SUPER GOAL 1

TEACHER'S GUIDE

MANUEL DOS SANTOS

Mc Graw Hill Education

SuperGoal 1 Teacher's Guide

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Good Morning! **Pages 2–9**	Greet people / Say goodbye Introduce yourself and others Talk about school supplies	Verb: *be* Possessive adjectives: *my*, *your*, *his*, *her*
2	What Day Is Today? **Pages 10–17**	Use days of the week and months Use the numbers 1 to 1,000 in context Use ordinal numbers Talk about your age Follow and give classroom instructions	Possessive adjectives: *our*, *your*, *their* Question words: *what*, *when*, *how old* Prepositions: *in*, *on* with dates
3	What's That? **Pages 18–25**	Give commands and instructions Ask for identification of things	Demonstrative pronouns: *this/that/these/those* Imperatives Indefinite and definite articles: *a/an, the*
4	Around the World **Pages 26–33**	Talk about countries and nationalities Ask for information with *yes/no* questions Give basic personal information	Verb: *be* Question word: *where* Prepositions: *from*, *in*, *on* *Can/will* for requests and offers
	EXPANSION Units 1–4 **Pages 34–39**	**Language Review** **Reading:** Win a Free Trip to the Caribbean! **Writing:** Write about your country	
5	Families, Families **Pages 40–47**	Identify family members Describe families	Verb: *have* Quantity expressions: *any*, *a lot of/lots of* Possessives: *'s* Question words: *How many, Who* Regular and irregular plural nouns
6	Is There a View? **Pages 48–55**	Talk about rooms in a house and objects in the rooms Describe the location of objects Describe houses	*There is/There are* Prepositions: *in, in front of, behind*, *on, under* Conjunctions: *and, but, or*
7	Where Do You Live? **Pages 56–63**	Name places in a city Describe location Ask for and give directions	Verb: *live* + preposition Prepositions of place: *across from, between*, *next to*, *on*, *near*, *far from* Comparative and superlative adjectives
8	What Are You Doing? **Pages 64–71**	Talk about what people are doing	Present progressive tense Questions with *what* + present progressive *Would like* and *would like to*
	EXPANSION Units 5–8 **Pages 72–77**	**Language Review** **Reading:** Email Pals **Writing:** Write an email about family and activities	

Listening	Pronunciation	Reading	Writing
Listen to conversations for specific information	Sentence intonation	A New Student!	Write a conversation Make and illustrate a list of greetings (Project)
Listen to conversations for specific information	Stressed syllables	How Old Are They?	Complete a form with personal information Write about animal life spans (Project)
Listen for specific details	Voiced *th* and unvoiced *th*	Museum of Science	Write about things in a museum Make a brochure for a museum (Project)
Listen for specific information—telephone numbers, emails, and addresses	Telephone numbers, emails, addresses	Lapland: The Land of the Midnight Sun	Write your name, address, telephone numbers, and email for a class directory Make an information poster about your country (Project)
Chant Along: Orders, Orders, Everywhere **Project:** Prepare a set of school rules			
Listen for specific information about a family	*Do you…?*	Famous Royal Families	Write about an imaginary family Write about the Saudi royal family (Project)
Listen for specific information to perform a task	*Yes/no* question intonation	Unusual Houses	Describe your home Make a poster about a dream house (Project)
Listen to follow directions	Syllable stress	Famous Neighborhoods	Write a postcard about your neighborhood Make a brochure for your neighborhood (Project)
Listen for specific details about ongoing activities	The *-ing* ending	Teenagers' Favorite Place	Write about ongoing activities of family and friends Write about a popular teenage hangout (Project)
About You **Chant Along:** My Neighborhood!			

Philosophy of the Program

SuperGoal is a dynamic American English series for international communication that takes students from absolute beginning to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, ***SuperGoal*** is easy and enjoyable to teach and to learn from.

The goal of ***SuperGoal*** is to make the learning of English fun, motivating, and success-oriented by way of a carefully graded progression that builds students confidence, and helps them reach the point at which they can use English to express themselves meaningfully about things that matter to them.

The methodology of ***SuperGoal*** integrates the four skills of speaking, listening, reading, and writing. The earlier levels focus on speaking and listening, but reading and writing are increasingly prioritized as students progress through the series. ***SuperGoal*** also puts an emphasis on grammar, particularly using grammar in communicative activities.

SuperGoal is designed to appeal to a visually-oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Organization of Materials

Each level in ***SuperGoal*** has the following components:

- Student Book
- Audio Program
- Workbook
- Teacher's Guide (interleaved)
- Test Bank
- IWB Software & Student e-book
- Online Learning Center

SuperGoal has enough material of classroom instruction for a whole semester. The program is flexible, and it can be used with groups that have one, two, or three hours of instruction a day. It can also be used with groups that have only two or three hours a week.

The Components

Student Book

- Units have a consistent lesson format.
- The Expansion units review and expand on language points with high-interest content in activities, readings, and chants.
- A unit-by-unit vocabulary list is included at the back of each Student Book.

Teacher's Guide

This interleaved user-friendly Teacher's Guide is available for each level. The Teacher's Guide offers an overview of the course, some general teaching guidelines, and detailed unit-by-unit teaching notes.

These unit-by-unit teaching notes include:

- Unit Goals
- Unit Warm Up activity
- Instructions for presenting each Student Book activity
- Answers to all the Student Book activities
- Audioscript for the Student Book listening activities
- Language Builder notes
- Teaching Tips
- Additional Activities
- Additional Projects
- Fun Facts

The Teacher's Guide for each book also contains the following:

- Scope and Sequence chart
- Vocabulary lists per unit
- Key to Phonetic Symbols
- Answers to the Workbook activities
- Audio Program Track List
- Photocopiable Activities

Workbook

The Workbook provides exercises that reinforce the material presented in the Student Book.

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. Each unit ends with a writing activity, often in the form of personal writing. The Expansion units cover vocabulary, grammar, and writing.

The Workbook Answer Key is found at the back of this Teacher's Guide.

Audio Program

The audio program for each level includes the following material:

- Listen and Discuss (Listen and Repeat in the Intro level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Chant Along

The audioscript for the Listening activities appear at point-of-use in the Teacher's Guide.

Testing Program

The Test Bank provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the items as they are, or teachers can edit, add, delete, and rearrange items.

IWB Software & Student e-book

SuperGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the Online e-books for self-study. Through a variety of interactive applications, the content of the books comes to life on the board in class or on the computer screen at home in a way that enhances the learning and teaching process.

Online Learning Center

The Online Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of activities correlated to each unit builds students' skills.

Student Book Units

Each unit follows a regular pattern:

- **Language**—vocabulary, structures, and functions—are presented and used in context.
- **Grammar** points are presented in chart form and practiced.
- Additional functional language is presented in the context of **Conversations** and role plays.
- A **Reading** expands the unit theme.
- A **Writing** activity calls on students to use the language they've learned.
- A **Project** allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.
- **Form, Meaning and Function** activities expand students' knowledge of structures and functional language.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the Intro level, some sections vary as appropriate to students' language abilities.

Presentation

The opening two pages of every unit contain the presentation called Listen and Discuss. This section introduces the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher.

Quick Check

This section, which appears on the opening two pages, includes a Vocabulary and a Comprehension activity that check how well students understood the content of the presentation. The questions are usually in simple formats: matching, *yes/no*, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

Pair Work

This section, also on the opening two pages, gets students involved in personalized communication right away. It allows students to actively use the language and grammar from the presentation in speaking activities. Students typically ask and answer about the content of the presentation pages, or they give personal information relating to the content.

Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in chart format and with example sentences. The charts are then followed by activities and exercises that reinforce the points presented. The Grammar charts can also serve as a convenient built-in reference section for students as they use English throughout the program.

Listening

In this section, students listen to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences.

Conversation

The Conversation section contextualizes the language as it is used in everyday situations. It is accompanied by the Real Talk feature that develops vocabulary and everyday expressions. The Conversation also includes functional language; for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, or complimenting. One of the unique features of ***SuperGoal*** is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogues related to the Conversation. They use personal information or take on made-up roles. Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

The purpose of the questions in the About You section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

Reading

The Readings throughout the book expand on the unit topic, and relate to students' age and interests. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories, etc. Sometimes new vocabulary is introduced. The Teacher's Guide presents reading strategies and skills for students to apply to the reading; for example, using prior knowledge, discovering meaning from context, scanning, making inferences, and drawing conclusions.

Writing

The Writing sections in the series cover writing sentences, paragraphs, notes, letters, reports, narratives, essays, and more. Writing is also integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. Writing is also developed through assignments in the Workbook.

Project

Each unit includes a task-based activity in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The Project relates to the unit theme and requires students to use all the language they have acquired. In addition, the Project offers further writing practice.

Form, Meaning and Function

The Form, Meaning and Function section recalls and recycles students' knowledge of structure (form) and extends their ability to use their linguistic knowledge in a meaningful and communicative way (function). The Teacher's Guide presents concrete ideas and tips for the presentation of form and gives suggestions on approach; so students are confident they are getting the language right and they are able to see the communicative (functional) purpose behind activities.

Student Book Expansion Units

The Expansion units review and expand the material covered in the previous set of units. Each Expansion includes:

- **Language Review:** two pages of activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- **Writing**
- **Project**
- **Chant Along:** a chant that enables students to expand their language in a pleasant way. The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

The Teacher's Guide is interleaved with the Student Book for ease of use. There is one Teacher's Guide page facing each Student Book page.

The following is an overview of the contents for a unit in the Teacher's Guide.

- **Unit Goals**
  The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, and Project.
- **Warm Up**
  Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.
- **Teaching Notes**
  Step-by-step teaching notes are provided for all presentations and activities.
- **Language Builder**
  This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.
- **Teaching Tips**
  This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.
- **Additional Activities**
  These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to give to students who finish a certain task early.
- **Project**
  An additional Project is included near the end of each unit.
- **Fun Facts**
  The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
  The answers to all Student Book activities are provided.
- **Workbook Reference**
  Cross references to Workbook activities help in lesson planning.
- **Audioscript**
  The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

The first two pages of each unit contain the presentation called Listen and Discuss. In this presentation, students are introduced to new vocabulary, language, and structures in context. The Teacher's Guide contains explicit instructions for presenting each individual unit. In general, you may want to use the following technique.

Before students open their books, present the topic of the unit in a warm up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended that students look at the opening pages. Activate students' prior knowledge by discussing the opening question(s). Then talk about any vocabulary they know (provide support as needed), and have them guess what the unit is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For any vocabulary word lists on presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Quick Check section to practice vocabulary and to check that they have understood the presentation.

Vocabulary

New vocabulary is presented in the Listen and Discuss opening presentation and at key points throughout each

unit. The words and expressions are then practiced and recycled throughout the unit and subsequent units. Unit vocabulary lists are found at the back of the book and can be used for review.

Use the visuals in the Listen and Discuss presentation to explicitly teach the vocabulary.

- Pronounce each word and have students repeat it. Alternatively, play the audio for students to listen and repeat.
- Provide example sentences, descriptions, and explanations using the opener visual.
- Ask students to provide examples, descriptions, and explanations of their own to determine comprehension.
- Have students keep a vocabulary notebook. Suggest they use their own words to define the terms and incorporate visuals whenever possible.
- Use the photos and illustrations throughout the unit to practice the words. Have students describe the pictures as well as ask and answer questions about the pictures.
- Play games with the words.

Grammar

There are many methods and approaches to grammar teaching. Here are some suggestions that may be useful:

- Preteach the target structure by reviewing sentences from the Listen and Discuss and Pair Work sections that use the structure.
- Model the example sentences in the Grammar section.
- Make personalized statements or ask personalized questions that use the target structure.
- Ask students to provide personalized examples of sentences that use the structure.
- If appropriate, create visuals or graphics to illustrate the structure.
- If appropriate, use gestures or pantomimes to illustrate the structure.
- Have students write grammar exercise answers on the board, highlighting the target structure and explaining their answers.
- Have students work in pairs to complete and/or correct grammar exercises.
- Use sentences from the grammar exercises for dictations.

Listening

The ***SuperGoal*** series offers a wide variety of listening "texts," including conversations, announcements, advertisements, news reports, etc.

Before students listen to a recording, elicit predictions about what they are going to hear. Have them look at any related visual material or ask them to read the questions they have to answer. This way, students will have a clearer idea of what to listen for.

Listening can be a difficult skill for some students. These students worry that they will not understand anything. Let them know that it is not necessary to understand every single word, but to get the general idea. Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase. Focus students' attention on the completion of the task. Letting students work in pairs may lessen anxiety.

Conversation

The following is a suggested technique for presenting the Conversation section in the Student Book:

- Use the picture(s) to introduce new vocabulary and expressions. Have students predict what the Conversation is about.
- Go over the questions in About the Conversation before students listen to the audio.
- Play the audio or read the Conversation. If appropriate, have students look at the picture(s), but keep the text covered. Tell students that they don't have to understand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the Conversation silently before you play the audio or read the Conversation aloud.
- Play the audio or read the Conversation again while students look at the text.
- Ask students to read the Conversation silently. Ask them to figure out the meaning of unknown words from context.
- Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
- Have students work in pairs or groups and read the Conversation using the "Read and Look Up" technique. In this technique, students look at a sentence, look up, and say what they have just read. This technique helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.
- Have students act out the Conversation.

Reading

The ***SuperGoal*** series offers a wide variety of reading text types (advertisements, magazine articles, encyclopedia entries, letters, emails, etc.).

For every Reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on. Let students know that it is usually not necessary to understand every word.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the Reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the audio recording of the Reading with their books closed; (2) students can listen to the audio of the Reading and follow along in the text (this helps students to "chunk" the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

Another effective way to review language and content in a Reading is to retell the story or article in one's own words—orally or in writing. Encourage students to work in pairs and tell what a Reading is about orally. They should tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who, What, When, Where,* and *Why*.

Writing

The ***SuperGoal*** series offers students practice in writing a variety of text types. These often follow the model provided.

Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing. Encourage students to brainstorm and take notes before drafting. After drafting, they should peer-edit each other's work. Finally, they should use these suggestions to create their final product. You may also want to provide students with a scoring rubric by which you will be evaluating their work. Criteria for scoring might include: ideas, organization, word choice, sentence fluency, grammar, punctuation.

Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students' progress in English.

Projects

The following are some practical guidelines for the Projects.

- Try to have each group include students of different proficiency levels in English.
- Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
- Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
- Encourage students to assign different roles to different group members.
- Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
- Provide a forum for students to "publish" their work. This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to their class.

Form, Meaning and Function

The ***SuperGoal*** series offers plenty of opportunity to recall and recycle previously taught structures and functional language as well as introducing new linguistic and communicative knowledge along the way.

Encourage students to recall what they remember about the form if previously taught and give them plenty of examples which demonstrate alternative meanings and uses of that form.

Give students ample opportunity in the lesson to practice the new function of a familiar form in a meaningful context by encouraging them to fully participate in communicative tasks.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections, whereby you activate students' prior knowledge about

the chant or its theme, introduce the lyrics as you play the chant, use cloze activities to test listening skills, etc. Once students understand the meaning of the lyrics, you can work on pronunciation and rhythm. Additional games and the personalization of the chant lyrics, where students change the lyrics to reflect their own lives, will allow students to be more creative with English in a fun and memorable way.

General Teaching Suggestions

English in the Classroom

Ideally, teachers should use authentic English in the classroom as much as possible. They should also encourage students to speak English as much as possible. Apart from what are strictly teaching activities, English can be used for taking attendance, for school announcements, and for explaining activities and assigning homework. This way, students see English as a vehicle for communication and not just an academic subject to be studied. If students are expected to use English all the time in the classroom, they will be giving themselves the opportunity to practice much more of the language.

Differentiating and Individualizing

Classrooms comprise a wide spectrum of learners who vary in how they learn best. Some students are visual learners, while others are auditory learners. Still other students rely on the written word to succeed. To accommodate all students, teachers need to respond to each individual and offer appropriate experiences. The varied presentation formats in ***SuperGoal*** allow for this differentiation of learning styles. The abundance of visuals, the audio program, and the variety of activity formats can meet the needs of any learner. In addition, the Teacher's Guide notes within the units provide suggestions for alternative ways to present material.

SuperGoal also recognizes students' individuality and encourages them to express themselves. Give students plenty of opportunities to express their ideas, their preferences, and their opinions. This way, students will start to develop a sense of identifying with the language, of owning the language, and of being able to use it to express real ideas.

It is also important to make connections between the characters and situations in the textbook with students' own lives. Find ways to relate the information in the textbook to local and national figures, places, historical events, etc. Let students bring their own experiences, attitudes, and ideas into the learning process in order to make learning more relevant and memorable.

Pair Work

Pair Work offers teachers and students a number of benefits. Having students work in pairs is an ideal way to maximize opportunities for communication and practice. Many students feel a great sense of involvement when working with classmates. Another practical advantage is that while students are working in pairs, the teacher can spend time with individual students who need help.

For organizing students into pairs, the simplest method is to have students work with the person sitting next to them. Alternatively, the students in the first row can turn around to make pairs with the students in the second row, and so on. Be sure to mix up the pairs periodically to give students a chance to work with other classmates. Ask students to stand in line in order of birth date, height, alphabetical order, etc., and pair students standing next to each other.

Cooperative Learning

SuperGoal provides students with many opportunities to work together to complete a task. The Project section of most units is one such opportunity.

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The teaching suggestions for the Project sections in this Teacher's Guide provide a lot of helpful information for you and students for organizing and managing projects. Most of the Projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

- **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
- **Pairs Check.** Pairs take turns interviewing one another. Then two pairs join together. Each student tells what he/she learned about his/her partner.
- **Think–Pair–Share.** Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.

- **Jigsaw.** Each student becomes an expert on a topic (or on one part of a Reading). That student teaches what he/she knows to a small group. This is a way to present a Reading: each student reads a different paragraph and the groups work together to get the important information from the Reading.

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The ***SuperGoal*** series contains explicit reading strategy tips for helping students to become better readers in the Teacher's Guide. These strategies relate specifically to the Reading, but can also be used for the presentation material, the Conversations, and activities that require reading. Periodically review the tips throughout the program to help students apply them automatically.

Grammar and Vocabulary Review

The Photocopiable Activities provide additional practice and consolidate the grammar and vocabulary of each unit. They can be used as homework after Self Reflection, if students require more work on those areas or as optional practice for early finishers in class.

- Tasks and activities vary in this section and include question types such as blank fills, matching, collocations, sentence formation, answering open or closed questions or responding to situations.
- The Photocopiable Activities can be combined with additional activities and used as self-assessment tasks in Self Reflection.

Monitoring Students and Correcting Errors

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking.

Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

There are many opportunities in ***SuperGoal*** for ongoing, informal assessment. Some examples are:

- Student work in the About You section can be monitored to see how fluently students express basic ideas in English.
- Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.
- Short dictations can provide quick and easy mini-assessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.
- Material in the Workbook can be used to measure individual students' mastery of the material.
- Students evaluate their own progress at the end of every unit by completing the Self Reflection charts.

Self Reflection

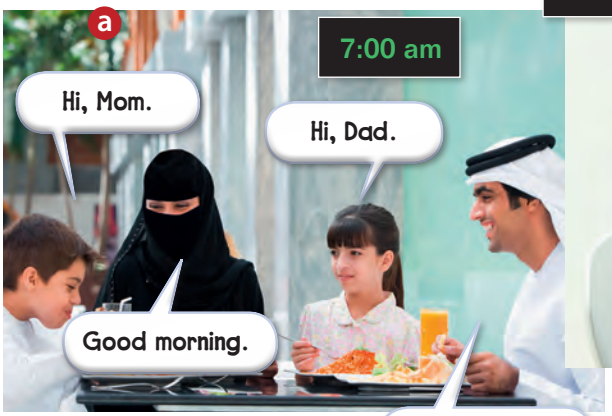
- The Self Reflection page of the course fully acknowledges and supports ongoing , informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, utilizing all available knowledge resources.
- Allotting time and space within the syllabus to this process takes the methodology of the course beyond minimal adherence to principles of reflective learning, common in most courses. Self reflection is rightfully recognized as an integral part of the learning process throughout.
- It is essential to treat this section, as a learning skills development component. This is the time for students to decide for themselves what they can or cannot do and to what extent; and to make a plan of action to remedy problems, clarify points, confirm and consolidate learning.
- The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion. Additional Activity ideas as well as the Photocopiable Activities that have not been used in the lessons, can be used as tasks for self reflection.

1 Good Morning!

1 Listen and Discuss

Greetings

a



b

c

d

Saying Goodbye

a

b

Unit Goals

Vocabulary
Greetings
Times of day
Titles

Functions
Greet people
Say goodbye
Introduce yourself and others
Talk about school supplies

Grammar
Verb: *be*
Possessive Adjectives: *my, your, his, her*

Listening
Listen to conversations for specific information

Pronunciation
Sentence intonation

Reading
Introductions

Writing
Write a conversation

Project
Make and illustrate a list of greetings

Warm Up

- Greet the class by saying: ***Good morning.*** Elicit the response from students: ***Good morning***.
- Write your name on the board and say: ***Hello, I'm Mr./Ms./Miss/Mrs. (name)***.
- Greet individual students, saying: ***Hello, I'm (name)*** and elicit the response: ***Hello, I'm (student's name)***.
- Have students introduce themselves to one another.
  A: ***Hello, I'm (name).***
  B: ***Hello, (name). I'm (name).***

1 Listen and Discuss

Greetings

- Direct students' attention to the photos in the **Greetings** section. Ask questions about the pictures. For example: ***Which picture shows a family?*** (a) ***Which picture is in a school?*** (b) ***Is George a teacher or a student?*** (a student)

CD1, T2 Play the audio. Point to the photos as students listen.

CD1, T2 Play the audio again. As they listen, have students point at the people who are speaking.

- Point out that ***Good afternoon***, ***Good evening***, and ***How are you?*** are formal expressions. ***Hi*** and ***How's it going?*** are informal and are used with friends and classmates.

CD1, T2 Play the audio again and have students repeat or speak along with the recording. Then have students practice the conversations in groups.

Language Builder

Draw a clock face on the board. Next to it, write the words ***morning*** (from about 6 A.M. to 12 noon), ***afternoon*** (from 12 noon to 6 P.M.), and ***evening*** (from 6 P.M. to 12 midnight). Explain that these are approximate times when we use the expressions *good morning*, *good afternoon*, and *good evening*.

Saying Goodbye

- Focus students' attention on the photos in the **Saying Goodbye** section. Explain that ***Good evening*** is used when a person arrives. ***Good night*** is said before leaving or going to bed.

CD1, T2 Play the audio and have students point to the speakers as they listen.

CD1, T2 Play the audio again and have students repeat or speak along with the recording. Then have students practice the conversations in groups.

- Review **Greetings** and **Saying Goodbye** by saying an expression and having students say whether it means ***Hello*** or ***Goodbye***.
- Say a sentence at random from any conversation. Students point to the photo that illustrates the sentence.

Introductions

- Focus students' attention on the photos in the **Introductions** section. Ask about the names of the people in the pictures. For example, point to photo ***a***, and ask: ***Who are they?*** (Asma and Hanan)

CD1, T2 Play the audio and have students point to the speakers as they listen.

CD1, T2 Play the audio again and have students repeat or speak along with the recording. Then have students practice the conversations in groups.

Quick Check

A

- Have students circle all of the expressions in the conversations that can be used to say ***Hello***. **Note:** These are in the **Greetings** and **Introductions** sections.
- Have students compare answers with a partner. Then check answers with the class.

Answers

Answers will vary. Sample answers:
Hi, Good morning, Good afternoon, Hello, Good evening

B

- Ask a volunteer to read the directions and the first sentence. Ask the class: ***Is this sentence correct?*** Elicit: ***No.*** **Note:** Students should see that George calls the man "Mr. Porter." This shows that he isn't his father.
- Have students work individually or in pairs to complete the exercise.
- Check answers. Ask a volunteer to read each sentence and answer *Yes* or *No*.

Answers

1. no **3.** yes
2. no **4.** no

FYI

- Draw students' attention to the **FYI** note. Explain that FYI means *For Your Information*.
- Read the note with students. Write your title + last name on the board. Point out that in English-speaking countries students usually address teachers by their title + last name, not as "Teacher."
- Go over the chart with the titles. Explain that both married and single women often use *Ms.* in formal situations.

2 Pair Work

CD1, T3 Play the audio. Students listen and repeat or speak along with the recording. (You can play all three conversations at once or play them one at time as students practice each conversation.)

- Put students in pairs to practice conversation **A**. **Note:** Students have already practiced several conversations with their own names. To make the conversations in this section different, suggest that students choose different names. For example, they could use the names of their favorite celebrities.
- For conversation **B**, have students work with a different partner and introduce themselves.
- Put students in groups of three to practice introductions in conversation **C**.
- As students are working, go around the room and help as needed. Then have two pairs and a group act out each conversation for the class.

Workbook

Assign page 89 to practice vocabulary for greetings and introductions.

Teaching Tip

For pair and group work, make sure that students don't always work with the same partners. Working with different partners helps students get to know each other and creates a friendlier atmosphere in the classroom.

Additional Activity

Put students in groups and have each group make a list of adults they know, such as teachers in the school, but not family members. They write the names, first and last, with the appropriate titles. Have a student from each group read the list to the class.

fun facts

Most people think that the title *Ms.* is a modern invention. However, it first appeared in the 17th century as an abbreviation for *Mistress*. Even at that time, it was used for married and unmarried women. In more recent times, it became popular in the 1970s when Gloria Steinem used it as the title for her magazine *Ms.*

Introductions

Quick Check

A. Vocabulary. Circle all the "hello" greetings in the conversations.

B. Comprehension. Answer ***yes*** or ***no***.

1. _____ Mr. Porter is George's father.
2. _____ Danny's greeting to Alex is "Good morning."
3. _____ Michael's friends call him Mike.
4. _____ Hanan and Asma are friends.

FYI

Use titles with last names or with first name + last name: Ms. Jones *or* Ms. Karen Jones. In greetings, use titles with last names only. You say, "Hello, Ms. Jones."

		Married	Single
Man	Mr.	✓	✓
Woman	Mrs.	✓	
	Miss		✓
	Ms.	✓	✓

2 Pair Work

A. Start a conversation with a partner.

Hi, _____. How are you?

Fine, _____. And you?

I'm OK. / I'm fine.

B. Introduce yourself to a new partner.

Hi. I'm _____. What's your name?

My name's _____. My friends call me _____.

Nice to meet you.

C. Introduce your friend to a classmate.

A: _____, this is my friend, _____.

_____, this is my classmate, _____.

B: Nice to meet you.

C: Nice to meet you, too.

3 Grammar

Verb: *be*

Singular			Plural		
I**'m**	John.	(I + **am**)	We**'re**	friends.	(we + **are**)
You**'re**	Sue.	(you + **are**)	You**'re**		(you + **are**)
He**'s**	Bill.	(he + **is**)	They**'re**		(they + **are**)
She**'s**	Mary.	(she + **is**)			

FYI The short forms with apostrophes (**'**) are contractions.

Possessive Adjectives: *my, your, his, her*

Singular

My name is Fatima.
Is **your** name Mona?

His name is John.
His name is George.

A. Complete the sentences. Use the correct form of the verb ***be***.

1. Bill Jenkins _____ the principal.
2. I _____ a student.
3. Matt and Ben _____ classmates.
4. _____ Olivia Miller a teacher?
5. You _____ my best friend.
6. Mr. and Mrs. Johnson _____ married.

B. Complete the sentences with possessive adjectives.

1. He's a teacher. _____ name is Mr. Park.
2. I'm a student. _____ name is Aisha.
3. He's the director. _____ name is Mr. White.
4. This is Henry. _____ last name is Parker.

C. Complete the conversations. Then practice with a partner.

1. **A:** What's _____ name?
   B: His name _____ Luke.
2. **A:** Mom, this is Refaa, and this is Asma. They _____ my friends.
   B: Nice to meet _____.
3. **A:** What's _____ name?
   B: Her name is Debbie. She _____ my neighbor.
4. **A:** Welcome to English class. _____ name is Janet Wilson.
   B: Hello, Ms. Wilson. _____ May Chang.

3 Grammar

Verb: *be*

- Have students read the sentences in the grammar chart. Illustrate the subject pronouns by pointing to yourself and saying ***I'm (name)***. Then gesture toward a student in the class and say: ***He's/She's (name)***. Continue with the other pronouns.
- Focus students' attention on the **FYI**. Explain that contractions are normally used in conversation.
- Give the full form (for example, ***you are***) and elicit the contraction. (***you're***)

Possessive Adjectives: *my, your, his, her*

- Go over the material in the grammar chart. Write the subject pronouns ***I***, ***you***, ***he***, and ***she*** on the board. Elicit from students the possessive adjective that goes with each and write it on the board.
- Say the name of a student in the class, for example, ***Fahd***. Elicit the sentence: ***His name's Fahd***.
- Point to yourself and say your name. Elicit from a student the sentence: ***Your name's*** ____.

