the class. Ask for volunteers or appoint several outgoing students to lead their classmates in singing the songs.
3. *Find the part of speech.* Have students look for and circle specific parts of speech in the lyrics of a favorite song; for example, nouns or adjectives.
4. *Listening comprehension.* Write three or four guide questions about a class favorite song on the board. Have students answer the questions while listening to the song. Ask students to share their answers with the class.

Fun with songs 2 A favorite song chorus

- Beforehand, transcribe or copy the chorus of any of the English songs that the students chose in Fun with songs 1. Cut up the lines and tape them in random order on a piece of paper for photocopying or on an overhead projector transparency. Alternately, you could write the lines of the chorus in random order on the board.

A.

- **GROUPS.** Tell students that they will be working in groups to put together the lines of the chorus of a popular English song.
- Elicit or give the meaning of *chorus*. (the part of a song which is repeated several times) Tell students that they will put together the lines of the chorus of a popular English song.
- Read the Useful language aloud and have the class repeat it after you.
- To help prepare students for the task, have them look at the lines to the right of the photo on the Student Book page. Write the word *rhyme* on the board and elicit or explain the meaning. Have students identify the rhyming words. (too, you, you; go, so) As a class, use the rhyming words and content to create a possible order for the lyrics. One possible order is:
I'm so happy when I'm with you.
And I think you feel the same way, too.
I can't live without you.
Because I love you so.
Please, please, please don't go!
- Have students form teams. Distribute a set of lines of the chorus to each group; alternately, direct their attention to the lines on the overhead projector or board.

B.

- Have students discuss the lyrics. Remind them to use the Useful language in their discussion and to work as fast as they can. Circulate to monitor and help as students work.

C.

- **GROUPS.** Have students write the completed chorus on a piece of paper and raise their hands to signal that they are done.

D.

- Play the chorus as students read along and check their answers. Elicit the order of the lyrics and have students make corrections if needed. Play the chorus again and have students listen or sing along.

E.

- Facilitate a class discussion of the activity. Ask students to share their experiences with the class. Have a volunteer read the discussion questions aloud and encourage others to answer.

Extension

Depending on the interests of your class, you may want to do one or more of the following activities:

1. *Cloze listening.* Make a copy of the complete lyrics of the song. This will serve as your master lyric sheet. For the cloze activity sheet, white out some words from the lyrics, preferably those that students are already familiar with. You may also choose to white out specific parts of speech such as nouns, adjectives, or verbs, depending on what you would like students to practice with. Distribute the cloze activity sheets, then play the song as students listen and complete the lyrics.
2. *Sing-along.* Make copies of the song lyrics and distribute them to the class. Ask for volunteers or appoint several outgoing students to lead their classmates in singing the song.
3. *Find the part of speech.* Have students look for and circle specific parts of speech in the lyrics of the song; for example, nouns or adjectives.
4. *Listening comprehension.* Write three or four guide questions about the song on the board. Have students read the questions before listening to the song, then discuss them in pairs or groups. Have students share their answers with the class.



Fun with songs 2

A favorite song chorus



And I think you feel that way, too.

Please, please, please don't go!

I'm so happy when I'm with you.

Because I love you so.

I can't live without you.

Materials:

- Enlarged copies of the chorus of a favorite song, cut up into separate lines
- Recording of the song

- CLASS.** Form teams. Your teacher will give you cut-up lines from a favorite song. Your task is to put the lines together to form the chorus as fast as you can.
- GROUPS.** Form teams. Read the lines carefully and discuss their meaning. Use a dictionary if helpful. Discuss how to put the lines together. Use the Useful language in your discussion.
- GROUPS.** Write the completed chorus on a piece of paper. Raise your hands once you're finished.
- GROUPS.** Your teacher will play a recording of the song. Check your work as you listen.
- CLASS.** Share your experience. Talk about these points:
 - What is the chorus about?
 - What words helped you put the chorus together?
 - Was the task easy or difficult? Did you enjoy it?

Useful language:

- Let's read all the lines first.
- What does . . . mean?
- I think this line comes first/next/last.
- No, this is first/next/last.
- It still isn't right.
- I think that's it!

Focus on culture 1

All about Australia

My country, Australia, is the only country that's a continent. It's in the Southern Hemisphere. It's a beautiful country with many things to see and do.

Most Australians live in towns and cities near the ocean. Sydney is the largest city in Australia. It's on the east coast, and it's almost always sunny and warm. Sydney Harbor is beautiful.

The Great Barrier Reef is also on the east coast. It's the largest reef in the world. You can see lots of cool fish. But watch out for the sharks!

The middle of the country, the Outback, is hot and dry. Not many people live there. But there are some cool places to see. Many people visit the Outback to see Uluru, a huge rock in the desert. It's 345 meters tall and 3 kilometers wide!

Australia has lots of unusual animals. One animal we're famous for is the kangaroo. There are over 40 different kinds of kangaroos. Kangaroos hop very quickly on their strong legs, and they carry their babies in a pouch.

Another unusual animal we have is the Tasmanian Devil. It lives in Tasmania, an island that's part of Australia. The Tasmanian Devil has very sharp teeth and a strange, loud scream. It hunts at night, and eats almost any animal it can find.



Focus on culture 1 *All about Australia*

- Point to the title and ask students which country this Focus on culture is about. (Australia) Ask who lives there. (Brian)
- Have students silently read the passage about Australia.



1 Comprehension

A.

- Read the instructions aloud and elicit the answer to the first item. Then have students work individually to identify the pictures.
- Walk around, helping and monitoring students as they work.
- Check answers by calling on individual students.

Answer key

1. Uluru
2. kangaroo
3. the Great Barrier Reef
4. Sydney Harbor
5. Tasmanian devil

B.