Language Builder

Point out that in English the possessive form agrees with the person, not with the thing. *Fahd's book = his book* because Fahd is a boy.

A

- Ask a volunteer to read the directions. Then read the first sentence and elicit the answer from the class: ***is***.
- Have students work individually or in pairs to complete the exercise.
- Check answers. Ask volunteers to read the completed sentences aloud.

Answers

1. is
2. 'm / am
3. are
4. Is
5. 're / are
6. are

B

- Have students work individually to complete the exercise and compare answers with a partner.
- Check answers by calling on students to read the completed sentences.

Answers

1. His
2. My
3. His
4. His

C

- Have students work in pairs to complete the conversations.
- Ask pairs to read the conversations for the class.

Answers

1. **A:** his
   B: 's / is
2. **A:** 're / are
   B: you
3. **A:** her
   B: 's / is
4. **A:** My
   B: I'm / I am

D

- Have students look at the pictures. Ask: ***Which pictures show greetings?*** (4, 5, and 6) ***Which one shows people saying goodbye?*** (3) ***Which show introductions?*** (1, 2, and 4)
- Read the directions and do number 1 with the whole class as an example. Elicit the answer: ***My name is***.
- Put students in pairs to complete the other conversations. Suggest that they cross out each phrase in the box as they use it.
- Check answers by asking pairs to read the conversation aloud.

Answers

1. My name is
2. Nice to meet you
3. See you later
4. Good evening
5. How are you
6. Good morning

4 Pronunciation

- Explain that students are going to practice the pronunciation of questions.
- **CD1, T4** Play the audio. Ask: ***Does the speaker's voice go up or down at the end of the question?*** Elicit that it goes down.
- **CD1, T4** Play the audio again and have students repeat or speak along with the recording.
- Put students in pairs to practice asking and answering the questions.

5 Listening

- Have students look at the expressions in numbers 1–6. Explain that they have to choose the correct response to what they hear in the audio.
- **CD1, T5** Play the audio. Have students listen to the first item: ***How's it going?*** Elicit the correct response: ***Not bad.*** Play the rest of the recording. Tell students to listen but not write.
- **CD1, T5** Play the audio again for students to listen and mark their answers. Then play the audio a third time and go over the answers with the entire class.

Audioscript

1. How's it going?
2. My name is Steve.
3. How are you?
4. Good morning, class.
5. See you tomorrow.
6. Good night.

Answers

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

6 About You

- Have students read the list of questions.
- Put students in pairs or small groups. Students take turns asking and answering the questions.
- Go around the class as students are working and help as needed.

Workbook

Assign pages 90–91 for practice with the grammar of the unit.

Teaching Tip

When students work in pairs or groups, the noise level tends to build up. To help control this, give the class a "stop talking" signal, such as raising your hand. At that time, everyone stops talking. Then they lower their voices and start again.

Additional Activity

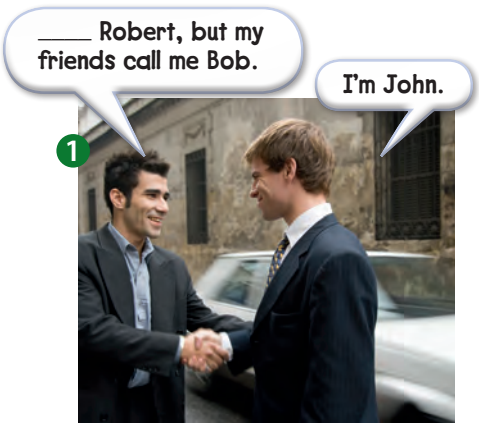
Make (or have your students make) cards that say either ***Say hello***, ***Say goodbye***, or ***Introduce yourself to someone***. There should be enough cards for half the students in the class. Then put students in pairs. Have each pair come to the front of the class and draw a card. Then they have to perform a short conversation in front of the class, illustrating the function on the card.

fun facts

Nicknames are usually a shortened or changed version of a person's name, like Liz for Elizabeth. In some societies, a nickname is used as a secret name to conceal a person's real identity.

D. Complete the conversations. Use the phrases in the box.

How are you	Good morning	Nice to meet you
See you later	My name is	Good evening



4 Pronunciation

Listen to the intonation. Then practice.

What's your name? How are you? How's it going?

5 Listening

Listen. Mark the correct response.

1. **a.** ___ Not bad.
   b. ___ Thank you.
2. **a.** ___ My name is Brad.
   b. ___ Goodbye.
3. **a.** ___ Nice to meet you.
   b. ___ I'm OK.
4. **a.** ___ Good morning, Miss Jones.
   b. ___ Hi. How are you?
5. **a.** ___ Goodbye.
   b. ___ Fine, thanks.
6. **a.** ___ Nice to meet you.
   b. ___ Take care.

6 About You

1. How do you spell your first name?
2. How do you spell your last name?
3. What do your friends call you?
4. What's your best friend's name?
5. What's your dad's name?
6. What's your brother's name?
7. What's your teacher's name?
8. How are you today?

7 Conversation

Carlos: Are you Rick Morgan?
Rick: Yes.
Carlos: Hi. I'm Carlos Rodriguez. I'm from your company.
Rick: Nice to meet you, Carlos.
Carlos: Nice to meet you, too. Welcome to Spain.
Rick: Thank you.
Carlos: So, is this your first time here?
Rick: Yes. I'm very excited.
Carlos: All our colleagues are at the restaurant, and a big meal is ready for you.
Rick: Great. I'm starving. The food on planes is terrible.

Your Turn

You are meeting a stranger at the airport. Make up a conversation with a classmate.

A: Are you (Mr. / Mrs. / Dr.) _____?
B: Yes.
A: I'm _____.
B: Nice _____.
A: Nice _____, too.
A: Welcome to _____.
B: Thank you.
A: _____ your first time here?
B: Yes. / No.

7 Conversation

- Have students look at the picture. Ask: ***Where are the people in the picture?*** Elicit that they're at an airport. Explain that they're waiting for people to arrive. Point out the signs with the names of people that they are waiting for.
- **CD1, T6** Have students listen to the audio twice with their books closed. Then have them listen with their books open, reading along.
- Have students find Carlos and Rick in the picture. (Carlos is holding the sign with Rick's name on it.)
- Ask: ***What country is Rick visiting?*** Elicit: ***Spain***. Explain that *starving* means that Rick is very hungry.
- Put students in pairs and have them practice the conversation. Then they should change roles so that each student reads each part.

Your Turn

- Have students work in pairs to complete the conversation. Have them first write down the complete conversation in their books or notebooks. Monitor as pairs work and offer help as needed.
- Students practice their conversation, changing roles each time.
- Ask two or three pairs to present their conversations to the class. Encourage them to be expressive and to look at each other when they are speaking. Have pairs stand up in front of the class to present. This will help them to speak loudly enough for their classmates to hear.
- As an alternative follow-up activity, you might have students change partners to practice new conversations.

8 Reading

- Have students look at the photo and ask the **Before Reading** question: ***What do you say when you meet someone for the first time?*** Write students' ideas on the board, but don't confirm or deny answers at this time.
- **CD1, T7** Play the audio for the first conversation. Ask students to read along as they listen, looking to see if anything on the board is mentioned in the conversation.
- Focus students' attention on the conversation between Ali and Ahmed. Have them look at Ali's first line and ask: ***Are Ali and Ahmed friends?*** If necessary, remind them of previous conversations in this unit.
- Have students work in pairs to find expressions people use during introductions. Check answers by having one pair read the conversation.
- Have students work in pairs to complete the conversation by using the expressions from the box.
- **CD1, T7** Play the audio for the second coversation to check answers. Check answers as a class and have pairs practice the conversation.

After Reading

- Ask a volunteer to read the directions and the first sentence. Ask students if the answer is *yes* or *no*. Elicit: ***no***. Ask how they know this. (Ahmed says that he's a new student.)
- Have students do the task individually. Tell them to underline the part of the text that provided them with the answer.
- Have students go over the answers with a partner. Finally, go over the answers with the class.

Answers

1. no **2.** no **3.** yes

Teaching Tip

When doing writing activities, having students share what they have written with others makes the task more real.

Additional Activity

Bring or have students bring some pictures of interesting-looking people from magazines. Give each student a picture. Students invent a name for the person in the picture—first name, last name, and nickname. Then in pairs or small groups, students introduce their person to their classmates.

Project: Nicknames

Have students collect examples of different nicknames from family and friends outside of class. In class, have students work with a partner and make a chart with all of the nicknames they collected. The chart should have two columns, one for the name and the other for the nickname. Students post their charts for others to look at. Discuss the project with the class. Ask: ***Which nicknames are most common? Which names have more than one nickname?***

8 Reading

Before Reading

What do you say when you meet someone for the first time?

A New Student!

Listen to the conversation and then practice in pairs.

Ali: Hi. My name's Ali. What's your name?
Ahmed: Nice to meet you, Ali. My name's Ahmed.
Ali: Are you a new student?
Ahmed: Yes, today is my first day here.
Ali: Welcome to the class, Ahmed. Where are you from?
Ahmed: I'm from Abha.
Ali: Welcome to Riyadh.
Ahmed: Thank you. It's a wonderful place.

Expressions:

Take care.
How are you today?
Are you from …
How is it going?
See you tomorrow.
Great.
So, is this …
this is …
Welcome …
Nice to meet you …
How are you …

Use expressions from the box above to complete the dialog.

Omar: Hi, Ali!
Ali: Good morning, Omar. (1) _____?
Omar: Fine, thanks. (2)_____?
Ali: Great! Omar, (3) _____ Ahmed. He is a new student.
Omar: Hi, Ahmed. I'm Omar.
Ahmed: (4) _____, Omar.
Omar: Nice to meet you, too.
Ali: (5) _____ today, Ahmed?
Ahmed: (6)_____. It's a great school!
Omar: (7) _____ your first day here?
Ahmed: Yes, it's my first day at school.
Omar: (8) _____ Riyadh?
Ahmed: No, I am from Abha.
Omar: (9) _____ to Riyadh, Ahmed.
Ahmed: Thank you, Omar.
Omar: (10) _____. Nice to meet you, Ahmed.
Ahmed: Nice to meet you, Omar.
Ali: Bye. (11) _____.

After Reading

Answer ***yes*** or ***no***.

1. _____ Ali is a new student.

2. _____ Ali and Ahmed are in Jeddah.

3. _____ Ahmed is from Abha.

9 Writing

A. Match the phrase with the correct response.

1. _____ Where are you from?
2. _____ Hello. My name is Mona.
3. _____ What's your teacher's name?
4. _____ Are you a new student?
5. _____ Goodbye.
6. _____ Welcome to our class.

a. See you later.
b. Yes, it's my third day here.
c. Thanks. You're friendly here.
d. Her name is Miss Refaa.
e. I'm from Dammam.
f. Nice to meet you. I'm Farah.

Writing Corner

1. **Sentences begin with a capital letter and end with a period.**
   She is a new student. **Her name is Farah.**
2. **There is a question mark at the end of a question.**
   Is she a new student? **What is her name?**
3. **For questions with the verb *be*, the subject and the verb change places.**

Question	**Answer**
Where is Farah from?	Farah is from Dammam.
Are you a new student?	Yes. I'm a new student.

B. Write questions for the answers in the chart. Then, work with a partner to ask and answer the questions. Write your partner's answers below the examples.

Question	Answer
1.	My name is Farah.
2.	Yes, I'm a new student.
3.	No. It's my third day at this school.
4.	I'm from Dammam.
5.	Miss Amal is my English teacher.

C. Work with a partner. Write a conversation to welcome a new student to your school. Use questions and expressions from page 7 and from the activities above.

10 Project

Make a list of formal and informal greetings in English. Draw a picture or find a photo for each one.

9 Writing

A

- Model the first question and response with a volunteer.
- Put students in pairs to do the exercise. They should take turns reading the question/phrase and giving a response.
- Check answers by having different pairs read each phrase and response aloud.

Answers

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

Writing Corner

- Go over the information about sentence punctuation with the class.
- Have students read the examples aloud.
- Have students find examples on page 7 for capital letters, periods, and question marks. Ask: ***Which other words have capital letters?*** (names of people, names of cities, and titles such as Miss, Mr., Mrs.)
- Write the affirmative sentences on the board: ***She is a new student. Her name is Farah.*** Under them, write the questions: ***Is she a new student? What is her name?*** Show students how ***She is*** changes to ***Is she*** and ***Her name is*** changes to ***is her name*** in the question. Have students read the examples aloud.
- Elicit other examples of questions and answers with the verb *be* from the conversations on page 7.
- Alternatively, give answers with the verb *be* to elicit the questions. ***Yes, I'm from Riyadh.*** (Are you from Riyadh?) ***My name is Miss/Mr. _____.*** (What is your name?) ***No, I'm not a new student.*** (Are you a new student?) ***I'm fine, thanks.*** (How are you?) ***His name is Omar.*** (What is his name?) ***He's from Abha.*** (Where is he from?)

B

- Students work individually to write the questions in the chart.
- Check answers by calling on students to write the questions on the board.
- Then, put students in pairs to ask and answer the questions. They should write their partner's response in the chart.
- Call on two or three pairs to ask and answer the questions for the class.

Answers

1. What's your name?
2. Are you a new student?
3. Is this your first day at this school?
4. Where are you from?
5. Who is your English teacher?

C

- Brainstorm with the class two or three things that are often part of a similar conversation and write them on the board.
- Have students work in pairs to write their conversations.
- Remind them that they can use expressions from pages 7 and 8.
- Have students work with another pair and read each other's conversations.

10 Project

- Have students work in groups to write lists of formal and informal greetings. Have them submit the writing portion of this project to you.
- If possible, bring some old magazines to class as a source of photos. Or, have students draw their own pictures to illustrate the greetings.

Workbook

Assign page 92 for additional vocabulary and writing practice.

11 Form, Meaning and Function

School Supplies

- Gather a collection of school supplies like those in the pictures. You may wish to include other supplies such as glue, a pencil sharpener, markers, etc. Explain to students that ***school supplies*** are things that we use in the classroom.
- Elicit the names of the school supplies from the students. Write them on the board. Provide the names for any items they do not know.

A

- Have students work individually to complete the exercise.
- Check answers by calling out the numbers in random order and having students say what each item is.

Answers

1. pen
2. books
3. pencil
4. paints
5. scissors
6. notebook
7. crayon
8. eraser

B

- Ask students what they use each school supply for. Hold up each item and elicit from students what they do with it. For example, hold up a book to elicit *read*. Say: ***We read books.*** Then, hold up a pen to elicit *write*. Say: ***We write with a pen.***
- Explain that the preposition ***with*** is used when the item is used a tool.
- Have students complete the exercise individually.
- Check answers by calling on students to make sentences with the school supply and the verb. ***We read books, We erase with an eraser,*** etc.

Answers

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

C

- Have students complete the exercise individually.
- Check answers by calling on students to read the sentences aloud.
- Ask students if they can make more sentences with school supplies and verbs. For example: ***We erase with an eraser, We paint with paints, We stick things together with glue, We write on the board with markers, We sharpen pencils with a pencil sharpener,*** etc.

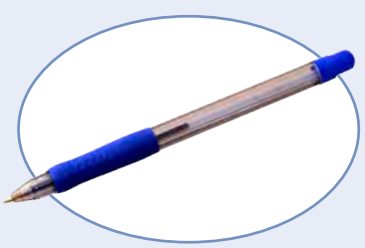
Answers

1. read
2. cut
3. write
4. write
5. color

11 Form, Meaning and Function

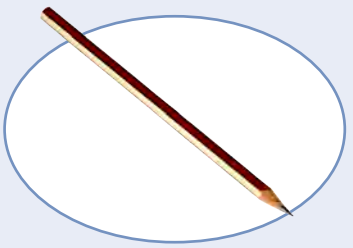
A. Write the correct word below each photo.

eraser books pen scissors notebook pencil crayon paints



1. _____

2. _____



3. _____

4. _____

School Supplies

5. _____

6. _____

7. _____

8. _____

B. Match the school supplies with the correct verb.

1. books	**a.** color
2. eraser	**b.** read
3. pencil	**c.** paint
4. scissors	**d.** write
5. paints	**e.** cut
6. crayon	**f.** erase

C. Write the correct verb from exercise **B**.

1. We _____ books.
2. We _____ with scissors.
3. We _____ with a pen or pencil.
4. We _____ in our notebooks.
5. We _____ with crayons.

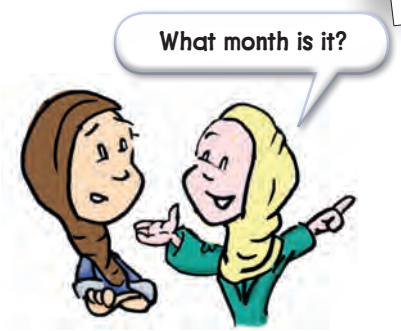
2 What Day Is Today?

1 Listen and Discuss

What's your favorite day of the week?
What's your favorite month of the year?

Days of the Week

Months of the Year



Numbers

1 one	1st first	9 nine	9th ninth	17 seventeen	17th seventeenth
2 two	2nd second	10 ten	10th tenth	18 eighteen	18th eighteenth
3 three	3rd third	11 eleven	11th eleventh	19 nineteen	19th nineteenth
4 four	4th fourth	12 twelve	12th twelfth	20 twenty	20th twentieth
5 five	5th fifth	13 thirteen	13th thirteenth	21 twenty-one	21st twenty-first
6 six	6th sixth	14 fourteen	14th fourteenth	22 twenty-two	22nd twenty-second
7 seven	7th seventh	15 fifteen	15th fifteenth	23 twenty-three	23rd twenty-third
8 eight	8th eighth	16 sixteen	16th sixteenth	24 twenty-four	24th twenty-fourth

30 thirty	30th thirtieth	60 sixty	60th sixtieth	90 ninety	90th ninetieth
40 forty	40th fortieth	70 seventy	70th seventieth	100 one hundred	100th one hundredth
50 fifty	50th fiftieth	80 eighty	80th eightieth	1,000 one thousand	1,000th one thousandth

Unit Goals

Vocabulary
Days of the week
Months of the year
Numbers 1 to1,000 (cardinal and ordinal numbers)

Functions
Use days of the week and months
Use the numbers 1 to1,000 in context
Use ordinal numbers
Talk about your age
Follow and give classroom instructions

Grammar
Possessive Adjectives: *our, your, their*
Question Words: *What, When, How old*
Prepositions: *in, on* with Dates

Listening
Listen to conversations for specific information

Pronunciation
Stressed syllables

Reading
How Old Are They?

Writing
Complete a form with personal information

Project
Write about animal life spans

Warm Up

Ask students: ***What month is it?*** Or, use important days for Saudi Arabia. Show students a calendar. Say to students: ***My favorite month is (month).*** Ask three or four students. ***What is your favorite month?***

1 Listen and Discuss

Days of the Week

- Draw students' attention to the calendar at the top of the page. Point to a day and say: ***(Day) is my favorite day of the week***.

CD1, T8 Play the audio and point to the days of the week as the speaker says each one. Then play the audio again and have students repeat or speak along with the recording.

- Repeat the days again and check students' pronunciation. Focus on the word ***Wednesday***. Point out that the spelling and pronunciation are different. It sounds like */wensday/*.
- Ask two or three students: ***What's your favorite day of the week?*** Then have students ask each other the question and answer.

Months of the Year

CD1, T8 Repeat the procedure above for the months of the year. Play the audio and then ask students about their favorite months.

- Ask: ***What day is today? What month is it?*** Write the day and the month on the board. **Note:** This can now be a routine to begin every class.
- Say two days or months in order. Have students say the next day or month. For example, you say: ***Monday, Tuesday,…*** Students say: ***Wednesday***.

Language Builder

Point out that in English, days of the week and months of the year always start with capital letters.

Numbers

- Ask students: ***What numbers do you know in English?*** Then start counting from one and encourage students to join you. If possible, count to ten or higher to find out how much students know.

CD1, T8 Play the audio for the numbers 1 to 10 as students read along. Then play the audio again and have students repeat or speak along with the recording.

- Repeat this procedure for the numbers 11 to 24. Then write random numbers on the board and have students say the numbers. They should say the cardinal number and the ordinal number, for example: ***one – first, two – second***.

CD1, T8 Play the audio for the rest of the numbers. Have students repeat or speak along with the recording.

- Explain the counting system for the twenties, thirties, etc. Then have the class count from 1 to 100 by going around the room with each student saying a number in sequence.

Age

- Focus students' attention on the picture at the top of the page. Explain that the woman on the left is asking the lady with the baby stroller the name and age of the baby. The woman in the center is asking the twin boys their names and their age.

CD1, T8 Play the audio for the first part of the conversation. Ask students to point to the person who is talking as they listen.

CD1, T8 Play the audio again. Have students repeat or speak along with the recording.

- Point to the baby stroller in the picture and ask: ***How old is he?*** (He's six months old.) ***What is his name?*** (His name is Jamal.)
- Repeat this procedure with the second conversation. After students listen, point to the twins and ask: ***How old are they?*** (They're seven.) ***What are their names?*** (Their names are Ali and Adel.)

Quick Check

- Refer students to the Quick Check. For **A,** have them circle the ages in the conversations above.
- For **B,** have students work individually to read the sentences and answer *yes* or *no*. Then have them compare answers with a partner.
- Check answers by asking volunteers to read the sentences aloud and answer *yes* or *no*.

Answers

A

six months old, seven

B

1. yes **3.** no

2. no **4.** yes

2 Pair Work

- Follow this procedure for each Pair Work conversation.

CD1, T9 Play the audio and ask students to repeat or speak along with the recording.

- Model the questions and answers with a volunteer, using your own information.
- Put students in pairs to practice conversations **A** and **B** and in groups of three for conversation **C**. Point out that students use their own information for conversations **B** and **C**.
- Go around the class as students are working and help as needed.

Workbook

Assign pages 93–94 for practice with vocabulary for days of the week, months of the year, and cardinal and ordinal numbers.

Teaching Tip

When introducing new language (words, phrases, or forms), try to give students an opportunity to see and hear the language several times before you ask them to produce it.

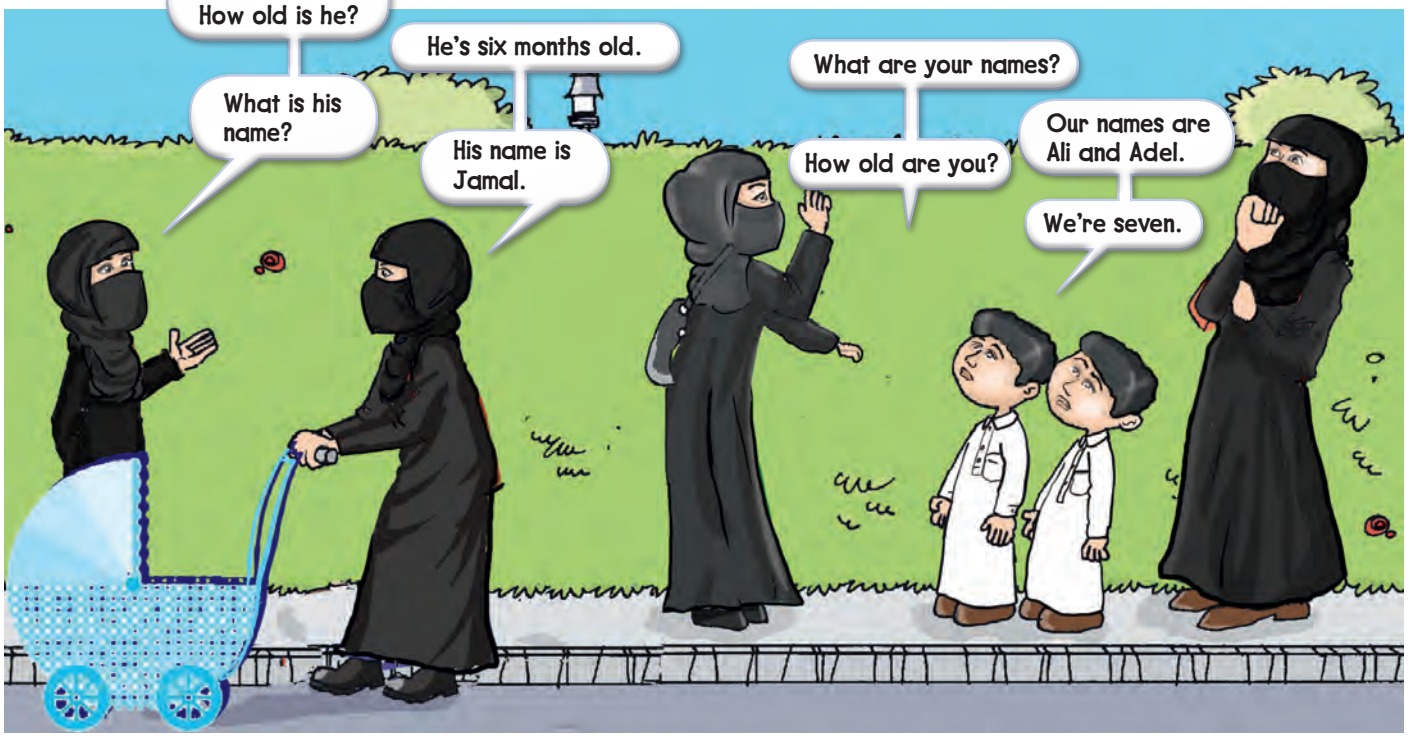
Additional Activity

Play Tic Tac Toe with days and months. Draw a Tic Tac Toe grid on the board with three squares across and three squares down. In each square, write a clue, such as *1st day of the week, 3rd month of the year*, etc. Divide students into two teams: X and O. One team starts and chooses a square. They must give a sentence with the correct day or month. (*The first month is January.*) If the sentence is correct, erase the clue and write an X or O in the space. The first team to get three in a row wins.

fun facts

The English words for the days of the week have interesting origins. *Sunday* is the day of the sun. *Monday* is the day of the moon. The other days are related to ancient mythology. For example, *Saturday* is the day of Saturn, and *Thursday* is the day of Thor.

Age



Quick Check ☑

A. Vocabulary. Circle the ages in the conversations.

B. Comprehension. Answer ***yes*** or ***no***.

1. _____ Jamal is six months old.
2. _____ The boys are ten years old.
3. _____ The baby's name is Abdullah.
4. _____ Their names are Ali and Adel.

2 Pair Work

A. Ask and **answer**.

- What day is today?
- Today is Saturday.
- What month is it?
- It's April.

B. Ask and **answer** with your information.

- When is your final test?
- It's on _____.

C. Ask and **answer** in groups of three.

- How old are you?
- I'm _____ (years old).
- How old is _____?
- He / She's _____.

3 Grammar

Possessive Adjectives: *our, your, their*

Plural

Our vacation is in May.
Your vacation is in May, too.
Their vacation is in June.

Question Words: *What, When, How old*

What day is today?	It's Sunday. (it's = it + is)
What is the date tomorrow?	It's January 20th.
How old are you?	I'm fifteen.

Prepositions: *in, on* with Dates

Use *in* with months and *on* with dates and days of the week.

The final test is **in** September. The final test is **on** September 21st.

English classes are **on** Mondays and Wednesdays.

A. Complete the sentences. Use number words.

December is the twelfth month of the year.

1. January is the _____ month of the year.
2. July is the _____ month of the year.
3. September is the _____ month of the year.
4. March is the _____ month of the year.
5. August is the _____ month of the year.
6. May is the _____ month of the year.

B. Write the dates in full.
Note: The month comes first.

1/22 January twenty-second

1. 4/13 _____
2. 2/28 _____
3. 6/17 _____
4. 10/9 _____
5. 7/4 _____

C. Work in pairs to ask each other the dates of important national days in Saudi Arabia.

A: When is …?
B: It is on …

National day	Date

3 Grammar

Possessive Adjectives: *our, your, their*

- Write the subject pronouns ***I***, ***he***, and ***she*** on the board. Elicit the possessive adjective for each pronoun (my, his, her) and write it next to the pronoun.
- Then write the pronouns ***we***, ***you***, and ***they*** on the board. Focus students' attention on the chart and elicit the possessive adjectives for these pronouns. (our, your, their) Write them on the board as well.
- Find a student whose vacation is in the same month. Then say to the class: ***Our vacation is in (month)***. Then find two students with vacations in the same month. Look at them and say: ***Your vacation is in (month)***. Finally turn to the rest of the class and say: ***Their vacation is in (month)***.

Question Words: *What, When, How old*

- Have volunteers read the questions and the answers. Ask: ***Which question word asks about time: When, What, or How old?*** (When) ***Which asks about age?*** (How old)
- Explain that *date* refers to the number of the day.

Language Builder

Explain that in English, people use ordinal numbers for dates when speaking. For example: *September fourth*, NOT *September four*.

Prepositions: *in, on* with Dates

- Go over the explanation of ***in*** and ***on*** with the class. Have volunteers read the example sentences in the chart.
- Write random months and days on the board. Point to them and have volunteers read the words adding ***in*** or ***on***. For example, write ***March*** and elicit: ***in March***. Write ***Sunday*** and elicit: ***on Sunday***. Remind students that we use ***on*** before a month when it is followed by the date, for example: *on June 15th*.

Language Builder

Point out that in American English, the month comes before the date. We say *It's July seventh*, NOT *It's seven July*.

A

- Have a volunteer read the directions and the example. Students work individually to complete the sentences with the correct ordinal number.
- Check answers. Write the sentences on the board and have volunteers come up to write the correct answers.

Answers

1. first
2. seventh
3. ninth
4. third
5. eighth
6. fifth

B

- Go over the directions and the example. Remind students that in American English, the month comes before the date. For example, this means that *5/4* is *May 4th*, NOT *April 5th*.
- Have students work in pairs to complete the exercise.
- Have volunteers write the answers on the board.

Answers

1. April thirteenth
2. February twenty-eighth
3. June seventeenth
4. October ninth
5. July fourth

C

- Have students work in pairs. They should try to find the dates of important national days in Saudi Arabia.

Answers

Answers will vary.

Language Builder

Point out that the word *their* and the contraction *they're* sound the same.

D

- Go over the directions with the class. Have students read the first conversation silently without filling it in. Elicit the words that go in the blanks. *(How old, They're, She's)*
- Have two students read the conversation aloud.
- Put students in pairs to complete the conversations.
- Check answers by having volunteer pairs read the conversations aloud.

Answers

1. **A:** How old
   B: They're / They are
   B: She's / She is
2. **A:** What
   B: 's / is, 's / is
   A: are
   B: 're / are
3. **A:** their
   B: 're / are
4. **A:** When
   B: in
   A: What
   A: My, on

4 Listening

CD1, T10 Play the audio. Have students listen to the first conversation. Elicit the words that go in the blanks (Monday, June first) and have students write them in the chart. Play the rest of the recording. Tell students to listen but not write.

CD1, T10 Play the audio again for students to listen and write their answers. Then play the audio a third time and go over the answers with the class.

Answers

Conversation 1: Monday /June first

Conversation 2: Friday / January fourteenth

Conversation 3: Friday / June tenth

Audioscript

Conversation 1

A: When is our meeting?
B: On June first.
A: What day is it?
B: It's a Monday.

Conversation 2

A: When will you go for Umrah?
B: On January 14th.
A: Is it a Friday?
B: Yes, it is.

Conversation 3

A: What's the date today?
B: It's Friday, June tenth.
A: It's my sister's wedding!
B: Oh! Wow! Congratulations!
A: Thanks.

5 Pronunciation

CD1, T11 Play the audio as students listen and read along. Then play the audio again for students to repeat or speak along with the recording.

- Put students in pairs to practice reading the words to each other with the correct stress.

6 About You

A

- Have students work individually to complete the form and then compare with a partner.
- If necessary, write an example of a full name on the board, labeling the first, middle, and last names.

B

- Put students in pairs or small groups to ask and answer the questions.
- When students have finished, ask one person from each group to report one or two answers to the class.

Workbook

Assign page 95 for practice with the grammar of the unit and vocabulary for dates and ages.

Teaching Tip

When teaching stress for pronunciation, it sometimes helps to clap your hands or tap a desk as you say the words. Clap or tap softly on the unstressed syllables and loudly on the stressed syllable. Get students to join in.

D. Complete the conversations. Then practice with a partner.

1. **A:** _____ are John and George?
   B: _____ 15.
   A: What about Sarah?
   B: _____ 16.

2. **A:** _____ are your names?
   B: My name _____ Lisa,
   and she _____ Sandra .
   A: How old _____ you?
   B: We _____ 14.

3. **A:** They're nice girls.
   What are _____ names?
   B: Pam and Vicky.
   They _____ in my English class.

4. **A:** _____ is your final test?
   B: It's _____ March.
   A: _____ date?
   B: March 11th.
   A: _____ final test is _____ the 11th too!

4 Listening

Listen to the three conversations. Complete the chart.

	Day	Date
Conversation 1		
Conversation 2		
Conversation 3		

5 Pronunciation

Listen to the stress on the words. Then practice.

May	**Mom**	**Au**gust	**Sun**day	Sep**tem**ber	Oc**to**ber
June	**Dad**	**A**pril	**teach**er	De**cem**ber	to**mor**row

6 About You

A. Complete the form. Write the information about yourself.

B. Answer the questions.

1. How old is your best friend?
2. What is your best friend's name?
3. How old is your pet?
4. What's your pet's name?

Information Form

First name: _____

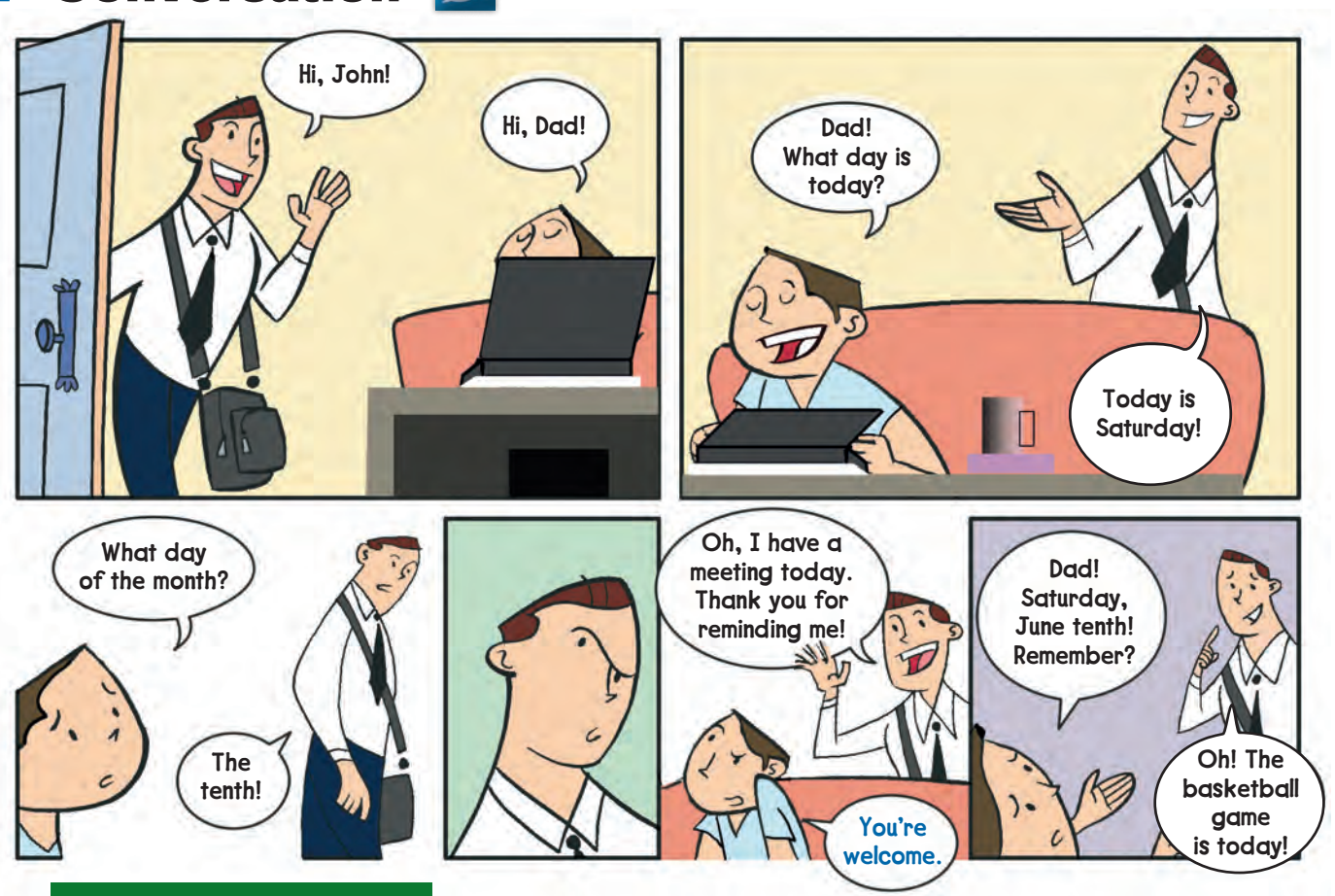
Middle name(s): _____

Last name: _____

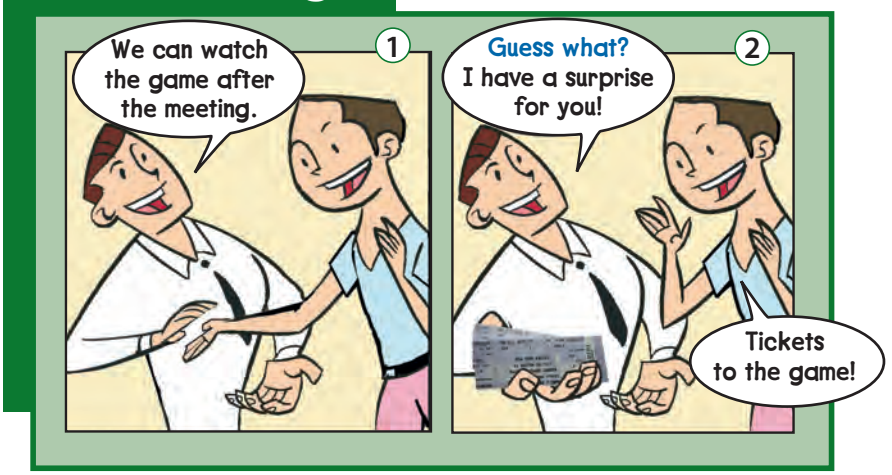
Age: _____

Birth date: _____

7 Conversation



Your Ending



Real Talk

Guess what? = when we tell someone something that will surprise them

You're welcome. = a polite reply to "Thank you"

About the Conversation

1. What day of the week is it?
2. What month?
3. What's the date?
4. What is today?

Your Turn

Role-play the conversation with a partner. Use the ending you like.

7 Conversation

- Have students look at the comic strip. Ask: ***Who are the people in the picture?*** Elicit that they're father and son.
- Point out that the words *remember* and *forget* are opposites. Explain that *remind* means to tell someone to remember.

CD1, T12 Have students listen to the audio twice with their books closed. Then have them listen with their books open. (Don't play the two possible endings at this time.)

- Ask students: ***What do you think? Does John's dad remember?*** Elicit students' guesses in answer to this question. (*yes* or *no*). Then ask: ***What does John's dad forget?*** (the basketball game)

Your Ending

- Focus students' attention on the two endings.

CD1, T12 Play the audio of the two different endings. Students listen and read along.

- Have students choose the ending they like best. Ask: ***Who likes ending number 1 (2)? Raise your hand.*** Write the number of votes for each ending on the board. Make it clear that there is no right or wrong answer to this.

Real Talk

- Direct students' attention to the Real Talk box. Read the explanations with the class.
- Act out ***You're welcome*** with a student. Ask the student to do something, like lend you a pencil. Then say: ***Thank you.*** The student responds: ***You're welcome.***

About the Conversation

- Ask volunteers to read the questions aloud and answer them. Do this activity with the whole class.

Answers

1. Saturday
2. June
3. June tenth
4. The basketball game is today. / The meeting is today.

Your Turn

- Put students in pairs to role-play the conversation. Each pair should use the ending they like best.
- As far as possible, have students change information such as the characters, the date, and the events of the day.
- Ask two or three pairs to present their conversations to the class. Encourage them to be expressive and to look at each other when they are speaking.

8 Reading

- Ask students to look quickly at the pictures and the chart headings. Ask the **Before Reading** question: ***What do you think the reading is about?*** Elicit students' ideas but do not confirm whether they are right or wrong at this point.
- Have students look at the photos. Write the names of the animals on the board. Say an animal and have students point to the picture in the book.
- Have students read the text and the charts silently. Ask: ***What does* adolescent *mean?*** Elicit or explain that an adolescent is a teenager. Explain that ***life span*** is the number of years an animal can live.

CD1, T13 Play the audio and have students read along as they listen.

READING STRATEGY Scanning

- Tell students that it is sometimes possible to look at a text quickly to find a specific fact. They don't need to read the whole article.
- Tell students that you're going to ask some questions about the animals in the article. Sample questions include: ***What is the life span of a horse? Which animal has a life span of 123 years? What kind of animal is Marla? How old is Ollie?***
- As soon as they find the answer, students should raise their hand. Tell them not to shout out the answer. When four or five students have raised their hands, elicit the answer.

After Reading

- Put students in pairs to ask and answer the questions. Have them scan to find the answers.
- Go over the answers with the class. Call on different students to read the questions and answers aloud.

Answers

1. 5 years old
2. Marla is old for a turtle. She's 95 (ninety-five).
3. 1 year old
4. 15 years old

Teaching Tip

When doing exercises, call on students at random. This helps all students to pay attention all the time.

Additional Activity

Play Concentration with word pairs. Make several sets of cards with these word pairs on them. Write one word on each card.

cat / mouse	*old / young*
today / tomorrow	*husband / wife*
twenty-one / twenty-first	*remember / forget*
mom / dad	*teacher / student*
Monday / Tuesday	*September / October*

In small groups, students mix up the 20 cards and lay them out face down. The first student turns over two cards and says the words. If the cards make a pair, he or she keeps the cards. If not, turn the cards over again and leave them in the same place. Then it's the next person's turn. The student who has the most cards at the end wins the game.

Project: How Old Are You?

Have students work in groups to figure out how old they are in months, days, and hours. Tell them not to forget the extra day in Leap Year, once every four years

fun facts

- A French woman named Jean Calment holds the record for the longest documented human life span. She was 122.4 years old when she died in 1997.
- The oldest cat ever recorded was named Spike. He was from Britain and lived to be 31. He was 140 in human years.

8 Reading

Before Reading

Look at the pictures and the charts.
What do you think the reading is about?

How Old Are They?

Flipper is a dolphin, and he is 5 years old. That is young for a dolphin. It is the age of an 18-year-old person. Flipper is a baby in human years, but he's a teen in dolphin years.

Cleo the cat is one year old. In human years, she's a 15-year-old adolescent.

Ollie the elephant is four years old, and he's only a baby. Samson, his father, is 30. That's still young for an elephant.

Marla is old—even for a turtle. She's 95.

Animal	Life Span	Animal	Life Span
turtle	123 years	horse	33 years
parrot	80 years	rabbit	9 years
elephant	70 years	mouse	4 years

Animal	Age	Human Years
cat	1 year	15 years
	5 years	36 years
	15 years	74 years

How old are you?

After Reading

1. How old is Flipper?
2. Is Marla young or old for a turtle? How old is she?
3. How old is Cleo the cat?
4. How old is Cleo in human years?

9 Writing

A. Write the question word: ***When, Where, What, How***. Match each question with the answer.

1. _____ is your first name?		**a.** ____ Chicago.	
2. _____ do you spell that?		**b.** ____ Watkins.	
3. _____ old are you?		**c.** ____ Robert.	
4. _____ are you from?		**d.** ____ I'm 13.	
5. _____ is your birth date?		**e.** ____ W-A-T-K-I-N-S.	
6. _____ is your last name?		**f.** ____ June 17th, 2002.	

Writing Corner

1. **Names begin with a capital letter.**
   His name is Saeed Al-Hassan.
2. **The names of countries and cities begin with a capital letter.**
   I'm from Riyadh, Saudi Arabia.
3. **Months and days of the week begin with a capital letter.**
   Today is Wednesday, October 16th.

B. Look at the information form. Look again at the questions in exercise **A**. Write the question for each piece of information. Complete the form with your information.

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

Information Form

First name: .....

Last name: .....

City: .....

Age: .....

Birth date: .....

C. Make two more information forms. Then, use the questions to interview two classmates and complete the forms with their information. Remember to ask for spelling.

10 Project

Do research and find out the life span of other animals, insects, or plants and say how old they are in human years.

9 Writing

A

- Focus students' attention on the question words. Ask: ***Which question word asks about time?*** (When) ***Which question word asks about place?*** (Where) ***Which question word do we use to learn a person's name?*** (What) ***Which question word asks about the way to do something?*** (How)
- Have students complete the exercise individually.
- Check answers by calling on pairs of students to read aloud the questions and answers.

Answers

1. What (c)
2. How (e)
3. How (d)
4. Where (a)
5. When (f)
6. What (b)

Writing Corner

- Go over the information about capital letters.
- Have volunteers read the examples aloud.
- Ask: ***Which other words have capital letters?*** (the first word in a sentence, titles such as Miss, Mr., Mrs.)

B

- Go over the directions.
- Have students write the questions and compare answers with a partner.
- Students individually complete the information form.
- Read the questions and call on volunteers to answer with full sentences.

Answers

1. What is your first name?
2. What is your last name?
3. Where are you from?
4. How old are you?
5. When is your birth date?

C

- Have students prepare two more information forms.
- Put students in groups of three. They take turns asking the questions and completing the forms with their classmates' information.
- Call on a few students to report about their classmates. Students should respond with sentences: ***His/Her first name is _____. His/Her last name is _____. He/She is from _____. He/She is _____ years old. His/Her birth date is _____.***
- Occasionally interrupt students and ask: ***How do you spell that?*** to elicit the spelling of names or cities.

10 Project

- For homework, ask students to find out the life span of other animals, insects, or plants and say how old they are in human years.
- In class, have students work in small groups and make a chart with the names of the animals, insects, and plants that they have researched. Students can illustrate their charts with photos or drawings.
- Collect and review the charts as a writing assessment.

Workbook

Assign page 96 for additional vocabulary and writing practice.

11 Form, Meaning and Function

Classroom English

- Focus students' attention on the classroom instructions and the pictures. Have volunteers read an instruction and act it out.
- Call out the instructions and have students act them out. For variety, change some of the instructions. For example, say: ***Open the door, Put away your books, Take out your notebooks, Write your name on the board,*** etc.
- Say: ***Let's open our books.*** Open your book along with the students to show that you are included too. Say: ***Now, let's do exercise A.***

Language Builder

Explain that instructions are in the imperative. The imperative is formed with the infinitive of the verb without *to*. The negative imperative is formed with *Do not* or *Don't* before the verb. Another form of the imperative is formed with *Let's* when the speaker is included. Point out that it is more polite to use *please* with instructions. For example: *Please don't talk.*

A

- Read the directions and check that students understand what to do.
- Model the exercise with the class. Say: ***Please close your books.*** Students should follow the instruction. Say: ***Please open your books to page 17.*** Students should follow the instruction. Then say: ***Now close your books.*** Students should not follow the instruction because you didn't say *please*.
- Put students in pairs. They take turns giving and following instructions when their partner says *please*.

B

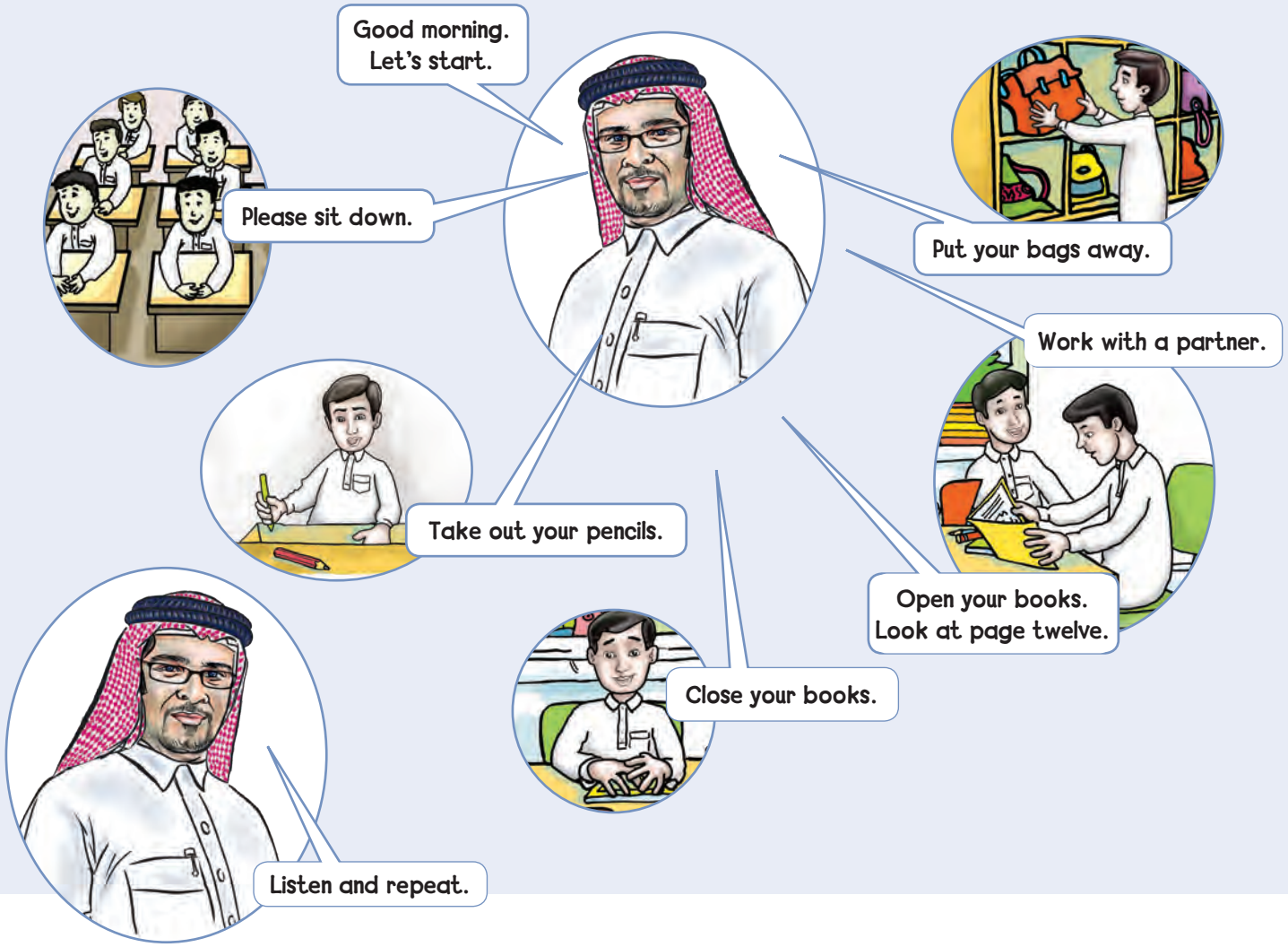
- Read the directions or ask a student to read them aloud. Ask: ***Which instruction comes first?*** (Good morning. Let's start.)
- Have students complete the exercise and compare answers with a partner. Then check answers as a class.

Answers

1. Good morning. Let's start.
2. Please sit down.
3. Open your books.
4. Look at page eighteen.
5. Read the conversation.

11 Form, Meaning and Function

Classroom English



A. Work with a partner. Read the instructions to your partner. Your partner only follows the instructions when you say "please." Then change roles.

B. Write the teacher's instructions in the correct order.

Look at page eighteen.	**1.** _____
Please sit down.	**2.** _____
Read the conversation.	**3.** _____
Good morning. Let's start.	**4.** _____
Open your books.	**5.** _____

3 What's That?

1 Listen and Discuss

Which words on these pages do you already know?

Unit Goals

Vocabulary
Common objects

Functions
Give commands and instructions
Ask for identification of things

Grammar
Demonstrative Pronouns: *this / that / these / those*
Imperatives
Indefinite and Definite Articles: *a / an / the*

Listening
Listen for specific details

Pronunciation
Voiced *th* and unvoiced *th*

Reading
Museum of Science

Writing
Write about things in a museum

Project
Make a brochure for a museum

Warm Up

Walk around and identify common items in the classroom. Say, for example: ***That's a window. These are chairs. This is a pencil.*** After students are familiar with several items, point to an item and ask a question. For example: ***Is this a pencil?*** Students answer with *yes* or *no*. (This activity is not to teach the demonstrative pronouns, but just to get students used to hearing them.)

1 Listen and Discuss

- Give students a minute or two to look at the pictures on this page and read the words. Ask the question: ***Which words do you already know?*** Ask students which words are the same or similar in their language.

Language Builder

Point out that it's common for things related to technology, such as *television* or *telephone*, to have similar names in several languages.

- Ask: ***Are these objects old or new?*** (old) ***Where are they?*** (in a museum)
- **CD1, T14** Play the audio of the guide Tom and the list of objects on this page. Students listen and point to each object as they hear the word.
- **CD1, T14** Play the audio again. Students listen and repeat or speak along with the recording.
- Focus students' attention on the students at the bottom of the page. Ask: ***What are they looking at?*** (the radio and the calculators)
- **CD1, T14** Play the audio of the students' conversation. Students listen and repeat or speak along with the recording.
- Write the questions ***What's this?*** and ***What are those?*** on the board. Explain that the word *this* is singular and it refers to something close by. The word *those* is plural and it refers to things that are farther away.
- Using the conversation as a model, point to a few objects on the page and ask the questions: ***What's this?*** and ***What are those?*** Students answer: ***It's a*** _____. or ***They're*** _____.
- Put students in pairs and have them continue asking and answering questions about the things in the museum.

Language Builder

Point out that the word *a* means "one." For this reason, we use *a* with singular words, not with plural words. A complete explanation of the use of *a/an* will be presented in the grammar section on page 20.

Language Builder

Explain these vocabulary items:

souvenir = something people buy to remember their visit to a place

toy = something children play with (Point out that the stuffed lion in the picture is one kind of toy.)

check out = an informal expression that means *look at* (It usually means that the person likes what they see.)

The Museum Gift Shop

- Give students a minute to look at the pictures and the words on this page. Ask which words they already know.
- In case they are interested, let students know that the original painting by Van Gogh shown on this page is titled *Bedroom at Arles*.

CD1, T14 Play the audio for students to listen and repeat the words or speak along with the recording.

Quick Check

A

- Put students in pairs and have them list the things that they have. (Of course they would have more modern versions of these items!)
- Ask a few pairs to read their lists for the class.

Answers

Answers will vary.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*.

Answers

1. no
2. yes
3. yes
4. no

2 Pair Work

- Write the words ***that*** and ***these*** on the board next to ***this*** and ***those***. Elicit that *that* is singular and *these* is plural. Explain that we use *that* to talk about an object that is far away from us. We use *these* to talk about more than one object that is close by. There is a complete explanation and more practice of this in the grammar section on page 20.

CD1, T15 Play the audio for students to listen and repeat or speak along with the recording.

- Read the conversation with a volunteer. Use different objects. Point out that students can say *I don't know* if they don't know what something is.
- Put students in pairs to practice the conversation. They should use objects from both pages of this presentation. They can also ask about objects in the classroom around them.

Workbook

Assign page 97 for practice with vocabulary for common objects and *a/an*.

Teaching Tip

Encourage students to use English to ask questions in the classroom. Teach them simple questions, such as ***How do you say _____ in English?*** Then when a student asks the question in their first language, you can pretend you don't understand.

Additional Activity

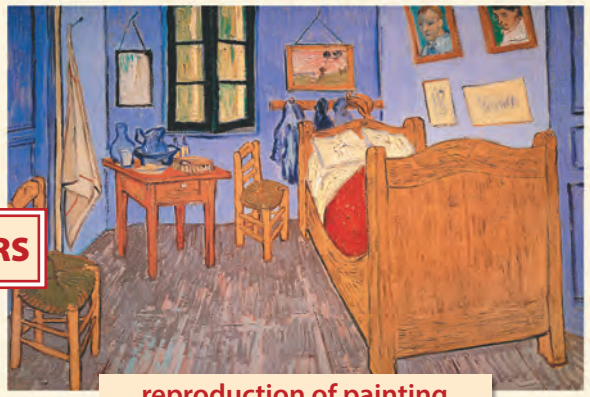
Play a memory game. One student starts by saying ***I'm at the museum and I see a* bicycle** (or other object). The next student says: ***I'm at the museum and I see a* bicycle and a telephone**. The game continues with each student repeating all of the previous objects in order and adding one more. If a student can't name all the objects, either start the game over or go to the next student.

fun facts

- Early telephones had no dials, and of course, no key pads. All calls went through the operator. In the U.S., some people were still using phones like this as recently as 1978.
- Most computer keyboards still use a key system based on that of typewriters. It's called QWERTY after the order of the keys in the top line. The first typewriters had keys in alphabetical order. But this allowed people to type too fast and the keys would get stuck. So they changed the order to make people type more slowly.

Buy a souvenir at the

MUSEUM GIFT SHOP



POSTERS

reproduction of painting by Vincent Van Gogh

Quick Check ☑

A. Vocabulary. What things in the pictures do you have?

B. Comprehension. Answer ***yes*** or ***no***. Tom says:

1. _____ Welcome to school.
2. _____ Follow me.
3. _____ Don't take photographs.
4. _____ Look at those paintings.