- Read the instructions aloud and elicit the answer to the first item. Ask students why it is false. (Australia is a continent.)
- Read the other statements aloud. Make sure students understand *largest*, *reef*, and *east coast*.
- Have students work individually to complete this exercise. Check orally.

Answer key

1. False
2. True
3. False
4. True
5. True

- To extend work with the reading, ask detailed comprehension questions such as *Where is Australia? What's the largest city? What can you see in picture number four?*

2 Comparing cultures

- **GROUPS.** Assign groups of three or four. Read item 1 aloud and elicit the answer. If helpful, have students point out their country and the hemispheres on a world map.
- 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.

3 Your turn

- **PAIRS.** Have volunteers read aloud the instructions and three topics. Ask students to identify which of Brian's paragraphs matches each topic:
 - Facts about your country (first)
 - Interesting places to visit in your country (second, third, fourth)
 - Interesting animals in your country (fifth, sixth)
- Have pairs choose which topic they would like to write about or assign topics. Ask partners to brainstorm and list information they can include in their paragraphs. Have students reread the relevant paragraph about Australia before they begin writing.
- You can have students complete their paragraphs in class if there is time or assign this as homework.
- Call on several students to read their paragraphs aloud to the class.



1 Comprehension

A. Identify each numbered photo. Choose from the box below.

Uluru	Sydney Harbor	kangaroos
Tasmanian devil	the Great Barrier Reef	

1. Uluru _____
2. _____
3. _____
4. _____
5. _____

B. Write *True* or *False* for each statement.

1. False Australia is the only country that's an island.
2. _____ The largest reef in the world is on Australia's east coast.
3. _____ Most people in Australia live in the middle of the country.
4. _____ Uluru is in the hot, dry Outback.
5. _____ The Tasmanian devil looks for food at night.

2 Comparing cultures

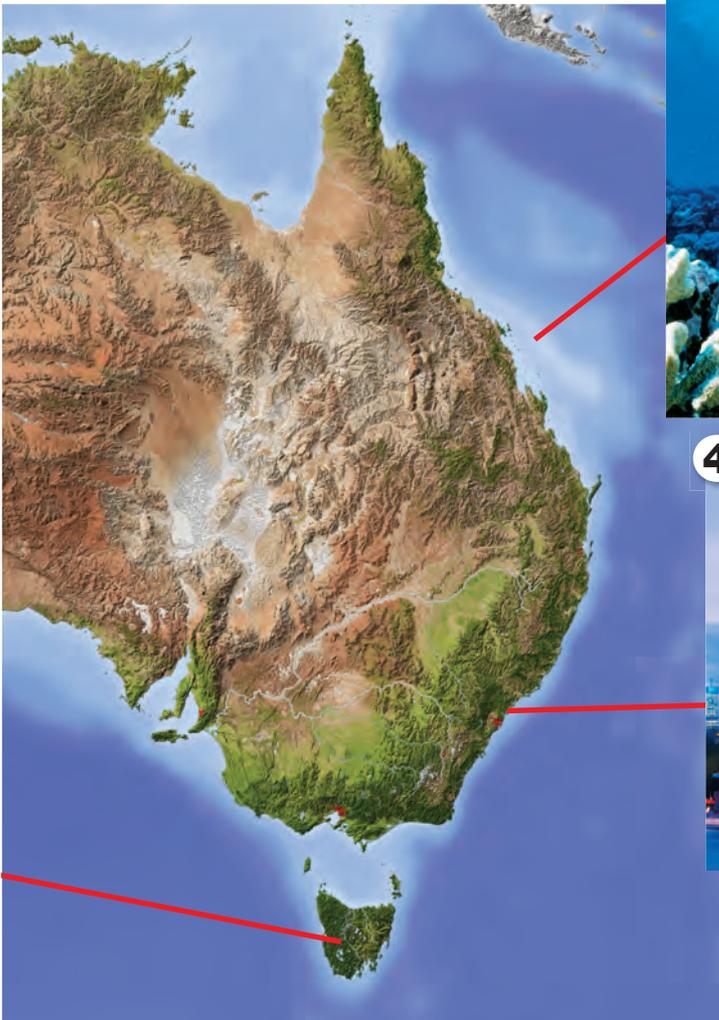
GROUPS. Discuss the questions below. Share the results with the class.

1. Is your country in the Northern or Southern Hemisphere?
2. Where do most people live in your country?
3. What's the largest city in your country?
4. What are some famous places in your country?
5. What are some famous animals in your country?

3 Your turn

PAIRS. Write a paragraph about one of the topics below. Share your paragraph with your classmates.

1. Facts about your country
2. Interesting places to visit in your country
3. Interesting animals in your country



Focus on culture 2

Birthdays around the World

Japan

As in many other countries, Japanese kids eat cake and open presents on their birthdays. And for young children, there is a special celebration in February called the “3-5-7 Festival.” This is for boys aged 3 and 5, and girls aged 3 and 7. Children wear traditional clothes on this day. They eat special sweets called “thousand-year candies” so they will live a long life. The twentieth birthday is also important in Japan. This is when Japanese teenagers become adults. Each city has a special event for all 20-year-olds in January.



Mexico

At birthday parties in Mexico, kids break piñatas. Piñatas are made of paper and have candy and fruit inside. The birthday boy or girl puts on a blindfold and tries to hit the piñata with a stick. When the piñata breaks, the other kids run to pick up the candy. On their fifteenth birthday, Mexican girls are called “Quinceañeras.” They have a big, expensive party with dinner, music, and dancing. The birthday girl wears a beautiful dress and jewelry. She dances first with different young men, then with her father and other relatives.