2 Pair Work

Ask and **answer** about the items in the museum.

- What's that?
- I think it's a bicycle. / I don't know.
- What are these?
- They're key chains.

3 Grammar

Demonstrative Pronouns: *this / that / these / those*

Singular	Plural	
this	**these**	Use *this/these* for things near you.
that	**those**	Use *that/those* for things far from you.

Imperatives

Use the imperative for commands and instructions.
Say *please* to be polite.

Affirmative (+)

Sit down. / Please **sit** down.

Negative (–)

Don't sit down. / Please **don't sit** down.

Also use the imperative to give advice.

Buy those posters. They're nice.

Don't buy that painting. It's strange.

Indefinite Articles: *a / an*

The indefinite articles *a/an* come before singular nouns.
Use *a* before words that begin with a consonant sound: **a** radio, **a** calculator, **a** painting.
Use *an* before words that begin with a vowel sound: **an** airplane, **an** English class.

FYI The vowels are **a, e, i, o, u.**

A. Work with a partner. Ask and answer. Use ***this/that*** or ***these/those***.

A: What's this?

B: It's a pencil.

A: What are those?

B: They're keys.

1.

2.

3.

4.

5.

6.

3 Grammar

Language Builder

Explain that *that's* is a contraction for *that is*. There is no contraction for *this is*.

Demonstrative Pronouns: *this / that / these / those*

- Focus students' attention on the picture. Explain that the man uses ***this*** to refer to the sculpture because it is close to him. He uses ***that*** for the water fountain because it is far away from him.
- Give students a few more examples using classroom objects. For example, pick up a pencil and say: ***This is a pencil.*** Then point to something across the room and say: ***That's a _____***.

Imperatives

- Read the explanation of the imperatives with the class. Explain that an affirmative imperative begins with the verb. A negative imperative begins with ***Don't*** *(Do not)* + verb.
- Act out the imperatives ***Sit down*** and ***Don't sit down*** with one or two volunteers. Show how using the word ***Please*** makes the command more polite.

Language Builder

Explain that for English speakers, it's important to use the word *please* when asking people to do things. Ask students if this is the same or different in their language and culture.

Indefinite Articles: *a / an*

- Write the words ***a radio*** and ***an airplane*** on the board and say them. Show students how it's easier to say *an airplane* with the /n/ sound in *an*.
- Focus students' attention on the **FYI** box. Explain that these letters are vowels. Other letters are called consonants.
- Go over the explanation and other examples of ***a*** and ***an*** in the chart.

A

- Model the activity with a volunteer. Read the questions and answers in the two examples.
- Put students in pairs to do the exercise. They should take turns asking and answering the questions. Walk around to check that they are using the demonstrative pronouns correctly.
- Check answers by having different pairs read the conversations aloud.

Language Builder

Point out that the answer to the question *What's this?* usually begins *It's a/an…*, (NOT *This is…*). Answers to the questions *What are these?* or *What are those?* begin with *They're…*

Answers

1. **A:** What are those?
   B: They're paintings.
2. **A:** What's this?
   B: It's a sculpture.
3. **A:** What's that?
   B: It's an airplane.
4. **A:** What are these?
   B: They're cameras.
5. **A:** What's that?
   B: It's a bicycle.
6. **A:** What are these?
   B: They're headphones.

B

- Read the directions and model the conversation with a student. Point out that the word *bike* is a short form of *bicycle*.
- Model the activity by starting to draw a picture of one of the objects on these pages (for example, a bike) on the board. With only a small piece of the picture completed, ask: ***What's this?*** Students guess by saying ***It's a _____.*** If the guess is incorrect, say: ***No, it's not a _____.*** Continue to draw until students guess correctly. Then say: ***Yes, that's right. It's a _____.***
- Put students in pairs to continue the activity. Tell them not to worry if they aren't great artists. That's part of the fun of the game.
- To conclude the activity, ask for volunteers to show some of their finished pictures to the class. The class guesses what the objects are.

C

- Have students work individually to match the imperatives with the signs.
- Check answers by calling on students to read the imperatives that go with the signs.

Answers

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

4 About You

- Model the activity by telling students about a few things that are on your desk or in your bag.
- Put students in pairs to continue the activity. Partners take turns asking and answering the question: ***What's in your _____?***
- Conclude by asking a few students to report about their partners. Ask: ***What's in/on (name's) _____?***

5 Listening

- Ask a volunteer to read the directions aloud. Then ask students what objects they see in the pictures. (clock, sculpture, painting, old airplane, tote bag, toy airplane, stuffed animals, watch)

CD1, T16 Play the audio while students just listen.

CD1, T16 Play the audio again for students to circle the things Mark and Andy see.

- Check answers by asking volunteers to name the objects they circled.

Answers

The following items should be circled: sculpture, painting, (old) airplane, tote bag, stuffed animals, and watch.

Audioscript

1. Don't touch that sculpture!
2. Check out this beautiful watch.
3. That's an old airplane.
4. This is a big tote bag.
5. These stuffed animal toys are cute.
6. Buy this painting. It's really nice.

6 Pronunciation

- Write the words ***think*** and ***this*** on the board and model the pronunciation. Show students how the tongue comes between the top and bottom teeth when they say the *th* sound. Tell them they should feel a tickle or vibration on their tongues when they say *this*.

CD1, T17 Play the audio for students to listen, and then play it again for them to repeat or speak along with the recording.

Workbook

Assign pages 98–99 for practice with the grammar of the unit.

Teaching Tip

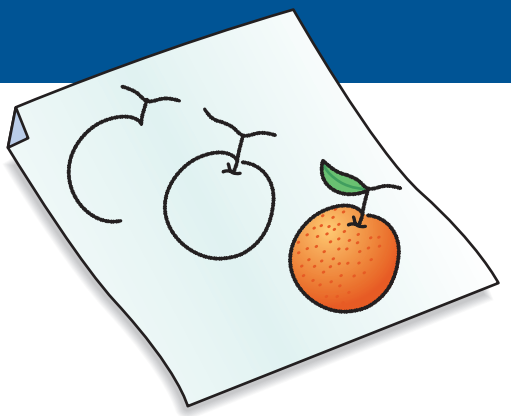
Use a variety of ways to check answers, such as calling on individual students, asking for volunteers, having students write answers on the board, and so on. This helps keep the class interesting.

Additional Activity

Practice the two *th* sounds by saying a few *th*- words at random. Have students raise one finger if they hear the voiced sound (with a vibration) and two fingers if they hear the unvoiced sound. Continue by having students say the words for their classmates to guess the sound.

fun facts

How heavy is your backpack? Studies in the U.S. have shown that teenagers often carry more than 15 percent of their weight in their school backpacks. This can lead to back problems. It is recommended that you only carry what you need for the day in your backpack and nothing extra.



B. Start to draw an object.
Ask a partner to guess what you are drawing.

A: What's this?
B: It's a bike.
A: No, it's not a bike.
B: It's an orange.
A: Yes, that's right.

C. Match the imperatives with the pictures. Write the letters in the blanks.

a. Pay here. **b.** Don't take photographs. **c.** Don't use cell phones. **d.** Don't touch.

1. ____

2. ____

3. ____

4. ____

4 About You

1. What's in your backpack or bag?

2. What's in your desk?

5 Listening

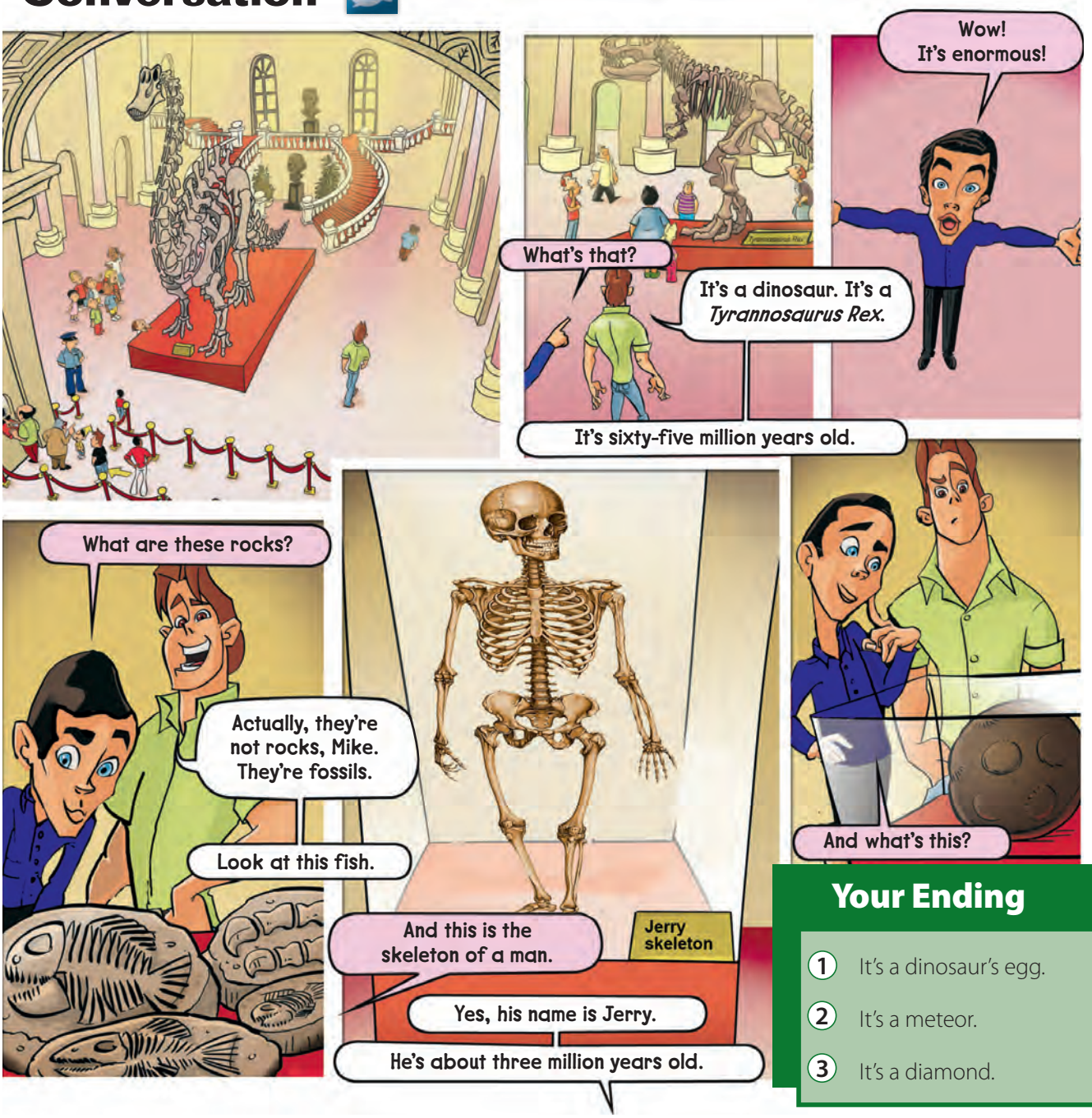
Mark and Andy are on a tour of the museum. Listen. Circle the things they see.

6 Pronunciation

There are two ways to pronounce ***th***. Listen. Then practice.

1	2
think	**th**is/**th**at
ten**th**	**th**ese/**th**ose
thanks	**th**ey

7 Conversation



Your Ending

1. It's a dinosaur's egg.
2. It's a meteor.
3. It's a diamond.

About the Conversation

Answer ***yes*** or ***no***.

1. ___ The skeleton of the dinosaur is small.
2. ___ The "rocks" are really fossils.
3. ___ The skeleton's name is Mike.
4. ___ The skeleton of the man is three million years old.

Your Turn

Role-play the conversation with a partner. Take your partner around the museum. Try to use different items from the ones in the conversation.

7 Conversation

- Have students look at the comic strip. Ask: ***Where are the people?*** (They're in a museum.)
- Write these words on the board: ***dinosaur***, ***skeleton***, ***rocks***, ***fossils***, ***fish***. Ask students to find these items in the pictures.
- **CD1, T18** Have students listen to the audio twice with their books closed.
- **CD1, T18** Ask students to open their books. Play the audio again and have students follow along with the text and the pictures. Don't play the three possible endings at this time.
- Ask: ***What's the name of the dinosaur?*** (Tyrannosaurus Rex) ***How old is it?*** (65 million years old)

Your Ending

- Ask students to look at the last picture in the comic strip. Ask what they think the object is. Elicit ideas other than those given.
- **CD1, T18** Play the audio for the three endings.
- If necessary, explain the words in the Your Ending choices. A *meteor* is a large rock that falls to earth from space. A *diamond* is a valuable stone that people often use in rings and other kinds of jewelry. (If possible, bring illustrations of these items to class.)
- Ask students which ending they agree with. Find out which ending the majority of the class agrees with.

About the Conversation

- Have students work individually to answer the statements with *yes* or *no*.
- Check answers by calling on individual students to read the statements and their answers. Have them correct the statements they marked *no*.

Answers

1. no (It's enormous.)
2. yes
3. no (The skeleton's name is Jerry. Mike is one of the men in the story.)
4. yes

Your Turn

- Have students role-play the conversation with a partner. They choose one of the endings in the box and use it in their conversation.
- Tell students to first brainstorm a list of objects found in museums that they could include in their role plays. If students are having trouble with this vocabulary, brainstorm items as a class and write them on the board.
- Ask two or three pairs to act out the conversation for the class. If possible, set up an area at the front of the classroom where they can walk around and pretend to look at the different things in the museum.

fun facts

- The dinosaur, *Tyrannosaurus Rex*, was about 40 feet long and 15 to 20 feet tall. It weighed between 5 and 7 tons, and could eat up to 500 pounds of meat in one bite!
- Dinosaurs were hatched from eggs. However, no one has ever found a *Tyrannosaurus Rex* egg.

8 Reading

- To activate students' prior knowledge and introduce the reading, ask the **Before Reading** question: ***What kinds of things do you see in museums?*** List students' ideas on the board, but don't confirm or deny answers.

READING STRATEGY Titles and subtitles

- Make sure students understand that this is a brochure for a museum. Focus students' attention on the titles and subtitles in the brochure. Ask: ***What kinds of things do you think you can see in this museum? Can you see a film in this museum?***

CD1, T19 Play the audio. Ask students to read along as they listen, looking to see if any of their ideas on the board are mentioned in the brochure.

- Review the ideas on the board and check the items mentioned in the brochure.

After Reading

- Have students work in pairs to complete the sentences with words from the brochure.
- Check answers by asking volunteers to read their completed sentences and show where they found the information in the brochure.

Answers

1. science and technology
2. human heart
3. Leonardo da Vinci
4. Greece

Discussion

- Read the first question with the class. Elicit answers from two or three students.
- Put students in small groups to continue asking and answering the questions. Go around the room as students are working and offer help as needed.
- When groups are finished discussing, ask a volunteer from each group to report on their answers.

Teaching Tip

Help students understand that they don't need to understand every word in a reading. They only need to understand enough to do the exercises. Explain that this is often the way people read in real life. They just look for the information they need.

Additional Activity

Play a scrambled word game. In pairs, students look for 10 new words from this unit and write them on a piece of paper scrambling the letters, for example: *nsiraduo* for *dinosaur*. They exchange lists with another pair and unscramble the other pair's words. Finally, pairs check their answers together.

Project: Museum Exhibit

Have students work in groups to plan an exhibit for the classroom. The exhibit can focus on one kind of thing (for example, clocks and watches) or on a variety of objects (for example, common objects in schools). Have students find or draw pictures of the objects and make a poster for the exhibit. They label the objects and put up the poster for the class to look at. Students then tour the different "exhibits" in the classroom.

fun facts

- On average, the heart beats 72 times a minute, 100,000 times a day, and about 2.5 billion times during a lifetime. Every day, the heart sends about 7,500 liters of blood through 96,000 kilometers of blood vessels.
- Women's hearts beat faster than men's. The average heartbeat of men is 70 times per minute, whereas for women it is 78.
- Leonardo da Vinci (1452 –1519) was an artist, inventor, and scientist who was born near Florence, Italy. He kept journals and filled thousands of pages with his ideas and observations of the world. His drawings included inventions of flying machines, a parachute, a helicopter, an armored car, hydraulic pumps, calculators, and a movable bridge. His journals were never published, and very few of his designs were ever constructed because the technology did not exist.

8 Reading

Before Reading

What kinds of things do you see in museums?

Museum of Science

The museum has a lot of things from the world of science and technology. See over 800 exhibits and over 2,000 interactive units.

• Walk through the six-meter model of a human heart.

• See the first spacecraft to go around the moon!

• Go inside a German submarine from World War II, 1944.

Special Attractions

Now Open!

LEONARDO DA VINCI exhibit

Discover the inventions of the famous painter—a man truly before his time!

Omnimax 3-D Theater

Greece

See the film, and take a journey back in time to the birthplace of Western civilization.

After Reading

Complete the sentences.

1. The museum has things from the world of _____.
2. The six-meter model is of a _____.
3. The inventions are by _____.
4. The film is about _____.

Discussion

1. Are there museums in your town?
2. What's the most famous museum in your country? What is in it?
3. What's your favorite museum? What section?

9 Writing

A. What is a museum you know? What are your favorite objects in the museum? Write notes in the chart. Describe the age, size, or where the objects are from. You can use words like: ***old, new, modern, big, small, nice, strange,*** or ***interesting***.

Museum: _____	
Object	**Description**

Writing Corner

1. **Use the indefinite article *a* or *an* to introduce a singular noun for the first time.**
   The museum has a dinosaur skeleton.
2. **Use the definite article *the* to talk about a noun for the second time.**
   The dinosaur skeleton is enormous.
3. **Add *s* to most plural nouns. Do not use the article *a* or *an* with plural nouns.**
   The museum has many fossils.
4. **Use the definite article *the* to talk about plural nouns for the second time.**
   The fossils are about 200 million years old.

B. Read the text. What objects are in the museum? What words describe the objects? Underline the guide's instructions.

Welcome to the National Museum. My name's Hameed. I'm your guide. This exhibit is interesting. Follow me. This is a meteorite. The meteorite is from a crater in the desert. Please, don't touch it. These are dinosaur skeletons. They're big. This skeleton is strange. It isn't a fish. It's a dinosaur from the sea. That's an enormous skeleton of an elephant. The skeleton is about 12 million years old. Please, don't take photographs.

C. Be a museum guide. Write about your favorite objects in a museum. Use your notes from the chart in **A** and ideas from this unit. Describe the objects and give instructions to the visitors.

10 Project

Make a brochure for a museum and label the objects in it. Use drawings or photos from the Internet or magazines.

9 Writing

A

- Ask students about a museum they know and some of the objects they can see there. If you have visited a museum as a class, discuss the objects and ask students to describe the ones they like best. Provide a model, for example: ***I like the modern paintings at the National Gallery. They are beautiful.***
- Go over the directions with the class. Tell students they will use their notes to write about a museum they have visited.
- Have students complete the chart individually. Then put students in pairs to compare charts.

Writing Corner

- Go over the information in 1 and 2 about articles with the class. Explain that *a* or *an* is used to introduce something or someone for the first time. *The* is used when mentioning the thing or person for the second time. Give examples with objects in the room. For example: ***This is* a *classroom.* The *classroom is big.* *That is* an *eraser.* The *eraser is pink.***
- Have a student read aloud the examples in 1 and 2. Then call on different students to make similar sentences with objects in the room.
- Go over the information in 3 and 4 about plural nouns and articles. Explain that the article *a* or *an* is not used with plural nouns because it means "one." *The* is used when mentioning the things or people for the second time. Give examples with objects in the room. For example: ***These are books.* The *books are new.* *Those are desks.* The *desks are old.***
- Have a student read aloud the examples in 3 and 4. Then call on different students to make similar sentences with objects in the room.

B

- Have volunteers read parts of the model paragraph aloud. Ask questions about the paragraph. For example: ***What is the name of the museum? Who is Hameed? Where is the meteorite from? Which skeleton is strange? How old is the skeleton of the elephant? Is it big?***
- As a class, discuss the objects and the words that describe them.
- Have students underline the instructions. Ask them to identify the grammar in the instructions (imperative). Check answers as a class.

Answers

Objects: meteorite, dinosaur skeletons

Words to describe objects: interesting, from a crater in the desert, big, strange, isn't a fish, from the sea, enormous, of an elephant, about 12 million years old

Instructions: Follow me; Please, don't touch it; Please, don't take photographs.

C

- Tell students they are going to be a museum guide. They will write a paragraph about their favorite objects in a museum using their notes from the chart in exercise **A**.
- Choose two or three volunteers to share their notes from the chart in exercise **A**. Ask them to describe one of their favorite objects in the museum.
- Have students write their paragraphs using the text in exercise **B** as a model.
- Ask a few volunteers to read their paragraphs aloud.

10 Project

- Have students work in groups to make their brochure. They can use the Reading as a model.
- Collect the written brochures to review as a writing assessment. Give students the opportunity to correct any mistakes.
- Put students' brochures up on the wall of the classroom. Have students walk around the room and look at the brochures of the other groups.

Workbook

Assign page 100 for additional vocabulary and writing practice.

11 Form, Meaning and Function

The Definite Article: *the*

- Go over the information in the chart with the class. Focus students' attention on how *the* refers to specific objects or people, but it is not used when referring to plural nouns in general. Call on students to read the examples aloud. Provide more examples to show when the article is used and omitted. For example: ***Students read books.*** (*the* is omitted because the sentence refers to any/all students and books in general) **The *books we have are in English.*** (specific books in our class) ***Museums have objects.*** (general) **The *objects in* the *National Museum are interesting.*** (specific objects in a specific museum)
- Read the other examples in the chart with the class. Elicit more examples of the names of rivers, seas, deserts, mountain ranges, and monuments.
- Point out the note at the bottom of the chart. Read the examples with the class. Elicit further examples by asking: ***What day is it today? What time do you eat breakfast? What do you do on weekdays? Where do you go after school?*** Students respond with sentences.

A

- Go over the directions. Tell students to draw a line in the blank if the article is not necessary.
- Model the first sentence as an example with the class. Then have students work individually to complete the exercise.
- Check answers by calling on students to read the sentences.

Answers

1. Riyadh is the capital of Saudi Arabia.
2. Look in the sky! You can see the moon and the stars.
3. What is the population of the United States?
4. The Pyramids are in Egypt. The Nile is in Egypt, too.
5. Spanish is the official language of Mexico.

B

- Read the directions.
- Put students in pairs to complete the exercise.
- Check answers by calling on students to read the sentences.

Answers

1. That is an airplane. The airplane is in the sky.
2. We play football in the park on Saturdays.
3. This is my father. He is at work. He is a teacher.
4. The exhibits at the National Museum are very interesting.
5. Look at the picture on page 22. The people are at a/the museum.

11 Form, Meaning and Function

The Definite Article: *the*

The definite article the comes before singular and plural nouns.

the student **the** students

Use *the* for specific objects or people that were introduced before or that are known.
Do not use *the* with plural nouns when talking in general.

He is a tourist. **The** tourist is in New York.
Where are **the** students? They're at **the** art museum.

Teachers work at schools.

Use *the* for objects that are one of a kind.

the Earth **the** sun **the** moon
the stars **the** sky **the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments.

the Red Sea **the** Amazon **the** Eiffel Tower **the** National Museum
the Arabian Desert **the** Alps **the** United States **the** Pacific Ocean

Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words *home, school, work, business*, and *vacation* when used for their purpose.

Fahd is my brother. He is in Dubai on business. Let's play tennis after lunch.

A. Write the definite article ***the*** where necessary.

1. _____ Riyadh is _____ capital of _____ Saudi Arabia.
2. Look in _____ sky! You can see _____ moon and _____ stars.
3. What is _____ population of _____ United States?
4. _____ Pyramids are in _____ Egypt. _____ Nile is in _____ Egypt, too.
5. _____ Spanish is _____ official language of _____ Mexico.

B. Write the article ***a***, ***an***, or ***the*** where necessary.

1. That is _____ airplane. _____ airplane is in _____ sky.
2. We play _____ football in _____ park on _____ Saturdays.
3. This is _____ my father. He is at _____ work. He is _____ teacher.
4. _____ exhibits at _____ National Museum are very interesting.
5. Look at _____ picture on _____ page 22. _____ people are at _____ museum.

4 Around the World

1 Listen and Discuss

What place is in the photo?
Who are the people in the pictures?

Unit Goals

Vocabulary
Countries and nationalities
Email and addresses

Functions
Talk about countries and nationalities
Ask for information with *yes/no* questions
Give basic personal information

Grammar
Verb: *be*—negative, *yes/no* questions, short answers
Question Word: *Where*
Prepositions: *from*, *in*, *on*
Can / Will for requests and offers

Listening
Listen for specific information—telephone numbers, emails, and addresses

Pronunciation
Telephone numbers, emails, addresses

Reading
Lapland: The Land of the Midnight Sun

Writing
Write a class directory

Project
Make an information poster about your country

Warm Up

Play a game with students. Give clues about three or four different countries and have students name the country. For example, say: ***It's in South America. It's a big country. The people speak Portuguese. What's the country?*** Students answer: ***It's Brazil.*** If possible, have students find the countries on a world map.

1 Listen and Discuss

- Draw students' attention to the photo on this page. Ask: ***Where is this?*** (It's New York City.) Find out if anyone in the class has ever been to New York.
- Have students look at the pictures for the conversations on pages 26 and 27. Ask: ***Who's Dan Ramirez?*** Elicit that he's a reporter from a television station. He's talking to people in Times Square in New York City. Explain that Times Square is a popular tourist destination. There are a lot of stores and restaurants there.

CD1, T20 Play the audio for the conversations on pages 26 and 27 and have students point to each speaker as they listen.

CD1, T20 Play the audio again. Students listen and repeat or speak along with the recording.

- Explain or elicit the meaning of any new words. Some words that may be new include:

  viewers = the people who are watching the television program

  tourist = someone traveling on vacation

  on business = refers to someone traveling for work

- Put students in pairs and have each pair choose one conversation to practice. Then have different pairs act out each conversation for the class.

Chart for Countries and Nationalities

- Focus students' attention on the chart. Ask: ***Is your/our country in the chart?*** If it is, have students point to it. If it isn't, have them write it in at the bottom of the chart under "Others."

CD1, T20 Play the audio as students listen and read along.

CD1, T20 Play the audio again for students to listen and repeat the words or speak along with the recording.

- Have students look at the conversations on these pages again. Ask: ***Where are John and Paul from?*** (England) ***What's their nationality?*** (English) ***Where's Tom Lennon from?*** (Australia) ***What's his nationality?*** (Australian)

Quick Check

A

- Put students in pairs and have them circle the country and nationality names in the chart that they use often. Then they write down other countries that they talk about often.
- Go around the room and help students write the names of other countries, nationalities, and capitals that they choose.
- Ask a few pairs to read their lists for the class. Write the new countries, nationalities, and capitals on the board. If possible, have students find the countries on a world map.

Answers

Answers will vary.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*. Have them correct the false sentences.

Answers

1. yes
2. no (Tom is Australian.)
3. yes
4. no (He's on business.)

2 Pair Work

A

CD1, T21 Play the audio for the conversations. You may choose to let students listen to all three conversations at once, or play one conversation at a time and then model it. Students listen and repeat or speak along with the recording.

- Model the first conversation with a volunteer. Use a different name.
- Put students in pairs to practice the conversations. They should use different names and nationalities. They can use the names in the other conversations on the page or names of people they know who are from different countries.
- Have a different pair act out each conversation for the class. Encourage students to use different names and nationalities.

B

- Have students practice asking and answering the questions about themselves with true information. They can walk around the room, asking and answering the questions with as many classmates as possible.

Workbook

Assign page 101 for practice with vocabulary for countries and nationalities.

Teaching Tip

Look for opportunities to review and reinforce language presented in previous units. For example, this unit reviews affirmative sentences with *be* (He's from Australia. I'm here on business.) and possessive adjectives (our viewers, his nationality).

Additional Activity

Play a trivia game with countries, nationalities, and capitals. Put students in teams. Each team writes 10 questions, such as ***What's the capital of France?*** or ***I'm from France. What's my nationality?*** Then teams ask each other their questions. Teams get one point for each correct answer.

fun facts

Some countries have different names in their own language from the ones used in English or in other languages. For example, Spain is *España* in Spanish. Germany is *Deutschland* in German, but *Alemania* in Spanish.

Country	Nationality	Capital
Brazil	Brazil**ian**	Brasilia
Canada	Canad**ian**	Ottawa
Egypt	Egypt**ian**	Cairo
Jordan	Jordan**ian**	Amman
Russia	Russ**ian**	Moscow
Syria	Syr**ian**	Damascus
England	Engl**ish**	London
Spain	Span**ish**	Madrid
Turkey	Turk**ish**	Ankara
Mexico	Mexic**an**	Mexico City
United States	Americ**an**	Washington, D.C.
Venezuela	Venezuel**an**	Caracas
Kingdom of Saudi Arabia	Saud**i**	Riyadh
Oman	Oman**i**	Muscat
China	Chin**ese**	Beijing
France	French	Paris
Others:		

Quick Check

A. Vocabulary. What country and nationality names do you use often? Circle them. Add any others to the chart.

B. Comprehension. Answer ***yes*** or ***no***.

1. _____ Dan is in New York.
2. _____ Tom isn't Australian.
3. _____ The English tourists aren't from London.
4. _____ The man from China is on vacation.

2 Pair Work

A. Ask and **answer**.

1. Is Dan from New York?
   Yes, he is. / No, he isn't.
2. Where is Tom from?
   He's from Australia.
3. What's his nationality?
   He's Chinese.

B. Ask and **answer** about yourself.

1. Where are you from?
2. What's your nationality?
3. What's the capital of your country?

3 Grammar

Verb: *be*

FYI isn't = is not, aren't = are not

Negative (–)

I'm	**not**		(am not)
You	**aren't**		(are not)
He		from the U.S.	
She	**isn't**		(is not)
It			

We		
You	**aren't**	from the U.S.
They		

Questions (?)

Are	you	
	he	
Is	she	from Saudi Arabia?
	it	
Are	we	
	they	

Short Answers (+)

	I	**am.**
	he	
Yes,	she	**is.**
	it	
	we	**are.**
	they	

Short Answers (–)

	I'm	**not.**
	he	
No,	she	**isn't.**
	it	
	we	**aren't.**
	they	

Question Word: *Where*

Where	are	you/they	from?
	is	he/she/it	

Prepositions: *from, in, on*

Sally is **from** England.
Rome is **in** Italy.
Mr. Omar is here **on** business.
Pat is **on** vacation.

A. Complete the conversations. Then practice with a partner.

1. **A:** _____ they Russian?
   B: No, they _____.
   A: What _____ their nationality?
   B: They _____ Polish.
2. **A:** _____ are you from?
   B: We _____ from Mexico.
   A: _____ you on vacation?
   B: Yes, we _____.
3. **A:** _____ your friend Japanese?
   B: No, he _____.
   A: Where _____ he from?
   B: He _____ from Vietnam.
4. **A:** _____ _____ from Jordan?
   B: Yes, I am.
   A: _____ it hot there?
   B: Yes, it _____.

B. Agree or disagree with the following information.

The official language in Brazil is Spanish. No, it isn't. It's Portuguese.

1. The capital of China is Beijing. _____
2. The capital of Korea is Manila. _____
3. Manchester and Liverpool are in Spain. _____
4. The official languages in Canada are English and French. _____
5. The primary language in Mexico is Spanish. _____

3 Grammar

Verb *be*: Negative

- Focus students' attention on the chart. Read the examples with the class. Ask: ***What's the contraction for* is not?** (isn't) ***What's the contraction for* are not?** (aren't) Point out that the apostrophe replaces the omitted letter ***o***.
- Give students a few more examples using countries, nationalities, or capitals. For example, say: ***Paris isn't the capital of Spain***, or ***I'm not from (country)***. Elicit more examples from volunteers.

Verb *be*: Questions and Short Answers

- Write this affirmative sentence on the board: ***He's from China.*** Under it write the question: ***Is he from China?*** Show students how ***He is*** changes to ***Is he*** in the question. Then write the short answers: ***Yes, he is.*** and ***No, he isn't***.
- Read the other examples in the chart with the class.

Language Builder

Explain that affirmative short answers never use contractions. For example, we can't say *Yes, he's.*

Question Word: *Where*

- Show students that questions with *Where* and other question words use the same inversion of subject and verb as the *yes/no* questions.

Prepositions: *from, in, on*

- Have volunteers read the example sentences aloud.

A

- Model the first conversation with a volunteer.
- Put students in pairs to do the exercise. They should take turns playing the A and B roles in the conversations. Go around to check that they are using the correct forms of *be*.
- Check answers by having different pairs read the conversations aloud.

Answers

1. **A:** Are
   B: aren't
   A: 's / is
   B: 're / are
2. **A:** Where
   B: 're / are
   A: Are
   B: are
3. **A:** Is
   B: isn't
   A: is
   B: 's / is
4. **A:** Are you
   A: Is
   B: is

B

- Read the directions and the example with the class. Focus their attention on how to disagree. (*No, it isn't.*) Then say a correct sentence: ***London is the capital of England.*** Students should agree by using the short answer form ***Yes, it is***.
- Put students in pairs to continue the activity. Tell them that if they aren't sure of an answer they can guess or say ***I don't know.***
- Have each pair work with another pair and compare answers.
- Check answers with the class by calling on pairs to read a sentence and their response.

Answers

1. Yes, it is.
2. No, it isn't. The capital of Korea is Seoul.
3. No, they aren't. Manchester and Liverpool are in England.
4. Yes, they are.
5. Yes, it is.

4 Pronunciation

A

- Explain that students are going to learn how to say telephone numbers, email addresses, and street addresses. Focus students' attention on the **FYI** box with the words used for the email symbols. Give an example of an email address.

CD1, T22 Play the audio for students to listen and then play it again for them to repeat or speak along with the recording.

B

- Model the first conversation with a student. For modeling purposes, use the conversation as it is on the page.
- Put students in pairs to continue the activity. They should first practice the conversations with the information given, and then substitute the underlined parts with real information. If students do not want to share their real information, tell them it's OK to use pretend information.
- Point out that for conversation 3, students should use the information in the personal profiles on the right. They should take turns playing the A and B roles and role-play the conversation three times for the three different names in the profiles on the right.
- Check answers by having different pairs act out the conversations with the class.

Answers

Answers will vary.

Language Builder

When saying three-digit addresses, we usually say the first number and then the second two numbers together. For 319, say: *three-nineteen*. Four-digit addresses are said two by two. For 1856, say: *eighteen fifty-six*.

5 Listening

- Tell students they are going to hear different phone numbers, email addresses, and street addresses. They should read the choices and circle the one they hear.

CD1, T23 Play the audio for students to listen.

CD1, T23 Play the audio again for students to circle the answers.

- Check answers by asking volunteers to say which number, email, or address they circled.

Answers

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

Audioscript

1. 202
2. 16 Green Street
3. (718) 342-7568
4. ned@star.com
5. 80 Park Lane
6. country code 13

Workbook

Assign pages 102–103 for practice with the grammar of the unit.

Teaching Tip

When students are working in pairs or groups, don't make too many corrections at that time. Correct only things that are necessary for students to do the activity successfully. Make notes about common problems and go over them with the whole class after the activity is over.

Additional Activity

Have students practice writing information from a telephone call. Use conversations 1 and 2 from Pronunciation **B**. Have two students come to the front of the room and sit in two chairs placed back to back so they can't see each other. They pretend they are talking on the telephone. Student A asks the questions and Student B answers. Student A has to write down the information. If Student A doesn't understand something, he or she should say: ***Please repeat that.*** To make this activity more realistic you could give Student A a form to fill out, as if they were working in an office.

fun facts

- The telephone was invented by Alexander Graham Bell. When Bell died on August 4, 1922, millions of phones were silent. The Bell Telephone System in the U.S. and Canada stopped service for one minute in his honor.
- Street addresses are written differently in different countries. In the U.S., the building number precedes the street name. In most of Europe and South America the street name comes first.

4 Pronunciation

A. Listen and repeat.

Telephone Numbers	Emails	Addresses
754-9730 603-861-5278	bwilson@web.com lia_byrd@spark.com	297 Birch Street 1560 Riverside Avenue

FYI

With telephone numbers and addresses, we often say "oh" for zero.

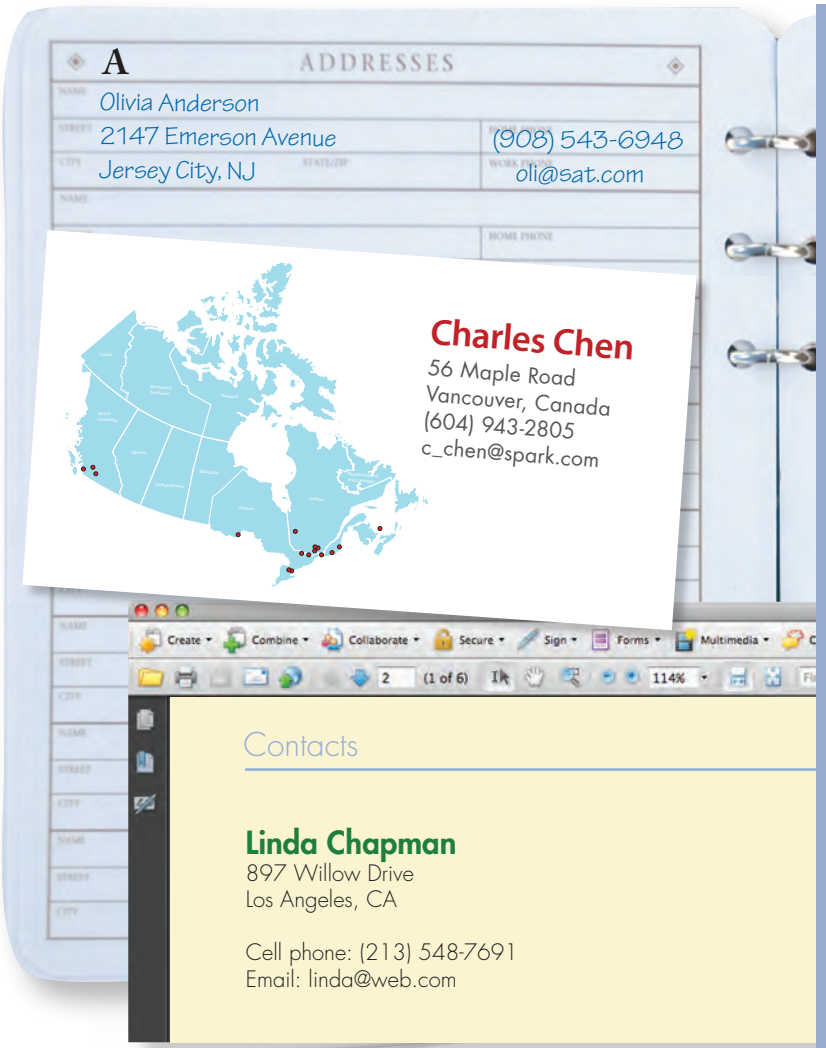
With email addresses: @ = at
. = dot
_ = underscore

B. Work with a partner. Ask and answer. Use your own information and the information on the right.

1. **A:** What's your telephone number?
   B: It's 474-6893.
   A: What's the area code?
   B: It's 305.
   A: What's the country code?
   B: It's 1.

2. **A:** What's your address?
   B: It's 219 King Street.
   A: What's your email address?
   B: It's mike_jones@worldnet.com.

3. **A:** What's his/her telephone number?
   B: It's _____.
   A: What's his/her address?
   B: It's _____.



5 Listening

Listen. Mark the correct answer.

1. **a.** (212)
   b. (202)

2. **a.** 60 Green Street
   b. 16 Green Street

3. **a.** (781) 342-7568
   b. (718) 342-7568

4. **a.** nat@star.com
   b. ned@star.com

5. **a.** 80 Park Lane
   b. 18 Park Lane

6. **a.** country code 13
   b. country code 30

International Telephone Codes

Country	Country Code
Australia	61
China	86
Egypt	20
Germany	49
India	91
Mexico	52
Saudi Arabia	966
Spain	34
U.S.A.	1

6 Conversation

Real Talk

Excuse me. = an expression to get someone's attention
How about you? = a way to ask someone the same question

About the Conversation

1. Where is Alberto from?
2. Is he a student?
3. Is Michael on business?
4. What's his nationality?

Your Turn

Role-play conversations like the one above. Use different countries.

7 About You

1. Where are you from?
2. What's your nationality?
3. What's your first language?
4. What's your address / email address?
5. What's your telephone number?
6. What countries are your friends from?

6 Conversation

- Have students look quickly at the comic strip. Ask: ***Where are the people going?*** (to the airport) ***What are their names?*** (Alberto/Al and Michael/Mike)
- **CD1, T24** Have students listen to the audio twice with their books closed. Then have them open their books and listen as they follow along with the text and the pictures. Don't play the three possible endings at this time.
- Ask: ***What is the shuttle?*** Elicit that it's a bus because Al says, "Here's our bus." Explain that a *shuttle* is a form of transportation that travels back and forth between two points. It can be a bus, train, or airplane.

Real Talk

- Draw students' attention to the Real Talk box at the top of the page. Have them find the expressions ***Excuse me*** and ***How about you?*** in the conversation. Ask students to describe other situations in which they might say ***Excuse me***.

Language Builder

Students may be familiar with *Excuse me* as an expression used to say you're sorry, for example, if you accidentally bump into someone. Explain that getting attention is also a common use of the expression. In this case, it doesn't mean "I'm sorry."

Your Ending

- **CD1, T24** Play the three possible endings to the conversation.
- Ask students to choose which ending they think is the most likely.
- Vote to find out how many students chose each ending and write the results on the board.
- Ask volunteers to explain why they chose each ending.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers by calling on pairs to read a question and an answer.

Answers

1. He's from Italy.
2. Yes, he is.
3. No, he isn't. He's on vacation.
4. He's Canadian.

Your Turn

- Have students role-play the conversation with a partner. They choose one of the endings to use in the conversation.
- Once students are comfortable role-playing the conversation, ask them to substitute different names and countries for Mike and Al.
- Ask two or three pairs to act out the conversation for the class. If possible, place two chairs in front of the class as the seats on the shuttle bus. Students can act out getting on and off the bus.

7 About You

- Put students in small groups to ask and answer the questions. Assign one student in the group the role of reporter. That student's job is to report some of the information from the group conversation to the class.
- As students are speaking, walk around and monitor. Check that they are speaking English and help them as needed.
- Ask the reporter from each group to tell the class two or three interesting things about the people in their group.

fun facts

- There are between 189 and 194 different countries in the world. It's hard to establish an exact number because it keeps changing.
- In Europe there are 230 different languages spoken, but in the small country of Papua New Guinea, there are 832.
- English is an official language in 52 countries. This is more than any other language.

8 Reading

- Ask the **Before Reading** question. Give students only a few seconds to look quickly at the pictures and map before they answer.

READING STRATEGY **Using prior knowledge**

- Focus students' attention on the picture of the northern lights (Aurora Borealis). Ask a few questions, such as ***What do you know about this phenomenon? Where can you see this?***

CD1, T25 Play the audio. Ask students to read along as they listen.

- Ask students if they were surprised by what they learned in the reading. If possible, have them find Finland and the Arctic Circle on a world map. Have them find the reindeer in the picture.

After Reading

- Focus students' attention on the chart. Tell them that they're going to complete the chart with information from the article. Ask: ***Who is telling us about the midnight sun?*** (Hannun) Put students in pairs to fill in the chart.
- Check answers by asking volunteers to read their answers and show where they found the information in the article.
- Ask: ***When is the darkest time of the year?*** (December 21st) ***Is there sunlight in November?*** (No, there isn't.)

Answers

Name of person: Hannun
Country: Finland
Region: Lapland
Famous town: Rovaniemi

Teaching Tip

When calling on students in class, try to make sure that you call on all of the students roughly the same number of times in order to give everyone a chance to speak (and a reason to pay attention).

Additional Activity

It's an international world! Have students work in groups to list famous people or things from different countries. For example, within the category of cars, they may list that *Mercedes-Benz* is German, *Fiat* is Italian, *Peugeot* is French, etc. Other categories they might use are foods, clothing brands, furniture, etc. Share the lists with the whole class.

Project: Trivia Game

Have students work in small groups to write 8 to 10 multiple choice questions about different countries. They write each question on a small card. For example:

What is the capital of Spain?

a. Rome **b.** Barcelona **c.** Madrid

Collect all the questions and mix them up. Divide the class into two teams and play a trivia game using the questions. The team which answers the most questions correctly wins.

fun facts

- The midnight sun or polar day is a natural phenomenon that occurs in summer months near the Arctic Circle when the sun does not fall below the horizon. It is common in northern regions of countries such as Canada, Greenland, Finland, Iceland, Norway, Sweden, and the U.S.A. (Alaska). One fourth of Finland lies north of the Arctic Circle and in some places the sun does not set for 60 days during the summer.
- Polar night is the opposite phenomenon that occurs in winter when the sun stays below the horizon. In northern Finland, it can last for up to 51 days.

8 Reading

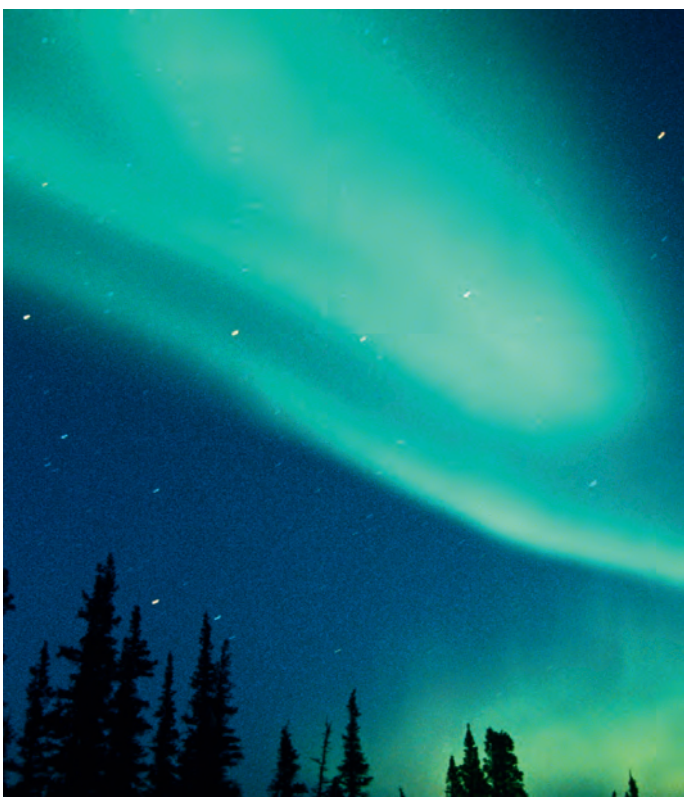
Before Reading

Look at the pictures and the map.
What do you think the reading is about?

Lapland:

The Land of the Midnight Sun

My name is Hannun, and I'm from Lapland. Lapland is a region in Finland near the Arctic Circle. It's very cold, and from December to January, it's dark most of the time. I live here with my family and my reindeer.



The main city of Lapland is Rovaniemi. It's a famous town in the north of Finland. In the Arctic, people see beautiful skies. The darkest time of the year is on December 21st. There is no sunlight from October. The sun comes out again on March 21st. The Arctic has light all day for the whole summer. This is called the midnight sun.

After Reading

Complete the chart.

Name of person	
Region	
Country	
Famous town	

9 Writing

A. Read the information in the **Writing Corner** with your teacher. Then, work with a partner to ask and answer the questions with the information given.

1. What is your name?	My name is _____(your name)_____ .
2. What is your home address?	My address is 25674 Pine Street.
3. What is your telephone number?	My telephone number is (321) 867-4950.
4. What is your cell phone number?	My cell phone number is 797-300-4953.
5. What is your email address?	My email address is a.friend@mail.sa.

Writing Corner

1. **Street names begin with a capital letter.**
   His address is 194 Tower Road.
2. **Put the area code for a telephone number in parentheses. Put a dash after three numbers. Say each number one at a time. For the number *0*, we say *zero* or *oh*.**
   (555) 920-1433 Say: five, five, five, nine, two, oh, one, four, three, three.
3. **Email addresses usually don't have capital letters. After the name, we say *at* and write the symbol @. After the server we say *dot* and write a period.**
   myname@server.com Say: my name at server dot com.
   b.smith@mail.ca Say: B dot Smith at mail dot C A.

B. Complete the student information form with your information. Make two more information forms. Ask two classmates questions and complete the forms with their information.

Check that the information is correct. Repeat the information to your classmate or ask: "Can you repeat that, please?"

Student Information	
Name:	_____
Address:	_____
Telephone:	_____
Cell phone:	_____
Email:	_____

C. Make a new student information form for your teacher with: your name, home address, telephone number, cell phone number, and email address. Your teacher can make a class directory.

10 Project

In a group, make a poster with the following information about your country: capital, population, language(s), main cities, and places of interest.

9 Writing

A

- Go over the information in the **Writing Corner** with the class.
- Have a student ask you the first question. Answer by filling in your name. Put students in pairs. Have them take turns asking and answering the questions.
- As students are working, go around the room and check that they are saying the telephone numbers and email address correctly.

Writing Corner

- Read the information in 1. Have two volunteers write their addresses on the board. Make sure they use capital letters for the street name.
- Read through the information in 2. Practice reading the example aloud as a class. Write two or three phone numbers on the board. Call on students to read them aloud.
- Have two students read aloud the example email addresses. Write two or three more email addresses on the board. Ask volunteers to read them aloud to the class. Remind students that some email addresses have an underscore in the name.

B

- Have students work individually to complete the information form in their books. Then tell them to prepare two more information forms in their notebooks.
- Put students in groups of three and have them take turns asking for their classmates' information.
- As groups are working, walk around the room and make sure students are asking for verification of the information.
- When the forms are completed, have students exchange forms to verify each other's information is written correctly.

C

- Have students write their name, home address, telephone number, cell phone number, and email address on a piece of paper and give it to you.
- Compile the information into a directory or create a committee of students to do it. Review the directory before making copies or posting it. Make sure that it is OK with your students to distribute their personal information beforehand.

10 Project

- For homework, tell students to look for information about their country. Have them find pictures of the cities or places of interest.
- Students bring the information to class. In groups they make a poster about their country. They can illustrate the poster with the pictures they found or drawings they create themselves.
- Collect and view the posters as a writing assessment. Give groups the opportunity to correct any mistakes.
- Put students' posters up on the wall for everyone to see.

Workbook

Assign page 104 for practice with writing personal information, including completing forms.

11 Form, Meaning and Function

Requests and Offers: *Can / Will*

Requests

- Focus students' attention on the first part of the chart. Have individual students read the requests and others read the agreements and refusals.
- Explain that these requests are questions. In questions, the modal verbs *Can* and *Will* come before the subject.

Offers

- Focus students' attention on the next part of the chart. Call on individual students to read the offers and have others read the acceptances and refusals.
- Explain that it is considered polite to say *No, thank you* or the less formal *No, thanks* when refusing an offer. Another possibility is *No, that's all right/OK*.
- Have two volunteers role-play the conversation in the picture. Ask: ***What does the teacher say when the boy opens the window?*** (Thank you.) ***Then what does the boy say?*** (You're welcome.)

A

- Have one student read the example and another student read the polite requests. Point out that the example is imperative and the polite request is a question. Ask: ***What other word in the request is polite?*** (please) ***Where else can* please *go in the sentence?*** (Before the verb: *Can you* ***please*** *help me?*)
- Have students complete the activity on their own and then check answers in pairs.
- Check answers as a class by calling on volunteers to read their requests aloud.

Answers

1. Can/Will you please give me an eraser?
2. Can/Will you close the door, please?
3. Can/Will you please be my partner?
4. Can/Will you open your books, please?
5. Can/Will you please repeat that?

B

- Put students in pairs to practice making requests and offers. Remind them to respond differently each time.
- As students are working, walk around the class to make sure they are using polite expressions such as *please, thank you, you're welcome.*
- Ask two or three pairs to present their requests and offers to the class. Encourage them to agree with enthusiasm or refuse with regret.

11 Form, Meaning and Function

Requests and Offers: *Can / Will*

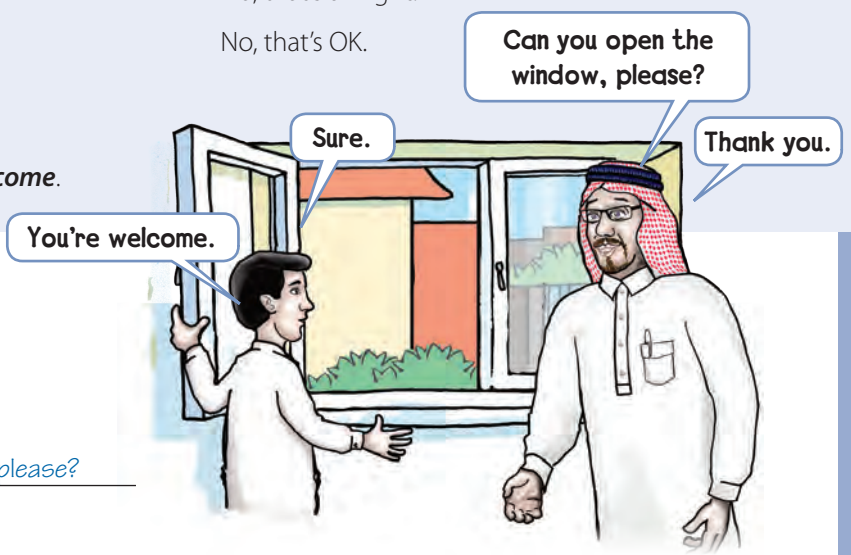
Use *can* or *will* for requests.

Request	Agree	Refuse
Will you help me?	Sure.	Sorry. I'm busy.
Will you be my partner?	Of course.	Sorry. I can't.
Can you open the window?	OK.	
Can you give me a pencil?	No problem.	

Use *can* or *will* for offers.

Offer	Accept	Refuse
I **can** help you.	Thank you.	No thanks.
I **will** be your partner.	All right.	No, that's all right.
I **will** open the window.	OK.	No, that's OK.
I **can** give you a pencil.	Thanks.	

Be polite. Say ***please, thank you***, and ***you're welcome***.



A. Write polite requests with ***can*** and ***will***.

Help me.
Can you help me, please? / Will you help me, please?

1. Give me your email address.

2. Write your telephone number.

3. Tell me the country code for Saudi Arabia.

4. Spell your name.

5. Repeat that.

B. Practice the requests and offers with a partner. Your partner agrees, accepts, or refuses. Then change roles. Remember to be polite.

EXPANSION Units 1–4

1 Language Review

A. Write the words in the correct columns.

modern	rabbit	meteor	cat	enormous
painting	skeleton	parrot	famous	mouse
turtle	hot	fossil	dinosaur	big

Museum Items	Pets/Animals	Words to Describe
		modern

B. Complete the questions. Use ***What***, ***When***, ***Where***, ***Who***, or ***How***. Then write answers. Use your own information.

1. _____ is your nationality? I _____.
2. _____ are your friends from? My friends _____.
3. _____ old is your partner? He/She _____.
4. _____ is your best friend? His/Her name _____.
5. _____ is your friend's email? My friend's email _____.
6. _____ is this in your backpack? It _____.
7. _____ is your pet's name? My _____.

C. Circle the correct response for each question or statement.

	Question/Statement	Response
1.	How's it going?	Not bad. / I'm going home.
2.	See you tomorrow.	Goodbye. / How are you?
3.	Good evening, Mrs. White.	Good night. / Good evening.
4.	Thank you.	Take care. / You're welcome.
5.	Is this your first time here?	No, it's my last. / Yes, it is.

Unit Goals

- **Language Review**
- **Reading**
  Win a Free Trip to the Caribbean!
- **Writing**
  Write about your country
- **Chant Along**
  Orders, Orders Everywhere
- **Project**
  Prepare a set of school rules

1 Language Review

A

- This exercise reviews vocabulary from Units 1–4. In particular, refer students to Unit 3 for the museum items and Unit 2 for the pets and animals.
- Ask a volunteer to read the directions aloud. Have students look at the example item, *modern*. Then do one more item as an example with the whole class. Ask: ***Which column does the word* painting *go in?*** (Museum Items)
- Put students in pairs to complete the activity. If there are words they can't remember, they should look back to the units and find the words.
- Write the three column heads on the board. Ask volunteers to come up and write one word each in the correct column.

Answers

Museum Items	Pets/Animals	Words to Describe
painting	cat	modern
skeleton	turtle	famous
meteor	rabbit	enormous
dinosaur	mouse	hot
fossil	parrot	big

B

- This exercise reviews the use of question words, and asking for and answering about personal information. Refer students to Unit 2 Grammar to review the questions.
- Read the directions and do the first item with the class as an example.
- Have students work individually to complete the rest of the questions and answers.
- Put students in pairs to practice asking and answering the questions.
- Check answers by having different pairs read a question and answer.

Answers

The question words are given below.
The answers to the questions will vary.

1. What
2. Where
3. How
4. Who
5. What
6. What
7. What

C

- This exercise reviews common social expressions.
- Put students in pairs and have them take turns reading a question or statement for their partner to choose the correct response.
- Check answers by having pairs read the questions or statements and responses.