Vietnam

In Vietnam, everybody celebrates his or her birthday on the same day—New Year’s Day. It doesn’t matter what day you were born. On New Year’s Day, everyone is one year older. Everyone wears new clothes, and there are fireworks and parades. Young people get red envelopes from their parents and other adults. Inside the envelopes is “lucky money.” At the end of the day, young people open the envelopes and count their money!

Focus on culture 2 Birthdays around the World

- Point to the title and pictures and ask students what the reading is about. (birthdays) Then have students look at the paragraph headings and identify which countries are featured in this Focus on culture. (Japan, Mexico, Vietnam) If helpful, ask volunteers to point out the countries on a map.
- Have students silently read the passage.

1 Comprehension

A.

- Read the instructions and elicit the answer to the first item. Then have students work individually to match the photos with their descriptions.
- Walk around, helping and monitoring students as they work.
- Check answers by calling on individual students.

Answer key

1. E
2. A
3. C
4. D
5. B
6. F

B.

- Read the instructions and questions. Elicit the answer to the first item. Then have students work individually or in pairs to complete this exercise.
- Check answers orally.

Answer key

1. special sweets called "thousand-year candies"
2. twenty
3. hit it with a stick
4. fifteen
5. New Year's Day
6. new clothes
7. lucky money

- To extend work with the reading, ask detailed comprehension questions such as *What do Japanese kids do on their birthdays? What do you see in picture E? What special celebration is in February? Why is it called 3-5-7? What do you see in picture A?*

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 also want to discuss similarities and differences in how birthdays are celebrated in the students' country and the other countries in the passage.

3 Your turn

- Have volunteers read through the questions again in Exercise 2. Elicit other questions about birthdays and write them on the board; for example, *Where is a birthday party usually held?*
- Tell students they will write about birthday celebrations in their country. (If your students' country was featured in this article, suggest other holidays or events that they might write about.) Have them use the questions in Exercise 2 as well as other questions they have come up with to guide them in their writing. They can also reread the different paragraphs on page 66 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 this as homework, ask students to bring photos of birthday celebrations if they have any.
- Ask students to read their paragraphs and show their photos to a partner, group, 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 them to read aloud and explain what they've written.

1 Comprehension

A. What does each photo show? Write the letter of the photo next to each description.

1. E Japan: cake and presents
2. ____ Japan: the 3-5-7 Festival
3. ____ Mexico: piñata
4. ____ Mexico: Quinceañeras
5. ____ Vietnam: fireworks
6. ____ Vietnam: red envelope

B. Write short answers for each question.

1. What do kids in Japan eat for the "3-5-7 Festival"? _____
2. At what age do Japanese become adults?

3. How do kids break piñatas in Mexico?

4. At what age do Mexican girls have expensive parties? _____
5. When do people in Vietnam celebrate their birthdays? _____
6. What do people in Vietnam wear on that day? _____
7. What do young people get in red envelopes? _____

2 Comparing cultures

GROUPS. Discuss these questions.

1. What do you do on birthdays in your country?
2. What does the birthday boy or girl wear?
3. Who gives presents?
4. What kind of presents do people give?
5. What else do people do on birthdays?
6. Do boys and girls have a special party at a certain age?
7. When do people become adults?

3 Your turn

Write a paragraph about birthdays in your country.



Fun with grammar

Unit 1, 11 Practice, page 10

For the student: Form two lines, line A and line B. The lines should face each other so that every student is standing across from a student in the other line.

Line A: S1 S2 S3 S4 S5 S6 S7 S8

Line B: S1 S2 S3 S4 S5 S6 S7 S8

Take turns asking and answering the three questions from the grammar chart: *What's your name? How old are you? Who's your favorite singer?* (All pairs will be speaking at the same time, so it will be very noisy in the room!) After both students in each pair have asked the questions, everyone in line A should move down one. The student at the beginning of Line A moves to the other end of his or her line.

Line A: S2 S3 S4 S5 S6 S7 S8 S1

Line B: S1 S2 S3 S4 S5 S6 S7 S8

Ask and answer the three questions again with your new partner. Then line A moves down one again. Continue this pattern, each time trying to ask and answer the questions more quickly. Stop when students are back in their original positions.

Unit 2, 9 Practice, page 17

For the teacher: First, choose two students to help you monitor the class. Make sure everyone has the objects named below. Say the instructions. Students are out of the game if they do the action incorrectly.

1. Put your English book **under** your desk.
2. Put it **in** your backpack.
3. Hold it **above** your head.
4. Put it **on** the floor.
5. Put it **in front of** your chair.
6. Put it **behind** your chair.
7. Put it **on** your desk.
8. Put your pen **in front of** your English book.
9. Put your pen **on** your notebook.

Unit 3, 7 Practice, page 27

For the student: Write the plural form of each noun in one minute. The student who gets the most correct answers wins.

Singular	Plural
actress	_____
person	_____
key	_____
glass	_____
pencil	_____
baby	_____
fox	_____
place	_____
tooth	_____
child	_____
man	_____
chair	_____
berry	_____
mouse	_____
tooth	_____

Fun with grammar

Unit 1, 11 Practice, page 10

Focus on multiple intelligences: this activity focuses on kinesthetic and interpersonal intelligences.

- Read the first paragraph of the instructions aloud as students follow along. Call on six students to stand and model the steps in this activity. Have three of the students form line A, and the other two form line B. Point out each student's role—say, for example, *You're line A Student 1. You're line A Student 2.*
- Read the second paragraph aloud and write the three questions on the board. Have the six students ask and answer the three questions simultaneously. Make sure that they are taking turns. When they have finished, direct Student 1 in line A to move to the end of the line. Have the other two students in the line move up one space.
- Read the third paragraph of the instructions aloud and have students model the beginning of the question-and-answer practice.
- Have the class stand up and get into equal lines behind the standing "model" students. You may want to join a line yourself if you have an odd number of students.
- Have students begin asking and answering on your signal. Encourage students to ask and answer quickly. Direct the first few line moves if needed by saying *Everybody change partners now!*
- End the activity when students are back in their original positions.