Answers

1. Not bad.
2. Goodbye.
3. Good evening.
4. You're welcome.
5. Yes, it is.

D

- This exercise reviews several language points from Units 1 to 4, such as the language of introductions, questions and answers with the verb *be*, and demonstrative pronouns.
- Have students first read the conversation without stopping to fill in the blanks. Ask: ***Who are the people in the picture?*** (Omar's family) ***Who is Frank Lawson?*** (their guide) Elicit that the family is probably on vacation and that they are meeting a tour guide of some kind.
- Look at the first two lines with the whole class. Ask students to guess the words that go in the blanks. (Are, I am)
- Put students in pairs to complete the conversation.
- Check answers by having one pair act out the conversation for the class.

Answers

A: Are
B: I am
A: —
B: to meet, is, are
A: are
B: name is
A: How old

E

- This exercise reviews imperatives. Refer students to Unit 3 Grammar. Remind them that imperatives use the base form of the verb, and that we use ***Don't*** in front of the verb for negative imperatives. Elicit some commands from students for common classroom activities, for example: ***Open your books. Don't talk. Please close the door.***
- Put students in groups of three to write six commands. Then combine each group with another one and have them give each other the commands.

F

- This game gives students an opportunity to review vocabulary from Units 1 to 4.
- Collect items from students as described in the directions and put them in an empty bag. If possible, add a few items of your own to the collection.
- Have one student come to the front of the room and put on the blindfold. He or she takes one item out of the bag and guesses what it is: ***Is it a (name)?*** The class answers: ***Yes, it is.*** or ***No, it isn't.*** After the student guesses, another student takes a turn. (This game can also be played in small groups if the class is large.) If students prefer not to be blindfolded, they can simply close their eyes.

Workbook

Assign pages 105–106 for review of grammar and vocabulary presented in Units 1–4.

D. Complete the conversation between a tour guide and a family of tourists.

A: _____ you Omar?

B: Yes, _____ _____.

A: I'm Frank Lawson. I'm your guide.

B: Nice _____ _____ you, Frank. This _____ my family. Those _____ my children over there.

A: What _____ their names?

B: The boy's name is Adel, and the girl's _____ _____ Mona.

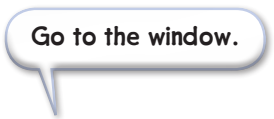
A: _____ _____ are they?

B: Adel is twelve, and Mona is ten.

A: Nice family!

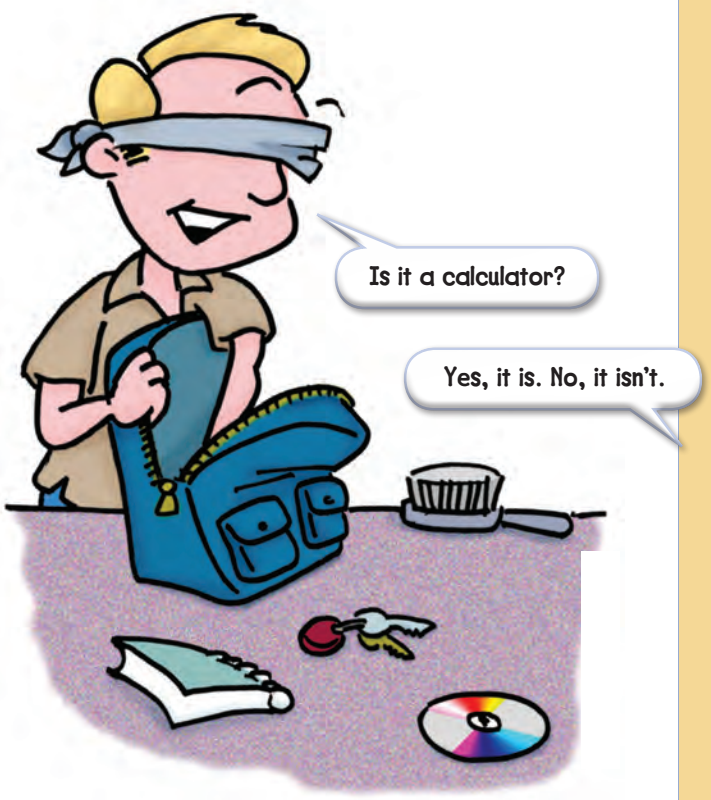
B: Thank you.

E. Work in groups of three. Write down six commands. Give the commands to another group. They follow the commands.



F. Guess what it is.

1. Give some items to your teacher. Example: pencil, pen, keys, hairbrush, cell phone, etc. Your teacher puts the items into a bag or backpack.
2. One student puts on a blindfold. The student chooses an item, feels it, and says what it is.
3. The class says if the student is right or wrong.



2 Reading

Before Reading

Look at the photos. What do you know about the Dominican Republic?

Read the ad, and complete the questionnaire. Then complete the form.

Win a Free Trip to the Caribbean!

This is a special contest from Caribbean Cruises. Mark all the correct answers, and win a free trip on one of our ships! You can win a trip from Miami to the Dominican Republic.

1. The capital of the Dominican Republic is
_____ Santiago.
_____ Santo Domingo.
_____ San Juan.

2. _____ Football | is the national sport.
_____ Baseball
_____ Surfing

3. _____ English | is the official language.
_____ French
_____ Spanish

4. The Dominican Republic is located on the island of
_____ Puerto Rico.
_____ Jamaica.
_____ Hispaniola.

5. The principal industry is
_____ coconuts.
_____ tourism.
_____ pineapples.

Complete this form and send it to:

Win-a-Trip Contest
P.O. Box 247
Miami, FL 33156

We choose one entry at random, and that is the winner.

Name _____
Address _____
Age _____
Telephone _____
Email _____

Answers: 1. Santo Domingo 2. baseball 3. Spanish 4. Hispaniola 5. tourism

2 Reading

- Focus students' attention on the photos and ask them to describe what they see in each. Ask them what they know about the Dominican Republic. Make notes of their ideas on the board. Don't confirm or deny any answers at this time. This reviews the reading strategy of activating prior knowledge before reading.

CD1, T26 Play the audio twice. The first time students listen with their books closed. Then they listen again and read along in their books.

- Have students work individually to complete the questionnaire and fill in their information on the form. Then have them compare answers with a partner.
- As students are working, walk around the room to check that they are writing their personal information correctly in English. If there are any common mistakes, note them down to discuss with the whole class after they have finished the activity.
- Review the ideas elicited from students on the board. Does the ad mention any of these things?
- Have students check their answers by looking at the answers at the bottom of the page.
- Take a class tally to see how many people got all five questions right, four questions right, three questions right, etc. Ask the students who did well how they knew the answers.

Culture Notes

Dominican Republic

The Dominican Republic shares the island of Hispaniola with the French-speaking countr y of Haiti. The island lies to the east of Jamaica and Cuba and to the west of Puerto Rico. At one time the main industry on the island was sugar. Now the main industry is tourism. The island has many beautiful beaches, especially along the northern coast.

Contests

Explain to students that in the United States, many people enjoy entering contests. The prizes are often vacations or money. Many contests are sponsored by companies that want to promote their products, and they offer the products as the prizes.

After Reading

- Have students work individually to write *yes* or *no* for each statement. Ask students to rewrite the incorrect sentences to be correct.
- Check answers as a class by calling on volunteers to read their answers aloud.

Answers

1. yes
2. no (Caribbean Cruises is a cruise line.)
3. no (The contest is about the Dominican Republic.)
4. yes

3 Writing

A

- Have students first read the paragraph without trying to fill in the blanks. Then ask the class what word they think goes in the first blank. Do the first sentence together as an example.
- Have students work in pairs or individually to complete the paragraph. Then they compare answers with a partner or with another pair.

Answers

The Dominican Republic **is** on the island of Hispaniola. Also on the island is Haiti. The island is in the **Caribbean** Sea. The **capital** of the Dominican Republic is Santo Domingo, and **Spanish** is the official language. The beaches at Punta Cana and Puerto Plata **are** famous. The country is a favorite destination for **tourists**.

B

- Tell students that they are going to write a similar paragraph about their own country.
- Read the first question with the class and elicit answers. Have them fill in the space on the note page to the right of the questions. Explain that taking notes is a good way to prepare to write.
- Put students in groups to ask and answer the other questions and complete their notes. Walk around and answer questions about vocabulary. Write useful words that come up on the board for the whole class to learn.
- Have students use their notes to write a paragraph about their country.
- As a follow-up, have students read their paragraphs aloud to a partner. Each partner should listen carefully to the other and ask questions if they don't understand.

After Reading

Answer ***yes*** or ***no***.

1. _____ The prize for the winner is a free trip.
2. _____ Caribbean Cruises is an airline.
3. _____ The contest is about essay writing.
4. _____ You need to complete your personal information.

3 Writing

A. Complete the paragraph about the Dominican Republic. Use the information on the contest form to help you.

The Dominican Republic _____ on the island of Hispaniola. Also on the island is Haiti. The island is in the _____ Sea. The _____ of the Dominican Republic is Santo Domingo, and _____ is the official language. The beaches at Punta Cana and Puerto Plata _____ famous. The country is a favorite destination for _____.

B. Write about your country. Use the questions to help you write.

1. Where is your country? What countries is it near?
2. What is the capital of your country?
3. What is the official language(s)?
4. What is a famous place in your country?
5. What sports are popular in your country?
6. What is the principal industry?

My country is _____.

It is near _____.

The capital is _____.

The official language is _____.

A famous place is _____.

A popular sport is _____.

My country is famous for _____.

4 Chant Along

Orders, Orders Everywhere

Chorus
Orders, orders,
All around.
Give me a break–
Leave me alone.
Do this, do that,
And what for?
I'm not a kid
Anymore.

Get up, get up,
Say hello,
Brush your teeth,
It's time to go.
Hurry, hurry,
You'll be late.
The bus is here–
It can't wait.

Chorus

Please come in
And close the door.
Put your backpacks
On the floor.
Stop your talking.
Open your books.
Find a partner.
Work in groups.

Chorus

Make your bed,
Clean your room,
Sweep the floor,
Use the broom.
What's that noise?
Stop it now.
Do your homework.
Get off the phone.

Chorus

4 Chant Along

- Tell students that they are going to listen to a chant called *Orders, Orders, Everywhere*. Ask: ***Who gives you orders every day?*** Students will probably answer with people like parents, teachers, and even classmates. Ask: ***What orders do they give you?*** Make notes of their answers on the board.
- Focus students' attention on the text of the chant and have them scan the chant to see if any of the orders you wrote on the board are in the chant. (Remind them of the scanning skill for reading.)
- If they don't know it already, teach students the question: ***What does ____ mean?*** Have them use this question to ask about any words or expressions in the chant that they don't understand. Use the pictures to help explain some of the expressions. For example, show them the broom to explain ***Sweep the floor***. Ask students to match the pictures with the chant. For example, ask: ***Why is there a picture of a backpack/traffic light/clock/broom,* etc.*?***

  CD1, T27 Play the audio twice. Students listen and read along in their books.

  CD1, T27 Play the audio again. Pause the chant periodically for students to say the next line. Call on students to either respond chorally or individually.

  CD1, T27 Play the audio a final time. Have students chant along with the recording.
- You might have students perform the chant, either chanting, or saying the words. One way to do this would be to have small groups read the verses and then have the whole class come in with the chorus. Encourage students to get into the rhythm of the chant.

Teaching Tip

Chanting is a great way for students to get more comfortable with English. The rhythm of the chant helps them learn the rhythm of the language and improves their pronunciation. Create an atmosphere in the class where students will feel comfortable doing things they might not normally do, such as chanting and acting out things.

Vocabulary

A

- Have students read the words and phrases in the two columns by themselves. Then they look at the chant for similar expressions.
- Point out that the complete expressions in this exercise are similar to the orders in the chant, but are not always exactly the same. For example, the chant says ***Find a partner***. In the exercise, it says ***Work with a partner***.
- Have students work individually to match the parts of the sentences.

Answers

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

B

- Ask students to look at the chant and find an order for something they do before school. (The orders in the first verse of the chant are things they would do before school). Have them fill in one in the **Before School** column.
- Have students work in pairs to complete the other columns. They can use the ideas in the chant as well as their own ideas.
- Walk around the room as students are working and check that they are writing commands. (Not every line in the chant is an order.)
- Write the three heads—**Before School**, **Classroom**, and **After School**—on the board and ask volunteers to come up and write their answers in the appropriate column. Go over the lists with the class, making corrections as necessary.

Answers

Answers will vary. Sample answers:

Before School

1. Get up.
2. Say hello.
3. Brush your teeth.
4. Hurry.

After School

1. Do your homework.
2. Clean your room.
3. Sweep the floor.
4. Get off the phone.

Classroom

1. Please come in.
2. Close the door.
3. Stop your talking.
4. Open your books.

Comprehension

- Have students work individually to write *yes* or *no*, referring back to the chant as necessary for the information.
- Have them write the correct information for the *no* answers.

Answers

1. no (The chanter is not happy.)
2. no (The chanter is not a child anymore.)
3. yes
4. yes
5. no (The chanter's transportation is a bus.)
6. no (The chanter doesn't like orders.)

Writing

- Have students write down the orders that they don't like at home and in class and compare them with a partner.
- Then ask a few pairs to report their answers to the class. Write these on the board. Find out how many students have similar answers. Ask why they don't like these orders.

5 Project

- Have a short brainstorming session with the whole class about school rules that they would like to have.
- Put students in groups to continue the activity. If possible, have them write the group's rules with markers on a large sheet of paper.
- Post each group's rules on the wall and have students walk around and read them.
- Assess each group's list of rules as a writing assignment.
- Discuss the rules with the class. Which rules do they agree with? Which rules do they disagree with? If possible, create one list of school rules on the board that the whole class agrees with.

Vocabulary

A. Match the two parts of the sentences.

1. Please _____	**a.** a partner.
2. Get off _____	**b.** the door.
3. Work with _____	**c.** come in.
4. Close _____	**d.** to sweep.
5. Use the broom _____	**e.** the phone.

B. Write four orders or commands for each situation.

Before School	Classroom	After School
1. _____	**1.** _____	**1.** _____
2. _____	**2.** _____	**2.** _____
3. _____	**3.** _____	**3.** _____
4. _____	**4.** _____	**4.** _____

Comprehension

Answer ***yes*** or ***no***.

1. _____ The chanter is happy.
2. _____ The chanter is a child.
3. _____ The bus isn't late.
4. _____ The chanter is a student.
5. _____ The chanter's transportation is a bike.
6. _____ The chanter likes orders.

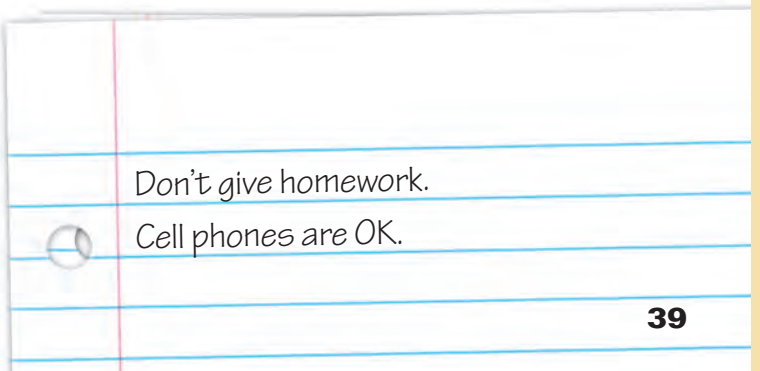
Writing

Write two orders that you don't like at home and two that you don't like in class. Compare with a partner.

At Home	In Class
1. _____	**1.** _____
2. _____	**2.** _____

5 Project

Work in a group. Prepare a set of school rules that students would like.



5 Families, Families

1 Listen and Discuss

1. Do people in your country usually have big or small families?
2. Which family in the pictures is most like yours?
3. Where are the cities? Mark them on the map. Mark your city/town, too.

Families Around the Kingdom of Saudi Arabia

1 Dammam

Ali with his wife Nura and their baby son Hussain

▲ Hussain is an only child.

▶ Grandfather Ibrahim has a big family, with many uncles, aunts, and cousins.

2 Riyadh

Grandfather Ibrahim and Grandmother Fatima with children and grandchildren

3 Jeddah

Hameed with his wife Sabah and their children

◀ Hameed and Sabah are the parents of three children—Majid, Mariam, and Badria.

4 Abha

Omar with his wife Refaa and their teenage son Faisal

▲ Faisal doesn't have any brothers and sisters.

Unit Goals

Vocabulary
Family members

Functions
Identify family members
Describe families

Grammar
Verb: *have*—affirmative, negative, questions, short answers
Quantity Expressions: *any, a lot of/lots of*
Possessives: *'s*
Question Words: *How many, Who*
Regular and Irregular Plural Nouns

Listening
Listen for specific information about a family

Pronunciation
Do you…?

Reading
Famous Royal Families

Writing
Write about an imaginary family

Project
Write about the Saudi royal family

Warm Up

Draw some stick figures on the board to represent your family. Introduce them to the class. For example, say: ***This is my mother. Her name is_____. I have one sister/brother. Her/His name is _____.***

Ask students three or four quick questions about the names of people in their families. For example, ask: ***What's your mother's name?*** Students reply with the name only.

1 Listen and Discuss

- Have students look at the photos and captions on pages 40 and 41. Ask: ***Which family is a big family?*** (Ibrahim's family) ***Which family has three children?*** (Hameed's family)
- Discuss the introductory questions with the class. Have students point to the family that is most similar to theirs. Bring a map of Saudi Arabia to class if one is not available. Help students identify where the four cities are on the map, as well as their own city/town.

CD1, T28 Play the audio for items 1 to 4 on page 40. Have students point to each picture as they listen.

CD1, T28 Play the audio again. Students listen and repeat or speak along with the recording.

- Draw a simple family tree on the board to illustrate the family vocabulary. Show three generations: grandparents, parents, and children. Leave this on the board to refer to as needed throughout the lesson. Ask questions about the people in the pictures on this page. For example, ask: ***Who is Hussain's father?*** (Ali) ***Who is Faisal's mother?*** (Refaa) ***Who is Ibrahim's wife?*** (Fatima)
- Point to the family in picture 4. Ask: ***Where are Omar and Refaa from?*** (Abha) Put students in pairs. Have them continue asking and answering questions about where the families in the pictures are from. Call on a few students to say where the families are from.
- Focus students' attention on the photos of Ahmed and his family on page 41. Refer to the family tree you drew on the board to show the relationships.

CD1, T28 Play the audio about Ahmed's family. Have students point to each picture as they listen.

CD1, T28 Play the audio again. Students listen and repeat or speak along with the recording.

- Ask students about the relationships among the people in the pictures. For example, ask: ***Who is Farah's mother?*** (Mona) ***Who is Ali's grandmother?*** (Asma) If you think students are ready, put them in pairs to continue asking and answering about the pictures.
- **Note:** Possessive forms will be presented and practiced in the Grammar in this unit. If necessary, give a brief explanation of the ***'s*** and tell students they will see it again later in more detail.

Language Builder

In American English, there are two ways to pronounce the word *aunt:* /ant/, rhyming with *can't;* and /ahnt/, rhyming with *taunt*. The second pronunciation is more often heard in the northeastern part of the United States, but both pronunciations are correct.

Quick Check

A

- Write on the board: ***My father's mother is my _____.*** Elicit the word ***grandmother*** to write in the blank. Refer to the family tree on the board to give students a visual representation if necessary.
- Ask a volunteer to read the first question. Refer students to the family tree and to the pictures of Hameed and Mona on this page. Write on the board: ***My uncle's wife is my _____.*** Elicit: ***aunt***.
- Put students in pairs to complete the exercise.

Answers

1. my aunt
2. my grandfather
3. my uncle
4. my cousin

B

- Have students ask and answer the questions in pairs.
- Have each pair write one new question about a person on this page.
- Check answers by calling on pairs to ask and answer questions. Then call on several pairs to ask the new question they have written for the class to answer.

Answers

1. He has two children, a son and a daughter.
2. Adel's wife is Asma.
3. Farah has one brother.
4. Mona's husband is Hameed.

2 Pair Work

CD1, T29 Play the audio for the conversations. Students listen and repeat or speak along with the recording.

- Model the first conversation with a volunteer. Have the student ask the question. Answer with your own information. Then ask the student the question. The student replies with his or her own information.
- Put students in pairs to practice the two conversations. They should use their own information.
- Have pairs act out the conversations for the class.

Workbook

Assign page 107 for practice with vocabulary for family members.

Teaching Tip

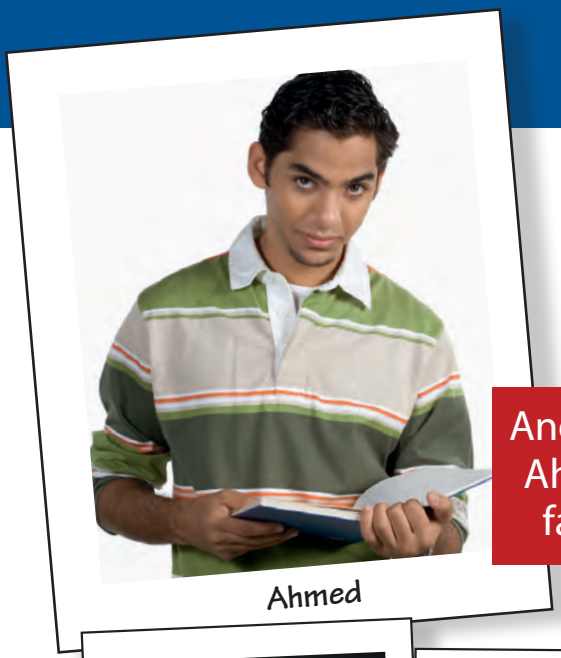
When dealing with family topics, be aware that there may be sensitive areas for students, for example, if a parent or sibling has died, or if there is some other family problem. In these cases, help students to feel comfortable participating in the lesson without having to talk about personal matters.

Additional Activity

Men or Women? In groups, students draw a three-column chart on a piece of paper with the heads, ***Men, Women, Men and Women***. Under each head they write the appropriate family words, according to whether the word refers to a man, a woman, or either. If students need help getting started, elicit all of the family words students know and write them on the board first.

fun facts

Globally, the average family has 3 children. The size of the family in the U.S. has decreased over the years. In 1800, families had an average of 7 children. In 1900, the number was 3.5 and in 2008, it fell to 2.1 children per family.



And this is Ahmed's family.

▲ Adel and Asma are Ahmed's grandparents. Adel is Asma's husband. Asma is Adel's wife.

▲ Hameed is Ahmed's uncle. Mona is Ahmed's aunt. Hameed is Adel and Asma's son. Hameed and Mona are married.

▲ Ali and Farah are Hameed and Mona's son and daughter. They are Ahmed's cousins.

Quick Check ☑

A. Vocabulary. Answer with words for family members.

1. Who's your uncle's wife?
2. Who's your mother's father?
3. Who's your father's brother?
4. Who's your aunt's daughter?

B. Comprehension. Answer the questions about Ahmed's family.

1. How many children does Hameed have?
2. Who is Adel's wife?
3. How many brothers does Farah have?
4. Who is Mona's husband?

2 Pair Work

Ask and **answer** about yourself.

1. Do you have any brothers and sisters?
   Yes, I have one brother and two sisters.
   OR
   No, I don't. / No. I'm an only child.
2. What are the names of your family members?
   My brother's name is _____.
   OR
   My brothers' names are _____.

3 Grammar

Verb: *have*

FYI
don't = do not
doesn't = does not

Affirmative (+)

I You	**have**	a sister.
He/She	**has**	
We You They	**have**	

Negative (–)

I You	**don't**		
He/She	**doesn't**	**have**	a sister.
We You They	**don't**		

Questions (?)

Do / **Does**	you/we/they / he/she	**have**	a sister?

Short Answers (+)

Yes,	I/we/they / he/she	**do.** / **does.**

Short Answers (–)

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

Quantity Expressions: *any, a lot of/lots of*

Q: Do you have **any** brothers and sisters?
A: No, I don't have **any** brothers and sisters.
Q: Do you have **any** cousins?
A: Yes, I have **a lot of (lots of)** cousins.

Possessives: *'s*

Michael has a sister. That's **Michael's** sister.

My cousins have a cat. That's **my cousins'** cat.

Question Words: *How many, Who*

Q: How many cousins do you have?
A: I have a lot of cousins.
Q: Who are these children?
A: They're my cousins.

A. Complete the sentences with possessives ending in **'s** or **s'**. Use the underlined words.

Brian has a sister. She is Brian's sister.

1. My brother has a cat. That's my _____ cat.
2. The girls have a brother. That's the _____ brother.
3. Mrs. Smith has a daughter. That's _____ baby.
4. My grandfather has a sister. She is my _____ sister.
5. The boys have an uncle. That is the _____ uncle.

B. Ask questions for exercise **A**.

Does Brian have a sister?

3 Grammar

Verb: *have*

- Focus students' attention on the affirmative chart. Read the examples with the class. Ask: ***Which form is different?*** (the third person form—he/she ***has***) For negative forms, point out the use of ***don't*** and ***doesn't*** + ***have*** (not ***has***). Draw students' attention to the **FYI** box with the contractions.
- Have students find examples of negative sentences on page 40. (*Faisal doesn't have any brothers and sisters.*)
- Write this sentence on the board: ***They have a sister.*** Under it write the question form: ***Do they have a sister?*** Point out that the subject goes between ***Do*** or ***Does*** and the main verb. As in negative forms, questions always use ***have***, not ***has***, after the auxiliary.
- Review the short answers. Explain that it isn't necessary to use the verb ***have*** in the short answer, just ***do*** or ***does***. It is incorrect to say: *No, I don't have.* or *Yes, I do have.*

Quantity Expressions: *any, a lot of/lots of*

- Explain that we use ***any*** in questions and negative statements. ***A lot of*** or ***lots of*** means a large number of something.

Language Builder

Explain that in English it is incorrect to use two negative words together. This helps explain the use of *any* in negative sentences. English speakers say *I don't have any brothers* NOT *I don't have no brothers.* This error is called a "double negative."

Possessives: *'s*

- Explain that the ***'s*** in the possessive form is not a contraction. Write these sentences on the board:

  Tom's a student.

  Tom's book is on the desk.

  Show students that in the first sentence, ***Tom's*** is a contraction for ***Tom is***. In the second sentence, ***Tom's*** is a possessive form.
- Point out that the singular possessive is ***'s***. For plural words like ***cousins***, the apostrophe comes after the ***s***.
- Have students find examples of possessive forms on page 41.

Question Words: *How many, Who*

- Explain that we use ***How many*** to ask about the number of people or things. Point out the difference between questions with ***have***, which use ***do***, and questions with ***be***. ***Be*** questions don't use ***do*** or ***does***.

A

- Read the directions and go over the example with the class.
- Have students work individually to complete the exercise.
- Check answers by having students write their completed sentences on the board.
- Follow up by collecting a few objects from some of the students. Then hold each one up and ask, for example: ***Is this Ali's pen?*** (making sure that it is not Ali's pen). Then students answer: ***No, it's (name's) pen.***

Answers

1. brother's
2. girls'
3. Mrs. Smith's
4. grandfather's
5. boys'

B

- Review the rules for question formation. Write this example sentence on the board: ***Brian has a sister.*** Elicit the question: ***Does Brian have a sister?*** Then elicit the short answer: ***Yes, he does.***
- Have students work in pairs. They take turns asking questions with the sentences in **A** and answering with short answers.
- Check answers by having different pairs ask and answer the questions for the class.

Answers

1. Does your brother have a cat/pet?
2. Do the girls have a brother?
3. Does Mrs. Smith have a daughter?
4. Does your grandfather have a sister?
5. Do the boys have an uncle?

C

- Focus students' attention on the chart and read the directions aloud. Show them how to form questions to ask their classmates. For example, for numbers 1 and 2, they ask: ***Do you have any brothers? How many brothers do you have?*** For number 3, the question is: ***Are you an only child?*** And for number 4, the question is: ***Do you come from a big family?***
- Have students walk around the room asking and answering the questions with as many of their classmates as they can. Set a time limit for the activity and have everyone stop and sit down when the time is up.
- Ask volunteers to report the information they wrote in their chart to the class.

D

- Have students first read the conversation without trying to fill in the blanks. Then do Maha's first statement with the class as an example. Elicit that the word that goes in the blank is ***have***.
- Put students in pairs to complete the conversation.
- Check answers by asking a volunteer pair to read the conversation for the class.

Answers

Maha: have
Fatima: don't
Maha: have, has, has
Fatima: Do

E

- Have students role-play the conversation in **D** with a partner. Have them change the conversation to fit their own information.
- Ask two or three pairs to act out their conversations for the class.

4 Listening

- Explain to students that they will listen to Sarah Brown talk about her family. Focus their attention on the chart. Tell them that they will listen to find out how many brothers, sisters, etc., Sarah has.

CD1, T30 Play the audio for students to just listen. Tell them not to write at this time.

CD1, T30 Play the audio again for students to complete the chart.

CD1, T30 Then play the audio a third time, pausing as needed for students to check their answers.

Answers

three brothers; two sisters; seven uncles; seven aunts; twenty-one cousins

Audioscript

My name is Sarah Brown. I'm from a big family. I have three brothers and two sisters. My mother is from a big family too. She has four brothers and three sisters. My father is from a small family. He doesn't have any brothers and sisters. He's an only child. All of my mother's brothers and sisters are married. So I have seven uncles, and seven aunts. And I have twenty-one cousins. This is great. We have big family dinners, and we have lots of fun.

5 Pronunciation

- Focus students' attention on the sentences with ***Do you...?***

CD1, T31 Play the audio for students to listen. Then play it again for them to repeat or speak along with the recording.

Workbook

Assign pages 108–109 for practice with the grammar of the unit and an additional reading.

Teaching Tip

Set strict time limits for group activities and stop at the stated time. This helps students focus on the activity and keeps the class moving at a good pace.

Additional Activity

Write the word GRANDPARENTS on the board. Ask students how many words of three or more letters they can make with the letters of that word.

fun facts

People often celebrate their families by having family reunions. The biggest family reunion, according to the *Guinness Book of Records*, took place in 1998 when 2,300 members of the Busse family attended a reunion in their home state of Illinois, U.S.A.

C. Ask your classmates about their families. Write their names.

Find someone who…	Name
1. has only one brother	
2. has two brothers	
3. is an only child	
4. comes from a big family	

D. Complete the conversation. Use ***do, don't, have,*** or ***has***.

Maha: Do you _____ any brothers and sisters?

Fatima: No, I _____. I come from a small family. I'm an only child. How about you?

Maha: I come from a big family. I _____ two brothers and three sisters. My father _____ three sisters, and my mother _____ three brothers and a sister.

Fatima: _____ you have many cousins?

Maha: Oh, yeah. Lots.

E. Role-play the conversation in exercise **D** with a partner.

4 Listening

Listen. Complete the chart about Sarah's family.

How many?	She has…
brothers	
sisters	
uncles	
aunts	
cousins	

5 Pronunciation

Listen to the pronunciation of ***Do you…?***
Notice how the words are pronounced together quickly. Then practice.

Do you have a brother? **Do you** have any cousins?

6 Conversation

Sabah: Tell me about your family.

Badria: Well, I come from a big family. I have four sisters, no brothers.

Sabah: Five girls in your family! Wow! Are any of your sisters married?

Badria: Yes, one is married, and the others are all single. I've got a little nephew and a little niece.

Sabah: So, you're an aunt.

Badria: Yeah. I'm an aunt! How about you?

Sabah: I'm an only child, but I have lots of cousins.

Badria: Do you miss having a brother or sister?

Sabah: Not really. I have the house all to myself!

About the Conversation

1. How many brothers and sisters does Badria have?
2. How many are not married?
3. Is Badria an aunt?
4. How about Sabah?
5. Does she miss having a brother or sister?

Your Turn

Bring a photo of a family or draw an imaginary family. Describe the family members to a partner or a group.

This is _____.

His/Her name is _____.

He/She is _____ years old.

Real Talk

I've got = I have
Not really. = No. Not very much.

7 About You

1. Do you have a big or small family?
2. How many brothers and sisters do you have?
3. How many uncles and aunts do you have?
4. How many cousins do you have?
5. How old are your brothers and sisters?
6. Who is your favorite uncle/aunt/cousin?
7. Do you have any nephews and nieces?

6 Conversation

- Before reading, ask students to quickly scan the conversation to find answers to these questions: ***Who comes from a big family?*** (Badria) ***What is the opposite of married?*** (single)
- **CD1, T32** Have students listen to the audio twice with their books closed. Then have them listen with their books open as they follow along with the text.
- Ask: ***Who is your brother or sister's son?*** (my nephew) ***Who is your brother or sister's daughter?*** (my niece)

Real Talk

- Draw students' attention to the Real Talk box. Have them find the expressions ***I've got*** and ***Not really*** in the conversation.

Language Builder

Explain that in American English, it is common to use the expression *I've got* in affirmative sentences, but it is not usually used in questions (*Have you got a pen?*) or negative statements (*I haven't got a pen*). These uses are more common in British English.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers by calling on pairs to read a question and answer it.

Answers

1. She has four sisters. She doesn't have any brothers.
2. Three of her sisters are single.
3. Yes, she is. She has a niece and a nephew.
4. She's an only child.
5. No, she doesn't.

Your Turn

- Ask students to bring some photos of a family to the next class.
- During the next class, put students in pairs and have them show their photos and describe the family members and draw a family tree. Have them use the model sentences in the book to get started.
- If there are students who do not have photographs, tell them to draw a picture of a family so that they may participate in the activity. Remind students of the family tree you drew on the board during the first lesson of the unit.
- As an optional activity, put students in pairs and have them draw an imaginary family tree. (If they are not comfortable with drawing, they can write only names.) Have the other student try to guess the relation between the family members. Have students write sentences about their partner's imaginary family. (Omar is Ali's father, Mona is Omar's wife, etc.). After several minutes, have students report to the class about their partner's family tree.

7 About You

- Put students in small groups to ask and answer the questions. Assign one student the role of "note taker" for the group. Students might want to figure out things like how many brothers and sisters or cousins the group has among all its members.
- As students are speaking, walk around the classroom and monitor. Check that the groups are speaking English and offer help as needed.
- Ask each group to tell the class two or three interesting things about the families of their group members.

8 Reading

- Focus students' attention on the pictures. Ask the **Before Reading** question.

CD1, T33 Play the audio twice. The first time students listen with their books closed. Then they open their books and read along as they listen.

READING STRATEGY Paired reading

- Put students in pairs and have them take turns reading the four paragraphs alternately. While one student is reading, the other listens with his or her book closed.
- Ask students what information in the reading they already knew. Then ask them what information was new.

After Reading

- Model the first item for the class with a volunteer. Tell the student: ***You are Prince Charles.*** Then say: ***Prince Charles, how many sons do you have?*** Elicit the answer: ***I have two sons.***
- Put students in pairs. They take turns taking the role of the royal and asking the questions.
- Have several pairs act out their conversations for the class. Encourage them to act like the person they are representing.

Answers

1. I have two sons.
2. My brother's name is Harry.
3. I have three children.
4. My husband's name is Carl Gustav.

Discussion

- Have students ask and answer the questions in groups.
- Ask volunteers to report their answers to the class.

fun facts

In British history, the longest reigning royal was Queen Victoria. She was queen for over 63 years, from 1837 to 1901. Next was King George III, who reigned for almost 60 years, from 1760 to 1820. The current queen, Elizabeth II, has been queen since 1952.

Teaching Tip

For group presentations, insist that every student participate in some way. If possible, assign tasks of varying difficulty to students with different language abilities.

Additional Activity

Play a guessing game. Write one family word each on a set of index cards, for example, brother, aunt, son, etc. Students stand up, choose a card, and describe the word. For example: ***He is my mother's son.*** The other students guess the person. (brother)

Project: Trivia Game

Have students work in groups to make a trivia game about royal (or other famous) families. Give each group about 20 blank cards. Students write a question and three answer choices on each. For example:

Who is the queen of England?

a. Sophia **b.** Elizabeth II **c.** Margaret

Then play the game. Each group is a team and asks their questions for other groups to answer. Teams get one point for each correct answer.

8 Reading

Before Reading

What do you know about the royal families around the world?

Famous Royal Families in Europe

The British Royal Family ▸

Prince Charles has two sons. Their names are William and Harry. Their grandmother is Queen Elizabeth, and their grandfather is Prince Philip. Princes Andrew and Edward are their uncles, and Princess Anne is their aunt. William and Harry have many cousins.

◂ The Swedish Royal Family

King Carl Gustav and his wife, Queen Silvia, have three children: two daughters and one son—Princess Victoria, Prince Carl Philip, and Princess Madeleine. Princess Victoria is the future queen.

The Spanish Royal Family ▸

King Juan Carlos I and Queen Sophia have one son and two daughters: Prince Felipe and Princesses Elena and Cristina. All are married. The king and queen have many grandchildren. They are a big family.

The European royal families are related in many ways: Queen Elizabeth and Prince Philip of Britain and King Carl Gustav of Sweden are all great-great grandchildren of Queen Victoria of England. Also, Prince Philip's grandparents (on his father's side) are the great-grandparents of Queen Sophia of Spain. So Prince Philip and Queen Sophia are second cousins.

After Reading

Role-play with a partner. Ask the royals about their families.

1. To Prince Charles: how many / sons
2. To William: brother's / name
3. To King Carl Gustav: how many / children
4. To Queen Silvia: husband's / name

Discussion

1. Does your country have a king or a queen? What are their names?
2. Who is the ruler or leader of your country? Is it a king, a president, or a prime minister?

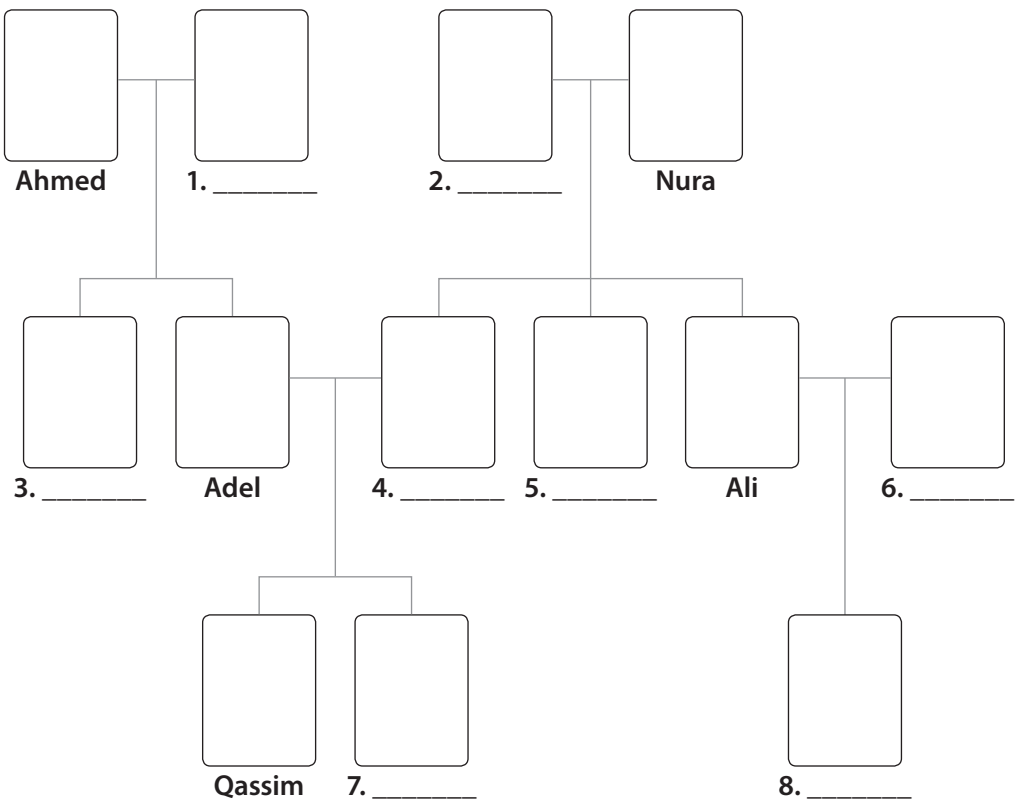
9 Project

Write about the Saudi royal family.

10 Writing

A. Read the text and write the names in the family tree. Draw faces for the people.

This is Qassim's family. His parents' names are Adel and Sahar. He has one sister. Her name's Amina. His father's parents are Ahmed and Farah. They have two children: Adel and Majida. Aunt Majida isn't married. Qassim's other grandparents are Hameed and Nura. Their children's names are Sahar, Fahd, and Ali. Uncle Ali is married. His wife's name is Maha. They have one child. He's Qassim's cousin, Faisal.



Writing Corner

1. Use an apostrophe + *s* (**'s**) to show possession after names and singular nouns and an apostrophe (') for regular plural nouns.
   - This is Ahmed**'s** book.
   - My brothers' names are Fahd and Ali.
2. Use an apostrophe (') for contractions.
   - He**'s** my brother.
   - I don't have a sister.
   - We're cousins.
   - He doesn't have a brother.

B. Create an imaginary family tree. Give names to the family members. Write a paragraph about the family.

9 Project

- Students work in small groups. First, they list the information they need for the report. For example: ***Who are the family members? What are their names?***
- For homework, students look for information about the Saudi royal family. They bring the information to class and write the report as a group.
- Call on a few groups to present their reports to the class.
- Assess the written portion of this project.

10 Writing

A

- Focus students' attention on the diagram of the family tree. Say: ***This is Qassim's family. Where is Qassim?*** Have students point to *Qassim* in the family tree. Read aloud the next sentence of the text. Ask: ***Who are Qassim's parents?*** (Adel and Sahar) ***Where are they in the family tree?*** Have students locate *Adel* in the family tree and elicit from students where to write *Sahar.* (4)
- Have students work in pairs to complete the family tree.
- Check answers by asking questions about the family and elicit the number for each name. For example: ***Who is Qassim's sister?*** (Amina) ***Where is she in the family tree?*** (7), etc.

Answers

1. Farah
2. Hameed
3. Majida
4. Sahar
5. Fahd
6. Maha
7. Amina
8. Faisal

Writing Corner

- Go over the information about apostrophes in 1. Point out the placement of the apostrophe in each example. Explain that the apostrophe comes after the *s* on regular plural nouns. Write these sentences on the board, but omit the apostrophes: ***This is the boy's book. These are the boys' books.*** Ask a volunteer to come to the board and write the apostrophe in each sentence.
- Ask students to read aloud the examples in 2. Explain that the apostrophe in these sentences shows contraction, where two words are joined by omitting letters. Elicit other examples of contractions from students.
- Ask students to identify which apostrophes in the text show possession and which are contractions.

Language Builder

When one thing belongs to two or more people, *'s* is placed after the last person in the list. For example: *Hameed and Nura's children*. The possessive for irregular plural nouns is formed as follows: *men's, women's, children's*. It is sometimes possible to have two possessives in a row. For example: *Ahmed's father's car is red*. For singular nouns and names that end in *s*, there are two accepted forms: *class's* or *class'*; *James's* or *James'*.

B

- Tell students they are going to make a family tree and write a paragraph like the one in exercise **A**. You might want to assign this for homework.
- Have students work individually to create their imaginary family tree accompanied by a short paragraph. Encourage them to illustrate their family tree with drawings or photos from magazines.
- Have students present their paragraphs and family trees to a small group or to the whole class.

Workbook

Assign page 110 for additional vocabulary and writing practice.

11 Form, Meaning and Function

Regular and Irregular Plural Nouns

Regular Plural Nouns

- Go over the examples and the spelling rules for making regular plural nouns. If there is time, tell students to close their books. Write a variety of singular nouns from the chart on the board. Have students write the plural forms in their notebooks. Check answers by having students come to the board and write the plural form next to each noun.

Irregular Plural Nouns

- Go over the list of irregular plural nouns with the class. You may wish to add more irregular plural nouns to the list: *mouse/mice, louse/lice, goose/geese, ox/oxen* and *sheep/sheep, deer/deer, fish/fish, series/series, means/means, species/species.*

A

- Tell students to look back at the pictures of the two families at the bottom of page 40.
- Have students work individually to complete the sentences and then compare answers with a partner.
- Check answers as a class by calling on different students to read the sentences.

Answers

1. men / husbands
2. women / wives
3. parents / daughters / children / people
4. brothers / sisters
5. families / cities

B

- Review the plural forms of *this* and *that* with students. Hold up one book and say: ***This book.*** Then hold up three books to elicit ***These books***. Place one book at a distance. Point to it and say: ***That book.*** Then place three books at a distance. Point to them to elicit ***Those books.***
- Have students complete the exercise individually and then compare answers with a partner.
- Check answers as a class by calling on different students to read the phrases.

Answers

1. those men
2. these teeth
3. these keys
4. those houses
5. these watches
6. those addresses
7. those trees
8. these shelves
9. those countries
10. these cameras

11 Form, Meaning and Function

Regular and Irregular Plural Nouns

Regular Plural Nouns

To make a noun plural, add *-s* at the end of the word.

book books bike bikes

For nouns that end in *s, ss, sh, ch,* and *x,* add *-es*.
Some nouns that end in *o* also have *-es* in plural.

box	box**es**	glass	glass**es**	match	match**es**
bus	bus**es**	dish	dish**es**	tomato	tomato**es**

FYI radio radio**s**

For nouns that end in a consonant and *y*, change the *-y* to *-ies*.

baby	bab**ies**	lady	lad**ies**	city	cit**ies**

But when the noun ends in a vowel and *y*, add *-s*.

boy	boy**s**	day	day**s**	key	key**s**

Some nouns that end in *f* or *fe*, change to *-ves* in the plural.

knife	kni**ves**	half	hal**ves**	leaf	lea**ves**

FYI roof roof**s**

Irregular Plural Nouns

man	**men**	child	**children**	woman	**women**
foot	**feet**	tooth	**teeth**	person	**people**

A. Look at the families on page 40. Write the plural of the word in parentheses.

1. Hameed and Omar are _____ (man). They are _____ (husband).
2. Sabah and Refaa are _____ (woman). They are _____ (wife).
3. Hameed and Sabah are _____ (parent). They have two _____ (daughter) and one son. They have three _____ (child). Their family has five _____ (person).
4. Faisal is an only child. He doesn't have any _____ (brother) and _____ (sister).
5. The two _____ (family) live in different _____ (city).

B. Write the plural.

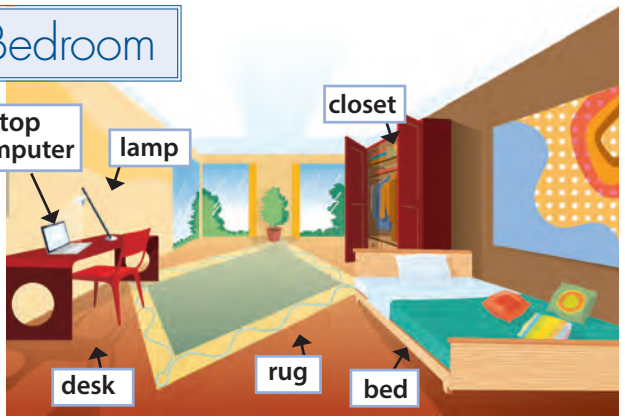
1. that man — those men
2. this tooth _____
3. this key _____
4. that house _____
5. this watch _____
6. that address _____
7. that tree _____
8. this shelf _____
9. that country _____
10. this camera _____

6 Is There a View?

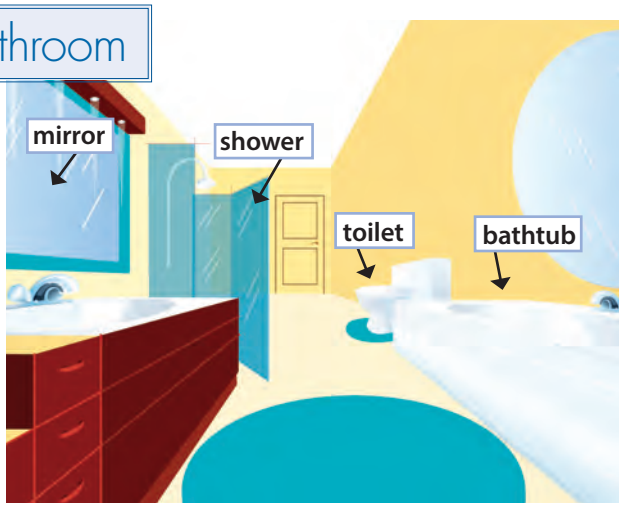
1 Listen and Discuss

Look at the rooms in this house. What is the same in your home? What is different?

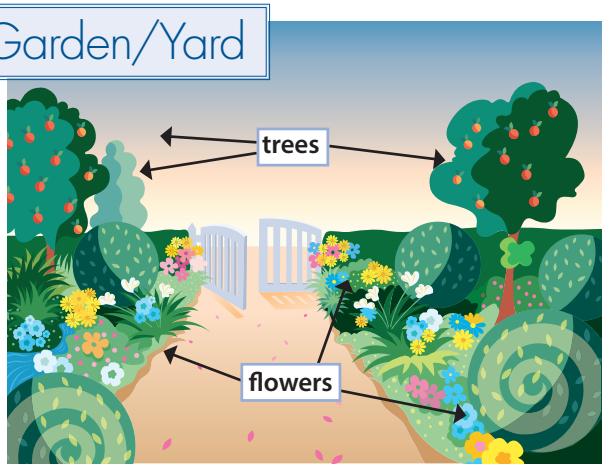
Bedroom



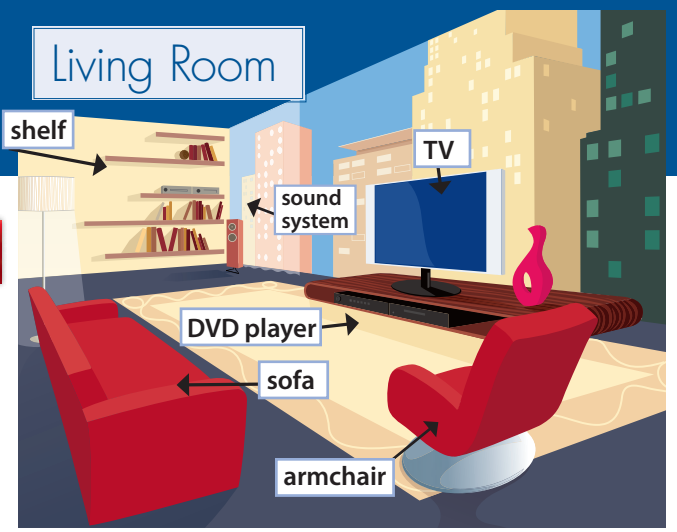
Bathroom



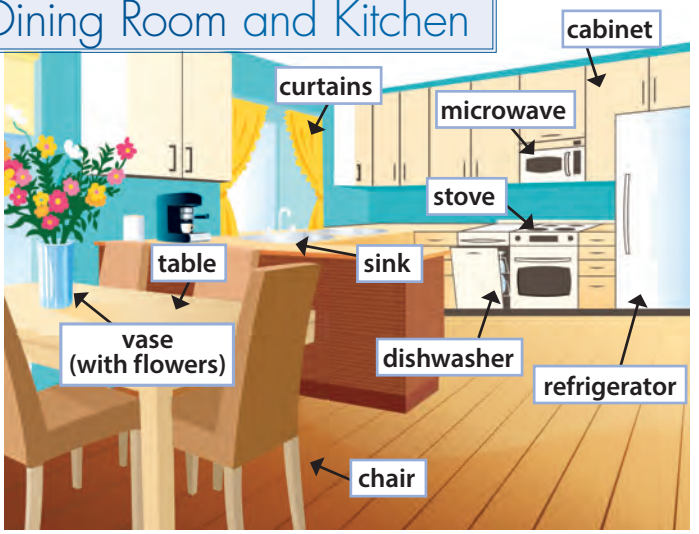
Garden/Yard



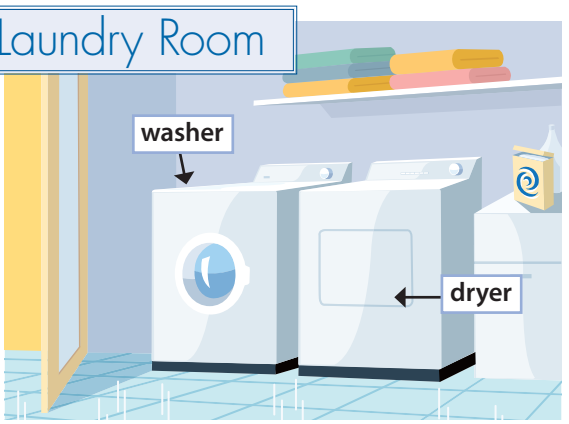
Living Room



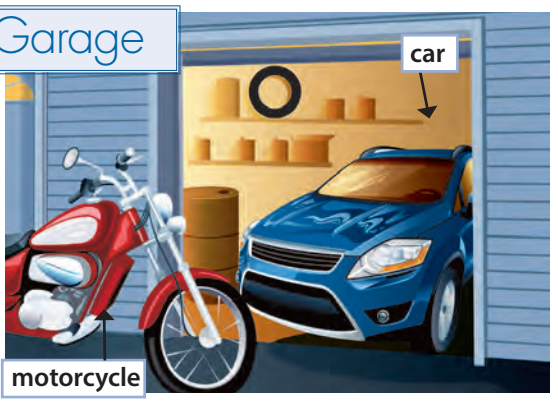
Dining Room and Kitchen



Laundry Room



Garage



Unit Goals

Vocabulary
Rooms of the house
Furniture
Prepositions of place

Functions
Talk about rooms in a house and objects in the rooms
Describe the location of objects
Describe houses

Grammar
There is / There are— affirmative, negative, *yes/no* questions, short answers
Prepositions: *in, in front of, behind, on, under*
Conjunctions: *and, but, or*

Listening
Listen for specific information to perform a task

Pronunciation
Yes/No question intonation

Reading
Unusual Houses

Writing
Describe your home

Project
Make a poster about a dream house

Warm Up

Ask students questions about things in the classroom using *Is there…* and *Are there…* For example, ask: ***Are there any windows in the classroom? Is there a pencil on your desk?*** Students answer with just *yes* or *no*.

1 Listen and Discuss

- Give students a few minutes to look at the pictures on this page and read the words. Ask: ***Which words did you already know?***
- **CD1, T34** Play the audio for the rooms, furniture, and objects on this page. Students listen and point to each room and object as they hear the word.
- **CD1, T34** Play the audio again. Students listen and repeat or speak along with the recording.
- Ask some questions about the pictures with *Is there…* and *Are there…* For example, ask: ***Is there a car in the garage?*** (yes) ***Is there a TV in the bathroom?*** (no) ***Are there flowers in the garden?*** (yes) ***Are there curtains in the bedroom?*** (no)
- Ask students if most homes in their country have the same rooms and furniture. (Be careful about asking students about their own homes, as this might become competitive.)

Language Builder

Point out that the plural of *shelf* is *shelves*. In the U.S., people generally use the word *yard* to refer to the area outside the house. They use the words *front yard* and *backyard* to talk about those specific parts of the yard. *Garden* refers to a specific part of the yard with flowers or, perhaps, fruits and vegetables.

Jim's House / Omar's Apartment

- Have students look at the pictures. Ask: ***Which do you like more, the house or the apartment? Do either of these homes look similar to homes in your country?***
- **CD1, T34** Play the audio twice. The first time, have students cover the text and listen, looking only at the pictures. Then they listen again and read along with the recording.
- Explain the new vocabulary. Point to the two floors of the house to explain *upstairs* and *downstairs*. Ask students to find the *balcony* in Omar's apartment. Elicit that a *view* is what you see from a certain place.
- **CD1, T34** Play the audio again. Students listen and read along with the recording.
- Ask a few questions with *have* about the house and the apartment. Students answer with short answers. For example, ask: ***Does Omar's apartment have three bedrooms?*** (No, it doesn't.) ***Does Jim's house have two bathrooms upstairs?*** (Yes, it does.)

Quick Check

A

- Have students look at the pictures on page 48 and circle the things they have in their houses or apartments.
- Arrange students in pairs to compare the items that they circled. Tell them to take turns saying the items they circled aloud.

Answers

Answers will vary.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*.

Answers

1. yes
2. no
3. yes
4. no
5. no

2 Pair Work

A

- Write the following sentence on the board: ***There is a TV in the bedroom.*** Show students how to form the question by moving ***is*** in front of ***there***. (This will be explained and practiced in more detail in the Grammar on page 50.)

CD1, T35 Play the audio for the first conversation. Have students listen and repeat or speak along with the recording.

- Read conversation **A** with a volunteer. Substitute the underlined words with different objects and rooms.
- Put students in pairs to practice the conversations.

B

CD1, T35 Play the audio for conversation **B**. Students listen and repeat or speak along with the recording.

- Tell students to practice asking and answering about Jim's home and Omar's home, using the pictures and text on page 49.
- Model another example with a student if necessary. For example, ask: ***Are there two bathrooms in Omar's apartment?***

C

- Ask students to switch partners to practice the last conversation. Tell them that they will ask and answer questions about their own homes. Tell them to ask each other about the items that they circled in the picture for Quick Check **A**.

CD1, T35 Play the audio for the last conversation as a model. Students listen and repeat or speak along with the recording.

Workbook

Assign page 111 for practice with vocabulary for rooms in a house, objects in the rooms, and prepositions of location.

Teaching Tip

When learning vocabulary for objects, students should try to make a direct mental link between the word in English and the object, without translating the word. They can practice at home by looking at objects and thinking the English words, for example, *sofa* or *chair*.

Additional Activity

Have students find pictures of houses and rooms in magazines and bring them to class. Then put students in small groups to describe their pictures to their classmates.

fun facts

King Louis XIV of France loved staying in bed. In fact, he often held court in the royal bedroom. It is said that he owned 413 beds. He liked beds that were large and very comfortable.