Unit 2, 9 Practice, page 17

Focus on multiple intelligences: this activity focuses on kinesthetic and auditory intelligences.

- Have students do this activity with their books closed.
- Have students take out each of the following items and put them on their desks: this textbook, a backpack or bag, a notebook, and a pen.
- Check that students know the words *put* (*under/in*), *desk*, *head*, *chair*, and *floor*.
- Tell the class that they will play a game. Explain that you will give commands and that they must follow them. Tell them that if they don't follow them or follow them incorrectly, they are out of the game and will have to stop playing. If you have a large class, call on two students to come to the front and help you watch for students who have not performed each action correctly. Give the first command as a trial run and have students perform the action.
- Give each command, increasing the pace as you go down the list. Congratulate students who are still standing at the end of the game.

Unit 3, 7 Practice, page 27

- Read the instructions aloud as students follow along. On the board, write *one minute*. Tell students they will have exactly one minute to write as many plural forms as they can. Tell students to pick up their pens or pencils. Have them begin on your signal.
- After fifteen seconds, update the time on the board and say *You have forty-five seconds*. Do the same when students have thirty and fifteen seconds left.
- When time is up, tell students to put down their pens. Ask students who have completed all fifteen plurals to raise their hands. If no one has completed fifteen, ask for a show of hands of those who have completed fourteen. Continue until you find the winning student(s).
- Call on volunteers to tell you the spelling of the plural forms for the nouns on the list. Write these on the board.

Unit 4, 10 Practice, page 37

Focus on multiple intelligences: this activity focuses on kinesthetic, logical, and auditory intelligences.

- It will be helpful if you make a list of the commands you will give before class. Use simple imperatives that the students will understand.
- Have students do this activity with their books closed. Make sure students are seated in two or more relatively equal rows. If necessary, have students arrange their chairs into rows.
- Tell the first row of students *You're the first row. You're a team.* Have students in the row count off. Tell students to remember their number in the row.
- Point out the other rows and have students count off.
- Write the team names on the board: *Team 1, Team 2*, etc. Explain to students that you will give commands to different teams using ordinal numbers. Tell them that the student you call on must follow the command quickly and correctly—if so, the team will get a point. Do a trial run with the example *The sixth student in the first row, raise your hand.* If the student responds quickly and correctly, model giving the team a point.
- Give commands to each of the teams in a random order. Increase the pace of your commands to keep the game fun and challenging. Continue giving commands and recording points until a clear winning team emerges.

Unit 5, 11 Practice, page 45

Focus on multiple intelligences: this activity focuses on kinesthetic and auditory intelligences.

- Have students do this activity with their books closed.
- Have students form two teams. Draw a tic-tac-toe grid on the board; that is, three vertical lines and three horizontal lines to make a grid of nine spaces.
- Tell students 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 you will say a negative statement about Rufus. The first team to raise a hand and correctly change the negative statement into an affirmative statement will have a representative go to the board and write their symbol in any of the spaces on the grid. If a team does not give the correct affirmative statement, the other team can get the chance to give the correct answer and write in their symbol.
- Play the game until there is a winner or it ends in a tie. If you run out of negative statements, have students change affirmative statements to negative statements.

Unit 6, 14 Practice, page 56

- Have students do this activity with their books closed. If you have a large class, you may want to print out one set of fill-in-the-blank statements (with answers) per group; appoint a group leader to read each sentence from the list to his or her group.
- Tell students to stand up and form a circle.
- Explain the rules of the game. Model with one or two students. Say a sentence from the list or one of your own making. Go around the circle and have the students, one at a time, substitute the nouns with the correct object pronouns. If a student gets it right, he or she remains standing. If not, the student sits down. For example, *I listen to rock music. I listen to it every day.*
- The last student standing wins.

Unit 4, 10 Practice, page 37

For the teacher: Make sure that the students are seated in rows. Each row is a team. Assign ordinal numbers for each row; for example, row 1 is the first row.

Have the students in each row count off, each row beginning with number 1. Give a command to a student from any row, using ordinals to identify the student.

For example: The sixth student in the first row, raise your hand. If the student responds quickly and correctly, he or she earns a point for the team.

Unit 5, 11 Practice, page 45

For the teacher: Form two teams. Draw a tic-tac-toe grid on the board. Explain how to play. You will say something about Rufus. Members of the two teams compete to correct your statement. The team that gives the correct answer runs to the board and fills in a box in the tic-tac-toe grid. Use these statements.

1. Rufus has four sisters.
(*Rufus doesn't have four sisters. He has four brothers.*)
2. Mr. and Mrs. Garcia have four cats.
3. The cats have blue eyes.
4. Mr. and Mrs. Garcia have a small house.
5. The house has a backyard.
6. The house has six bedrooms.
7. Rufus has a big bed.
8. Rufus has a difficult life.

Unit 6, 14 Practice, page 56

For the teacher: Tell the students to form a circle. Say a sentence, making one up or choosing from the list below. Make a humming sound for the missing word. Go around the circle and randomly call on a student to give the correct object pronoun. If that student answers correctly, he or she remains standing. If not, the student sits down.

For example:

1. I like rock music.
I listen to _____ every day.
2. Where are Rob and Julia?
I can't see _____.
3. My father is great.
I love _____.
4. She loves hot dogs.
She prefers _____ to hamburgers.
5. He doesn't like you and Paul.
He can't stand _____.
6. Linda and I are Jackie's friends.
Jackie likes _____.
7. The book is in the backpack.
Kevin put _____ there.
8. I don't know him, but somehow
he knows _____.



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

age, 6
airport, 13
author, 9
be (*am, is, are*), 8
city, 12

classmate, 8
excuse me, 7
favorite, 11
friend, 10
grade, 12
he, 8
homework, 8
I, 8
it, 8
movie, 12
movie director, 9
music, 12
name, 6
occupation, 9
province, 12
she, 8
singer, 9
sports, 12
state, 12
talk show host, 9
they, 8
town, 12
visitor, 6
we, 8
you, 8

Unit 2

above, 16
at, 16
backpack, 16
bag, 14
behind, 16
bicycle, 16
car, 14
cart, 14
cell phone, 16
computer, 16
DVD player, 16
family, 20
fun, 18
his, 18
her, 18
home, 14
in, 14
in front of, 14
kitchen, 17
leave alone, 14
like, 18
magazines, 16
MP3 player, 16
my, 18
new, 14
on, 14
over there, 14
phone, 17
our, 18
Rollerblades, 16

room, 14
show (*v.*), 14
skateboard, 16
table, 17
television, 16
their, 18
there, 14
video games, 14
where, 14
work, 14
your, 14

Unit 3

a/an, 28
activities, 30
American, 24
Australian, 24
awesome, 26
Brazilian, 24
British, 24
Canadian, 24
Chinese, 24
Colombian, 24
Costa Rican, 24
e-mail address, 25
exchange student, 26
Finnish, 24
Japanese, 24
know/learn by heart, 25
Korean, 24
Lebanese, 24
Mexican, 24
Moroccan, 24
nationality, 24
Polish, 24
skater, 26
that, 24
these, 24
this, 24
those, 24
tricks, 26
Venezuelan, 24

Unit 4

address, 34
baseball, 37
birthday, 37
date of birth, 34
digits, 34
event, 37
game, 37
guest pass, 34
first/last name, 34
of course, 34
oh, man!, 37
sorry, 34
spell, 34

trouble, 37
volleyball, 37
wait a minute, 37
what day, 34
what time, 34
when, 34
zip code, 34

Unit 5

aunt, 42
blond, 47
brother, 42
cousin, 42
curly, 47
father, 42
girlfriend, 44
grandfather, 42
grandmother, 42
grandparents, 42
hair, 44
has/have, 45
light brown, 47
long, 47
medium, 47
mother, 42
only child, 44
pictures, 44
pretty, 44
short, 47
sister, 42
straight, 47
uncle, 42
wallet, 44
wavy, 47

Unit 6

afford, 52
all kinds, 52
can't stand, 52
crazy about, 52
hate, 52
her, 56
him, 56
hip-hop, 52
into it, 52
loud, 52
love, 52
mad, 56
maybe, 52
me, 56
meet, 52
music, 52
prefer, 52
rap, 52
soon, 52
tomorrow, 56
us, 56

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)
The <i>be</i> verb (<i>am/is/are</i>) is usually used to give the name, location, or time of something. It is also used to describe something.	Name: <i>I am Andy.</i> Location: <i>We are in Miami.</i> Time: <i>It is eight o'clock.</i> Description: <i>Miami is nice.</i>

- Say *We usually use the be verb to talk about four things. I'm going to write four sentences on the board. What do we use the be verb to talk about in each?*
- Write the four example sentences on the board:
 - I am Andy.
 - We are in Miami.
 - It is eight o'clock.
 - Miami is nice.
- Ask *What do we use be to talk about in the first sentence? (a name) What do we use be to talk about in the second sentence? (a place or location)* Elicit usages of *be* for all the sentences, writing *Name, Location, Time, and Description* on the board next to the appropriate sentences.
- Summarize the function of the *be* verbs by saying *The be verb (am/is/are) is usually used to give the name, location, or time of something. It is also used to describe something.*
- Elicit one or two other examples for each usage of *be* by asking *What's another be sentence that gives a name? A location? A time? A description?*

Unit 1, page 8: The simple present of *be*

The <i>be</i> verb (<i>am/is/are</i>) is usually used to give the name, location, or time of something. It is also used to describe something.	Name: <i>I am</i> <i>Andy</i> . Location: <i>We are</i> <i>in Miami</i> . Time: <i>It is</i> <i>eight o'clock</i> . Description: <i>Miami is nice</i> .
<i>Be</i> is often found in the pattern subject + <i>be</i> + complement. Most sentences contain a subject and a verb. The subject usually comes before the verb and can be a noun or pronoun.	Subject + verb + complement <i>Brian + is + fifteen</i> .
In the sentence pattern subject + <i>be</i> + complement, the complement can be a noun, adjective, or prepositional phrase.	Subject + <i>be</i> + noun : <i>I am a boy</i> . Subject + <i>be</i> + adjective : <i>It is great</i> . Subject + <i>be</i> + prep. phrase : <i>He is at home</i> .
A pronoun replaces the name of a person, place, or thing.	<i>Brian</i> <i>is fifteen</i> . → <i>He</i> <i>is fifteen</i> . <i>Miami</i> <i>is in Florida</i> . → <i>It</i> <i>is in Florida</i> .
Some pronouns are singular and refer to one person, place, or thing. Some are plural and refer to two or more people, places, or things. <i>You</i> can refer to either one person <u>or</u> two or more people.	<i>I, he, she, it</i> = singular <i>we, they</i> = plural <i>you</i> = singular or plural
The singular form of <i>be</i> is <i>is</i> ; the plural form of <i>be</i> is <i>are</i> .	singular → <i>Brian is fifteen</i> . plural → <i>Brian and Andy are boys</i> .
Add <i>not</i> after <i>be</i> to make a sentence negative.	<i>I am eleven</i> . → <i>I am not eleven</i> .
To make a contraction, drop the first letter of the <i>be</i> verb and add an apostrophe ('), then join it with the pronoun.	<i>She is</i> <i>Liza</i> . (<i>she + 's = she's</i>) <i>She's</i> <i>Liza</i> . <i>They are</i> <i>students</i> . (<i>they + 're = they're</i>) <i>They're</i> <i>students</i> .
Contractions are used in spoken English but often avoided in formal written English.	Spoken: " <i>He's</i> <i>fifteen years old</i> ." Formal written: <i>He is</i> <i>fifteen years old</i> .

Unit 1, page 10: Questions with *be*

To make a <i>Yes/No</i> question with <i>be</i> , reverse the order of the subject and verb.	<i>He + is + OK</i> . → <i>Is + he + OK?</i>
To make a short answer, drop the complement. You cannot use a contraction in an affirmative short answer.	Long answer <i>Yes, he is OK</i> . <i>Yes, he's OK</i> . Short answer <i>Yes, he is</i> . <i>Yes, he's</i> .
To make a contraction in a negative answer, you can join the subject and contracted <i>be</i> verb, or the <i>be</i> verb and <i>not</i> .	<i>They are not</i> . → <i>They're not</i> . → <i>They aren't</i> .
With <i>am</i> , you can only make a contraction with the subject and <i>be</i> verb, not with <i>am</i> and <i>not</i> .	<i>I am not</i> . → <i>I'm not</i> .
To make an information question, put the question word before the verb.	Question word + verb + subject <i>What + is + it?</i>
Contractions with <i>be</i> are also possible with regular nouns and question words in spoken English.	" <i>Brian's</i> <i>fifteen years old</i> ." " <i>What's</i> <i>your name?</i> "

Unit 2, page 16: Prepositions of place: *in, on, above, under, at, behind, in front of*

Prepositions of place answer the question: Where + <i>be</i> ...?	<i>Where is your Dad?</i> <i>He's at home.</i> <i>Where are your bags?</i> <i>They're on the cart.</i> <i>Newport Beach is in Orange County.</i>
Prepositions of place are used to identify the locations of people, places, and things.	Person: <i>Brian is standing behind Robbie.</i> Place: <i>Miami is in Florida.</i> Thing: <i>The book is on the desk.</i>
<i>Be</i> is frequently found in the sentence pattern subject + <i>be</i> + preposition + location.	Subject + <i>be</i> + preposition + location <i>My skateboard + is + behind + the door</i>
Prepositions of place are frequently followed by <i>the</i> .	<i>The poster is on the wall.</i> <i>Mrs. Smith is in front of the blackboard.</i>
The preposition <i>at</i> is used to refer to a specific point or place.	<i>She is at school.</i> <i>Mrs. Salas is at the airport.</i>
The preposition <i>in</i> refers to a location in an enclosed space.	<i>The students are in the classroom.</i> <i>My mom is in the kitchen.</i>
The preposition <i>on</i> refers to a location on a surface.	<i>The cat is on the bed.</i> <i>The CDs are on the table.</i>
The prepositions <i>above, under, behind,</i> and <i>in front of</i> refer to locations in relation to something else.	<i>The clock is above the bed.</i> <i>The shoes are under the table.</i> <i>My backpack is behind the chair.</i> <i>Mrs. Smith is in front of the blackboard.</i>

Unit 2, page 18: Possessive adjectives

Possessive adjectives (<i>my/yours/his/hers/ours/theirs</i>) describe nouns and are used to show ownership.	<i>That is my computer.</i> <i>Where are your books?</i> <i>Who is their teacher?</i> <i>Our last name is Gonzalez.</i>
Use <i>his</i> to refer to nouns that belong to a male and <i>her</i> to refer to nouns that belong to a female.	<i>Brian's mother → his mother</i> <i>Liza's father → her father</i>
A possessive adjective must be used with a noun.	<i>She is my sister.</i> <i>Your computer is cool.</i> <i>His dad is from Australia.</i>
Possessive adjectives remain the same whether the object that is owned is singular or plural.	<i>These are my CDs.</i> <i>Her sisters are my friends.</i> <i>Our dog is very old.</i>

Unit 3, page 27: NOUNS: Singular and plural forms

Most nouns are regular and are made plural by adding -s .	<i>cat</i> → cats <i>computer</i> → computers
To make nouns that end with -x, -sh, -ch, -ss plural, add -es.	<i>fox</i> → foxes <i>watch</i> → watches <i>glass</i> → glasses <i>brush</i> → brushes
To make nouns that end with a consonant and -y plural, change the -y to -i and add -es.	<i>family</i> → families <i>city</i> → cities
To make nouns that end with a vowel and -y plural, add -s.	<i>boy</i> → boys <i>day</i> → days
To make some nouns that end with an -o plural, add -es.	<i>tomato</i> → tomatoes <i>volcano</i> → volcanoes
To make nouns that end with -f/-fe plural, change the -f to -v and add -es.	<i>knife</i> → knives <i>shelf</i> → shelves
Some nouns are irregular. These nouns change sounds when they are made plural.	<i>tooth</i> → teeth <i>foot</i> → feet <i>man</i> → men <i>child</i> → children

Unit 3, page 28: This/that; these/those; Articles a and an

Use <i>this</i> to point out a singular noun that is near you.	This is my skateboard.
Use <i>that</i> to point out a singular noun that is far from you.	That boy over there is my brother.
You may shorten <i>that is</i> to <i>that's</i> .	That's my mom.
Use <i>these</i> to point out plural nouns that are near you.	These are our computers.
Use <i>those</i> to point out plural nouns that are far from you.	Those girls go to my school.
Use <i>a</i> or <i>an</i> to talk about a singular noun that is a member of a group.	He is from a country in South America. That's an eraser.
Use <i>a</i> before a word beginning with a consonant.	It's a dog. That's a big box.
Use <i>an</i> before a word beginning with a vowel.	That's an apple. It's an orange jacket.
Use <i>they're</i> to talk about two or more members of a group.	They're my parents.

Unit 4, page 36: Can for requests

<i>Can</i> is used to make requests (usually in the near future).	Can you wait for me? Can I use your computer, please?
Requests begin with <i>Can</i> followed by a subject noun/pronoun and the base form of a verb; or with <i>Can</i> followed by a subject, the base form of a verb, and an object; or with <i>Can</i> followed by a subject, the base form of a verb, an object pronoun, and an indirect object.	<i>Can</i> + subject + verb Can she come? <i>Can</i> + subject + verb + object Can you please help me? <i>Can</i> + subject + verb + object + indirect object Can I ask you a question?
Affirmative answers to <i>Can</i> requests can vary.	Yes, you can. Sure, you can. OK. Of course.
Negative answers to <i>Can</i> requests can vary. Use contractions in informal conversation.	No, you can't. Sorry, but you can't. No, you cannot.

Unit 4, page 38: When/What time/What day + prepositions of time

Questions of time beginning with <i>When</i> , <i>What time</i> , <i>What day</i> are followed by <i>be</i> (<i>am/is/are</i>).	<i>What days</i> are the games? <i>What time</i> is your test?
In spoken English and informal writing, contractions with <i>be</i> are commonly used in many information questions. However, they are discouraged in formal written English.	When's the class? <i>What</i> day's her birthday? <i>What</i> time's the party?
Use the preposition <i>on</i> to answer questions about specific days and dates.	<i>What day is the test?</i> It's on Monday. <i>When's her birthday?</i> On January 19th.
Use the preposition <i>at</i> to talk about a specific time of day.	<i>What time is dinner?</i> It's at 5:00.
Use the preposition <i>in</i> to answer questions about periods of time, such as months, seasons, years, and times in the future.	<i>When's Halloween?</i> It's in October. <i>When's the big dance?</i> It's in the spring. <i>When's the game?</i> It's in three weeks.

Unit 5, page 43: Possessive forms of nouns

To form the possessive (show ownership) of most singular nouns, add an apostrophe (') and an -s.

*That book belongs to Brian.
It's **Brian's** book.*

To form the possessive of a plural noun that ends in -s, add an apostrophe (') only.

*Those skateboards belong to the boys.
Those are the **boys'** skateboards.*

To form the possessive of an irregular plural noun, add an apostrophe (') and an -s.

*This food belongs to the children.
It's the **children's** food.*

Unit 5, page 45: The simple present of *have*

To form affirmative statements with *have*, use a subject, *have/has*, and a noun.

Subject + **have/has** + noun
*She **has** a DVD player.
They **have** a new car.*

To form negative statements, use a subject, *don't/doesn't*, the base form of *have*, and a noun.

Subject + **don't/doesn't** + **have** + noun
*We **don't have** any classes today.
He **doesn't have** any work.*

Any is often used before the object in negative statements with *have*. It is used for emphasis and means (*none*) *at all*. It is not possible to use two negatives in a sentence.

*I **don't have any** brothers or sisters.
X I **don't have no** brother or sisters.*

Unit 5, page 46: The simple present of *have*; *any*; Questions with *How many*

To ask *Yes/No* questions with the simple present of *have*, start the question with *Do/Does* and follow with the subject and the base form of the verb.

Do/Does + subject + **have** (+ *any*) + noun?
*Do you **have** any CDs?
Does he **have** any cousins?*

To answer *Yes/No* questions with *have*, use *Yes* or *No* and follow with a subject and *do/does* or *don't/doesn't*. In American English, the main verb *have* is not repeated in short answers.

Yes/No + subject + **do/does/don't/doesn't**
*Do you have any tests?
Yes, I do. (X Yes, I have.)
No, I don't. (X No, I haven't.)*

To ask *How many* questions, begin with *How many*, follow with a noun, *do/does*, a subject, and the base form of *have*.

How many + noun + **do/does** + subject + **have**
*How many cousins **do you have**?*

Unit 6, page 54: The simple present of *like*

To form affirmative statements with <i>like</i> , use a subject, <i>like/likes</i> , and a noun.	I/You/He/She/It + like/likes + noun <i>She likes rap music.</i> <i>They like country songs.</i>
To form negative statements with <i>like</i> , use a subject, <i>don't/doesn't</i> , the base form of <i>like</i> , and a noun.	I/You/He/She/It + don't/doesn't + like + noun <i>We don't like classical music.</i> <i>He doesn't like dance parties.</i>
To ask Yes/No questions with <i>like</i> , start the question with <i>Do/Does</i> , and then use a subject, the base form of the verb, and a noun.	Do/Does + subject + like + noun <i>Do you like school?</i> <i>Do they like hip-hop?</i>
To answer Yes questions with <i>like</i> , use <i>Yes</i> and follow with a subject and <i>do/does</i> .	<i>Do you like rap music? Yes, I do.</i> <i>Does he like sports? Yes, he does.</i>
To answer No questions with <i>like</i> , use <i>No</i> and follow with a subject and <i>don't/doesn't</i> .	<i>Do they like parties? No, they don't.</i> <i>Does she own a house? No, she doesn't.</i>
<i>What kind of</i> questions with <i>like</i> are formed using <i>What kind of</i> , a noun, <i>do/does</i> , a subject, and the base form of <i>like</i> .	What kind of + noun + do/does + subject + like <i>What kind of sports does he like?</i> <i>What kind of food do you like?</i>

Unit 6, page 56: Object pronouns

There are seven object pronouns in the English language. Objects are people or things that are affected by the action of the verb.	Singular object pronouns: <i>me you him her it</i> Plural object pronouns: <i>us you them</i>
Object pronouns take the place of object nouns in a sentence.	<i>Marilyn likes Brian. → Marilyn likes him.</i> <i>I love my parents. → I love them.</i>
Object pronouns, not subject pronouns, follow prepositions.	<i>Your sister can come with us.</i> <i>She sings to us.</i> <i>I looked at them.</i>

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 *o* → I like Shakira.

She's cool *o* → She's cool!

- Is there a question mark (?) at the end of each question?

What's your name *o* → 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 1A and has
demonstrated satisfactory proficiency in the English language.*

This certificate is hereby awarded this _____ day of _____, in the year _____.



PEARSON
Longman



Illustration credits

Dave Carleson: p. 27; Tim Haggerty: p. 28; Andy Hammond: p. 8; Brian Hughes: pp. 3 (top and middle), 4, 16, 17 (top), 27, 28; Chris Reed: p. 5; Robert Roper: pp. 12 (bottom), 17 (bottom), 19, 22, 29; Andrew Shiff: p. 3 (bottom); Ron Zalme: pp. 36, 54.

Photo credits

All original photography by Michal Heron; cover (Miami) Angelo Cavalli/Getty Images, (shell) Dorling Kindersley; borders (globe) Larry Williams/Corbis, (clouds) Royalty-Free/Corbis; p. 4 (baby) RubberBall Productions, (girl) Randy Faris/Corbis, (boy) Michael Prince/Corbis, (teenager) Kevin Dodge/Corbis, (man) Royalty-Free/Corbis, (woman) Larry Williams/zefa/Corbis, (beautiful) RubberBall Productions, (handsome) RubberBall Productions, (young) Elliot/zefa/Corbis, (old) RubberBall Productions, (small/big) David Aubrey/Corbis, (short/tall) Patrick Bernard/Getty Images; p. 6 (airport) Rodrigo Varela; p. 9 (1) Reuters/Corbis, (2) Esteban Bucat/Getty Images, (3) Kevin Winter/Getty Images, (4) Mark Mainz/Getty Images, (5) Clive Brunskill/Getty Images, (6) ChinaFotoPress/Getty Images, (7) Rune Hellestad/Corbis; p. 10 Michael Newman/PhotoEdit; p. 11 (top) Chris Jackson/Getty Images, (bottom) David Bergman/Corbis; p. 12 (left) RubberBall Productions, (middle) RubberBall Productions, (right) Jose Luis Pelaez, Inc./Corbis; p. 13 (airport) Rodrigo Varela; p. 14 (airport) Rodrigo Varela; p. 20 (A) Rex Features, (B) Rob Lewine/Corbis, (C) Kit Little/Corbis, (D) Francoise Gervais; p. 23 (1) Royalty-Free/Corbis, (2) Mark Richards/PhotoEdit, (3) Spencer Grant/PhotoEdit, (4) Felix Heyder/epa/Corbis; p. 24 Graphic Maps/WorldAtlas.com; p. 29 (bottom left) Pearson Education/Peter Lake, (bottom right) Royalty-Free/Corbis; p. 30 L. Clarke/Corbis; p. 32 (top) Jeff Greenberg/PhotoEdit, (bottom) Hans Wolf/Getty Images; p. 33 (top left) Allana Wesley White/Corbis, (top right) D. Donne Bryant Stock Photography, (left bottom) Reed Kaestner/Corbis, (right bottom) Lebrecht Music & Arts Photo Library; p. 38 (left) Image 100/Fotosearch, (right) Svetlana Larina/Shutterstock.com; p. 46 PhotoDisc/Fotosearch; p. 47 (left to right) Warner Bros./Photofest, Warner Bros./Photofest, Steve Finn/Getty Images, Warner Bros./Photofest, ES/Globe Photos, Warner Bros./Photofest; p. 48 (top to bottom) Warner Bros./Photofest, Warner Bros./Photofest, Alpha/Globe Photos, Warner Bros./Photofest; p. 50 (left) George McNish/Star Ledger/Corbis, (middle) Syracuse Newspapers/David Lassman/The Image Works, (right) Reuters/Corbis; p. 51 (left) Reuters/Corbis, (top) Daniel Munoz/Reuters/Corbis, (bottom) David Bergman/Corbis; p. 55 David Bergman/Corbis; p. 57 (left) Royalty-Free/Corbis, (right) Royalty-Free/Corbis; p. 58 (top to bottom) Peter Kramer/Getty Images, Evan Agostini/Getty Images, Kevin Winter/Getty Images, Stephane Cardinale/People Avenue/Corbis, Business Wire/Getty Images, Christian Jakubaszek/Getty Images; p. 60 (top) Warner Bros./Photofest, (middle) Stephane Cardinale/People Avenue/Corbis, (bottom) Toby Melville/Reuters/Corbis; p. 61 Rune Hellestad/Corbis; p. 63 Royalty-Free/Corbis; p. 64 (2) Photo Researchers, Inc., (1) Photolibrary.com, (5) Peter Arnold, Inc., (map) Photolibrary.com; p. 65 (3) Jeff Hunter/Getty Images, (4) Peter Adams/Getty Images; p. 66 (A) The Stock Connection, (B) Michael S. Yamashita/Corbis, (C) Dianna Sarto/John Lund/Corbis; p. 67 (D) Robert Fried Photography, (E) Royalty-Free/Corbis, (F) Keren Su/Corbis.