Jim's house is nice and big. It has three bedrooms and two bathrooms upstairs. Downstairs there's a living room, a dining room, and a kitchen. There's a pretty garden in front of the house. Behind the house, there are trees.

Omar's apartment is small, but it's very nice and comfortable. It has one bedroom and one bathroom. There's a comfortable living room, and there's a modern kitchen. There isn't a yard. But the apartment has a balcony with a beautiful view.

Quick Check ☑

A. Vocabulary. Circle the things you have in your house.

B. Comprehension. Answer ***yes*** or ***no*** about the house on page 48.

1. _____ There's a rug in the bedroom.
2. _____ There isn't a dishwasher in the kitchen.
3. _____ There are trees in the yard.
4. _____ There aren't any flowers in the dining room.
5. _____ There is a motorcycle in the garage.

2 Pair Work

A. Ask and **answer** about the rooms in the pictures.

- Is there a TV in the bedroom?
- No, there isn't.
- Are there curtains in the kitchen?
- Yes, there are.

B. Ask and **answer** about Jim's and Omar's homes.

- Is there a garden in front of Jim's house?
- Yes, there is.

C. Ask and **answer** about your home.

- What's in your bedroom?
- There's a bed, a desk, and a closet.

3 Grammar

There is / There are

Singular	Plural
Affirmative (+)	
There is (or **There's**) a table in the kitchen.	**There are** four people at the table.
Negative (–)	
There isn't a bathroom downstairs.	**There aren't** trees in front of the house.

Questions (?)	*Short Answers (+)*	*Short Answers (–)*
Is there a table in the kitchen?	Yes, **there is.**	No, **there isn't.**
Are there flowers on the table?	Yes, **there are.**	No, **there aren't.**

Prepositions: *in, in front of, behind, on, under*

The mouse is **in** the box.

The mouse is **in front of** the cat.
The cat is **behind** the mouse.

The cat is **on** the balcony.
The mouse is **under** the balcony.

A. Complete the conversation. Use ***there is / there are*** or ***there isn't / there aren't***.

A: This room is great. _____ _____ a nice bed.
B: Is there a sofa?
A: No, _____ _____. But _____ _____ chairs and a table.
B: Is there a bathroom?
A: Yes, _____ _____ . It's upstairs.
B: Is there a TV?
A: No, _____ _____ . This is a room for a student.

B. Role-play the conversation in exercise **A** with a partner.

3 Grammar

Language Builder

Explain that *there's* is a contraction for *there is*. There is no contraction for *there are*.

There is / There are

- Ask volunteers to read the example sentences in the chart aloud.
- Explain that in sentences with ***There***, the subject comes after the verb ***be***. If the subject is singular, we say ***There is***. If it's plural, we say ***There are***. For example, the subject ***table***, in the example sentence, is singular.
- Students should notice that short answers are formed in the same way as other short answers with ***be***.

Prepositions: *in front of, behind, on, under*

- Have students read the sentences and look at the pictures. Note that the prepositions tell where the cat and mouse are.
- Give more examples using classroom objects. Arrange things on and around your desk. Then, for example, say: ***My chair is behind the desk. My pencil is on the book. I am in front of the board.***
- Bring photos of houses and rooms from magazines to class. Put the photos on the board and have students write sentences describing the photos. Remind them to use ***There is*** / ***There are*** and prepositions (***in front of***, ***behind***, ***next to***, etc.) After several minutes, have students read their sentences to the class. The other students find which rooms or house they are describing. You can start by doing an example. Say: ***There are three pictures on the wall***. The students find the room you are describing.

A

- Have students first read the conversation without trying to fill in the blanks. Explain that this is a conversation between a landlord and a man who is looking for an apartment to rent. Working with the whole class, elicit that the words ***There is*** go in the blanks in the first sentence.
- Have students work in pairs to complete the conversation and read it together.

Language Builder

Explain that when there is a list of things after *There is* or *There are* the verb agrees with the first item in the list, for example: *There are chairs and a table* but *There is a table and chairs.*

Answers

A: There is
B: —
A: there isn't, there are
B: —
A: there is
B: —
A: there isn't

B

- Have students role-play the conversation with a partner. Tell them to use different vocabulary items and ask for the things they would want in a room.
- Have two or three pairs act out the conversation. Encourage them to be very expressive. The student should act a little sad and depressed because the room is terrible. The landlord acts as if the room is wonderful.

C

- Focus students' attention on the diagrams of the two apartments and the list of sentences above. Have them find the two bathrooms in Adel's apartment and the one bathroom in Ali's.
- Have students work individually to write more sentences about the two apartments. Point out that they can write sentences with ***have*** or with ***There is / There are***. Sentences can be affirmative or negative.
- Put students in pairs to read their sentences to each other.
- To conclude the activity, ask volunteers to read one of their sentences aloud.

Answers

Answers will vary. Sample answers:
Adel's apartment has two bedrooms.
Ali's apartment has one bedroom.
There's a dining room in Adel's apartment.
There isn't a dining room in Ali's apartment.
There's a kitchen in Adel's apartment.
There's a kitchen in Ali's apartment, too.
Ali's apartment has a balcony.
Adel's apartment doesn't have a balcony.

4 Listening

- Make sure that students have pencils or markers to draw with before they begin.
- If students are not comfortable with drawing, tell them that they can write the names for the objects in the appropriate place.
- CD1, T36 Play the audio once for students to listen. Tell them not to draw or write at this time.
- CD1, T36 Play the audio two or three more times as students draw the answers. Suggest that they first take notes about the objects and then go back and draw them in.
- Check answers by drawing a rough sketch of the room on the board and asking students to come and show where they put each object.

Audioscript

Listen. Draw or write the names of the missing objects in the room.

1. There's a vase with flowers on the dining room table.
2. There's a rug in front of the sofa.
3. The magazines are under the small, round table in the center of the living room.
4. There's a lamp behind the armchair.
5. The sound system is on the shelf.
6. There's a painting on the wall.

5 Pronunciation

- Model the first question for the class. As you say the question use your hand to show the intonation. Move your hand across and then up as you say ***garage***.
- CD1, T37 Play the audio for students to listen and then play it again for them to repeat or speak along with the recording.
- Put students in pairs. Have them ask and answer the questions referring to the picture in the Listening exercise. Check that they are using rising intonation in the questions.

Workbook

Assign pages 112–113 for practice with *there is / there are*.

Teaching Tip

Use the pictures in the Student Book to help students review and develop vocabulary. Do this for all pictures, including pictures on the grammar pages.

Additional Activity

Play a Twenty Questions game. Have students look at the pictures of the rooms on page 48. One student thinks of an object he or she sees in the pictures. The other students ask *yes/no* questions to guess the object, for example: ***Is it in the bedroom? (No, it isn't) Is it . . . ?***

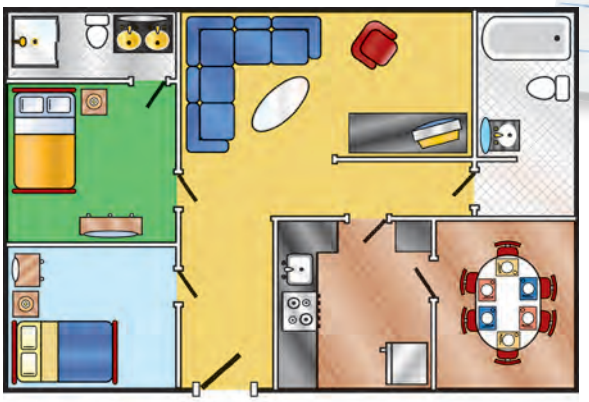
fun facts

Bill Gates, the founder of Microsoft®, has an amazing house in Washington, U.S.A. It has only 7 bedrooms, but there are 24 bathrooms and 6 kitchens. There's also a library, a film screen, and a huge swimming pool with an underwater sound system. It also contains advanced electronic features like revolving art.

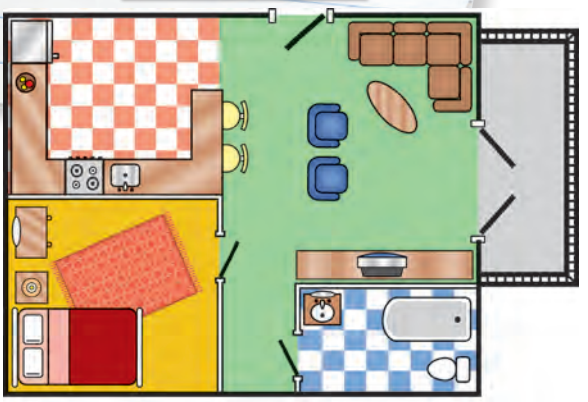
C. Compare Ali's and Adel's apartments. Share your sentences with a partner.

Adel's apartment has two bathrooms.
Ali's apartment has one bathroom.
There is a living room in Adel's apartment.
There is a living room in Ali's apartment, too.

Adel's apartment

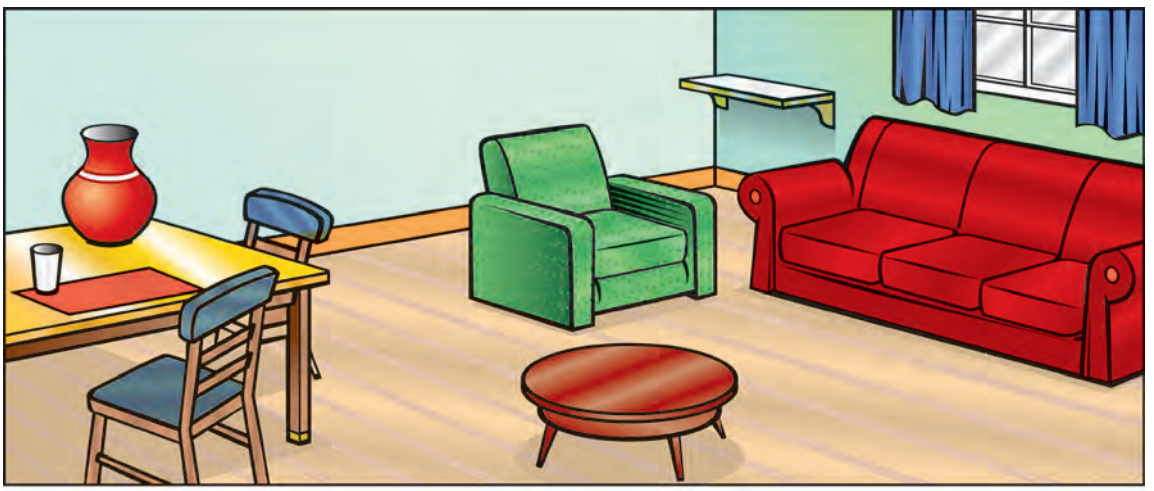


Ali's apartment



4 Listening

Listen. Draw or write the names of the missing objects in the room.



5 Pronunciation

Listen to the rising intonation. Then practice.

Is there a garage?

Are there flowers?

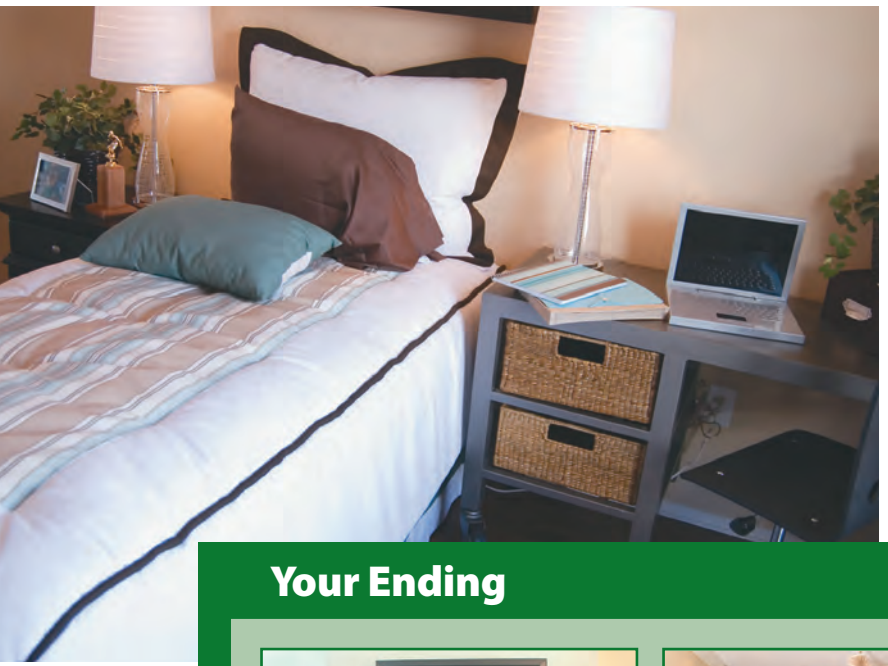
Is there a microwave?

Are there curtains?

Is there a cat on the sofa?

Are there pictures on the wall?

6 Conversation



John: What's your home like?
Tom: It isn't big. There are only two bedrooms: one for my parents, and one for my brother and me.
John: And what's your favorite room?
Tom: The bedroom. It has my computer. How about you?
John: My favorite room is the living room.
Tom: Why?

Your Ending

1 Because it has a huge high-definition TV.

2 Because there's a nice view.

3 Because there's a great sound system.

About the Conversation

1. How many bedrooms are there in Tom's house?
2. Who shares the bedroom with Tom?
3. What's Tom's favorite room? Why?
4. What's John's favorite room?

Your Turn

A. Tell a partner about your home.

It's _____.
It has _____.
There is / are _____.

B. Discuss your favorite room.

My favorite room is _____.
There is / are _____.
It has _____.

7 About You

1. What's in your bedroom?
2. What's under your bed?

6 Conversation

- Have students look at the photo. Ask: ***What room is this?*** (a bedroom) ***What furniture is in the room?*** (a bed, a desk, a computer, two lamps, etc.)
- **CD1, T38** Have students listen to the audio twice with their books closed.
- **CD1, T38** Play the audio a third time. Have students open their books and follow along with the text and the pictures.

Your Ending

- Focus students' attention on the three endings.
- **CD1, T38** Play the audio for the endings as students listen and read along.
- Put students in pairs to role-play the conversation. Each pair chooses an ending for their conversation.
- Have two or three pairs act out the conversation for the class, each with a different ending.
- After pairs have acted out the conversations, ask them to explain why they chose their ending and why they didn't choose the other endings.

About the Conversation

- Put students in pairs to ask and answer the questions.
- Check answers by calling on pairs to read the questions and answers aloud. Ask classmates if they agree or disagree with the answer given.

Answers

1. There are two bedrooms in Tom's house.
2. Tom shares his bedroom with his brother.
3. Tom's favorite room is his bedroom because it has his computer.
4. John's favorite room is the living room.

Your Turn

- Model the activity in **A** by telling students something about your home. Use the sentence starters on the page. For example, say: ***It's small. It has a living room. There is a big balcony with a nice view of the city.***
- Put students in pairs to talk about their homes and favorite rooms.
- Ask a few volunteers to report about their partner's home and favorite room.

7 About You

- Put students in small groups to ask and answer the questions. Circulate and offer vocabulary help as needed. If there are words that will be useful for the whole class, write them on the board.
- Ask a spokesperson from each group to report about their group's answers. Find out what is the most unusual thing under a student's bed.

8 Reading

- Focus students' attention on the pictures. Ask the **Before Reading** question: ***What's unusual about these two houses?*** Point out that the "house" in the Amsterdam picture is actually the orange boat in the foreground.
- Ask: ***What is a cave?*** Elicit that it's like an underground room or group of rooms. If possible, give examples of caves the students may know of.

CD1, T39 Play the audio twice. The first time students listen with their books closed. The second time, they listen and follow along in the book.

READING STRATEGY Jigsaw reading

- Use the two paragraphs for a jigsaw reading exercise. Students work in pairs and each student reads one paragraph. Then each student tells his partner two things he or she learned in the paragraph.
- **Note:** There may be a number of unfamiliar words in these paragraphs. Encourage students to focus on what they *can* understand. Emphasize that they don't have to understand every word.

After Reading

- Have students work in pairs to ask and answer the questions. Explain that "modern facilities" means things like electricity and running water.
- Check answers by asking volunteers to answer the questions.

Answers

1. The cave houses aren't cold or hot. They're the same temperature all the time. They're always comfortable.
2. Yes, they do. They have electricity and running water.
3. Some are very large and have ten rooms or more.
4. There are over 10,000 houseboats.
5. Artists and young people like to live on houseboats.

Discussion

- Brainstorm with the class a few ideas about unusual houses in the students' town or country. Write their ideas on the board. Students continue the discussion in small groups.

Teaching Tip

Encourage students to notice cognates and to use their knowledge of their own language to give them clues to the meaning of words in English.

Additional Activity

Have students do the project activity again on their own, designing their own personal dream house.

Project: Design an Unusual House

Have an "Unusual House" contest. Students work in groups to design the most unusual house they can think of. They post their designs and the class votes on the winner.

fun facts

A 14-year-old Finnish boy designed a very unusual house. The outside is covered with a special material that can change color. The owner of the house can press a button and change the color of the house whenever he wants to.

8 Reading

Before Reading

What's unusual about these two houses?

Unusual Houses

Some people have very unusual houses.

Cave house
Granada, Spain

Houseboat
Amsterdam, Netherlands

Cave Houses

There are many cave homes in southern Spain. However, the homes are made by people and are not natural formations. These houses date back to the eighth century. The area near Granada is very hot in summer and cold in winter. But the temperature in the cave homes is about 19 to 20 degrees Celsius all year round. The houses have electricity and running water, and they are dry and comfortable. Some cave houses are very large and have ten rooms or more. The houses are usually very quiet, too.

Houseboats

There are over 10,000 houseboats in the Netherlands. Many are on Amsterdam's canals. These are old barges that are now homes. Lots of artists and young people like to live on the houseboats. Also, Amsterdam is very crowded, and there are not enough houses for everyone, especially in the city center. So houseboats offer people the chance to live right in the city. Houseboats in Amsterdam have one thing in common: they all look different.

After Reading

1. Are the cave houses cold or hot?
2. Do they have modern facilities?
3. How big are the cave houses?
4. How many houseboats are there in the Netherlands?
5. Who likes to live on houseboats?

Discussion

Are there any unusual houses in your town or country? What are they like?

9 Writing

A. Complete the chart with notes that describe your home. What things are in each room? What words describe the rooms? What is your favorite room? Why?

Room	Description
Kitchen	
Living Room	
Bedroom(s)	
Bathroom	
Other:	
Other:	

Writing Corner

1. Use *and* to connect words and ideas that are similar. Use commas for a list.
   The kitchen is big **and** modern. There's a closet, a bed, **and** a desk in my room.
2. Use *but* to connect opposite ideas. Put a comma before but when there is a subject.
   My room is small **but** comfortable. My room isn't very big, **but** it's comfortable.
3. The place (where) goes at the end or the beginning of a sentence. When it is at the beginning, put a comma after the phrase.
   There are pretty flowers **in the garden**. **In the garden,** there are pretty flowers

B. Read the text. Circle the adjectives that describe the home or the things in it.

Our home is a modern apartment in the city. It's on the seventh floor. The apartment isn't big, but it's very comfortable. It has two bedrooms, a bathroom, a kitchen, and a living room. There isn't a dining room, but the kitchen has a table and chairs. My favorite room is the living room. It has large windows and a balcony. There are some pretty flowers on the balcony. The best thing is that there's a great view of the city!

C. Describe your home. Use your notes from the chart in exercise **A** and ideas from this unit.

10 Project

Tell the class about your dream house. Find pictures on the Internet or in magazines. Make a poster.

9 Writing

A

- Go over the directions with the class. Ask different students to describe a room in their house and the things in it. Then ask students to think about their favorite room. Call on volunteers to describe their favorite room and to explain why.
- Draw students' attention to the chart. Tell them that later they will use their notes to write about their home.
- Have students complete the chart individually. As they are working, go around the room and offer help as needed.

Writing Corner

- Go over the information about the conjunction *and* in 1. Ask students to read aloud the examples. Then call on students to describe the things in different rooms of their home.
- Look at the information in 2 and have students read aloud the example. Explain that unlike *and*, the conjunction *but* is used to show two contrasting ideas.
- Have students read aloud the examples in 3. Elicit further sentences from students with ***in my bedroom, in the kitchen, in the living room, on the wall, on the balcony.***

B

- Have volunteers read parts of the model paragraph aloud. Ask questions about the paragraph. For example: ***Where is the apartment? What floor is it on? Is it big? How many bedrooms are there? What furniture is in the kitchen? What is the writer's favorite room? Why?***
- Have students circle the adjectives.
- Check answers as a class by calling on students to say which adjectives they circled and what each adjective describes.

Answers

Adjectives: modern, (not) big, comfortable [apartment]; favorite [room]; large [windows]; pretty [flowers]; best [thing]; great [view]

C

- Have students work individually to write a paragraph about their home using their notes from the chart. Remind them to connect their ideas with conjunctions.
- Collect the paragraphs and redistribute them to other students. Have students read the paragraph they have received and write one question for the writer. For example: ***Is there a garage in your house?*** Students then return the paragraph and the writer answers the question.

10 Project

- Have students work in groups to talk about and design a group dream house. Tell them to draw a diagram like those at the top of page 51 to show the rooms in the house.
- Have each student write his or her own paragraph about a dream home to submit.
- Have students hang their dream houses on the wall. Which dream home does the class like best?

Workbook

Assign page 114 for an additional reading, and writing practice.

11 Form, Meaning and Function

Coordinating Conjunctions: *and, but, or*

- Review the information in the chart about the conjunctions *and* and *but* with the class. Have students read aloud the examples.
- Ask students to find examples with *and* and *but* in the paragraph on page 54.
- Explain that the conjunction *or* shows a choice between two things. Illustrate examples using *or* with the class. For example, ask: ***Do you write with a pencil* or *a pen? Is basketball a sport* or *a game? Are you tall* or *short?***

A

- Draw students' attention to the kitchen in picture A. Call on two or three volunteers to describe the things in it.
- Have students work individually to write sentences. Then put students in small groups to compare answers.
- Call on students to read their sentences to the class.

Answers

Answers will vary. Sample answers:

1. There is a stove, a dishwasher, and a refrigerator.
2. There are flowers and a vase on the table.
3. There is a table and chairs.

B

- Focus students' attention on the kitchen in picture B. Have two or three students describe the things in it. Ask: ***Are the kitchens in A and B the same? What is different in picture B?*** Read the example. Then call on volunteers to answer.
- Have students work individually to write sentences. Then put students in small groups to compare answers.
- Call on students to read their sentences to the class.

Answers

Answers will vary. Sample answers:

1. There is a window, but there aren't any curtains.
2. There is a refrigerator, but there isn't a table and chairs.
3. There is a dishwasher, but it isn't next to the stove.

C

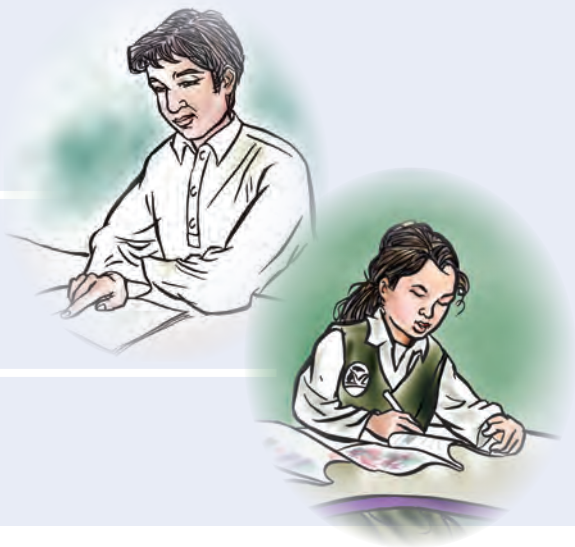
- Go over the directions with the class. Model the activity by having a student ask you the question in the example. Then tell the student to secretly choose a kitchen. Ask a question using *or*, for example: ***Is the floor green,* or *is it brown?*** The student responds and you guess which picture it is.
- Put students in pairs to take turns asking and answering questions about the kitchens.
- Go around the room as students are working and offer help as needed.

11 Form, Meaning and Function

Coordinating Conjunctions: *and, but, or*

Conjunctions connect words and ideas in a sentence.
Use *and* to connect words and ideas that are similar.

There is a sofa, an armchair, **and** a table in the living room.
We read **and** write in class.



Use *but* to connect contrasting ideas.

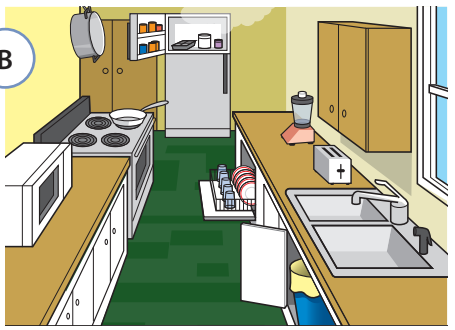
I can speak English, **but** I can't speak French.
There are flowers in the garden, **but** there aren't any trees.

Use *or* when there is a choice.

You can sit on the sofa **or** the armchair.
You can write the word **or** draw a picture.

A

B



A. Write sentences with ***and*** to describe the kitchen in picture A.

1. There is _____
2. _____
3. _____

B. Write sentences with ***but*** to describe how picture B is different from picture A.

There is a microwave, but it isn't above the stove.

1. _____
2. _____
3. _____

C. Work with a partner. Student A: choose a kitchen. Student B: ask questions with ***or*** to find out which kitchen it is. Change roles.

A: Is there a microwave above the stove, or is it on the counter?
B: It's on the counter.
A: It's picture B!

7 Where Do You Live?

1 Listen and Discuss

1. What is the name of your neighborhood?
2. How is this neighborhood the same or different from yours?

Unit Goals

Vocabulary
Places in the neighborhood
Prepositions of place

Functions
Name places in a city
Describe location
Ask for and give directions

Grammar
Verb: *live* + Preposition
Prepositions of Place: *across from, between, next to, on, near, far from*
Comparative and Superlative Adjectives

Listening
Listen to follow directions

Pronunciation
Syllable stress

Reading
Famous Neighborhoods

Writing
Write a postcard about your neighborhood

Project
Make a brochure for your neighborhood

Warm Up

Write the word ***neighborhood*** on the board. Explain that it refers to a specific area in a city or town. Explain that the school's neighborhood is the surrounding area. Talk about the neighborhood around the school with students. Ask if the neighborhood has a name. Ask questions with *Is there* and *Are there*. For example, ask: ***Is there a park near here? Are there any good restaurants in the neighborhood?*** Write a few words for places that you ask about on the board, for example: ***park, restaurant, supermarket***, etc.

1 Listen and Discuss

- Give students a minute to look at the map. Tell them to read the places and street names. Are any of the places you wrote on the board on the map?

CD1, T40 Play the audio of the twelve place names and the ads. Students listen and point to each place or ad as they hear it.

CD1, T40 Play the audio again. Students listen and repeat or speak along with the recording.

- Discuss the introductory questions at the top of page 56 with the class. Students talk about the neighborhoods where they live. For example, ask: ***Is there a subway station in your neighborhood / town?***
- Focus students' attention on the photo of the two people talking.

CD1, T40 Play the audio of the conversation. As students listen, have them point to the person who is speaking.

CD1, T40 Play the audio again. Students listen and repeat or speak along with the recording.

- Put students in pairs to practice the conversation. Have them read the conversation twice, changing roles each time.
- Ask: ***Do the young men live in the same apartment building?*** (yes) ***Where does the new neighbor want to go?*** (to a convenience store) ***Does the boy like the neighborhood?*** (Yes, he does. He says it's "great.")
- Ask a few questions with the prepositions *across from, near, next to,* and *on* to prepare for the Quick Check. (There will be a complete presentation and more practice on the Grammar page.) For example, ask: ***What's near the post office?*** (Gino's) ***What's next to the subway station?*** (City Center Supermarket) ***Is the post office across from the subway station?*** (yes) ***Is the convenience store on Main Ave.?*** (no)

Language Builder

Point out the abbreviations for street names used on the map.

St. = Street
Ave. = Avenue
E. = East
W. = West

Quick Check

A

- Have students work individually to write the names of the places.
- Then have students compare answers with a partner.
- Check answers by reading the descriptions and calling on students to name the places.

Answers

1. a restaurant (Gino's or the Internet Café)
2. the park
3. the mall
4. the health club
5. the bookstore (Andy's Bookstore)

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*.

Answers

1. no
2. yes
3. yes
4. yes

2 Pair Work

CD1, T41 Play the audio for students to listen and repeat or speak along with the recording.

- Read conversation 1 with a volunteer. Substitute different street names from the map.
- Put students in pairs to practice conversations 1 and 2. They should repeat each conversation two or three times, changing roles and using different places and locations from the map.
- Have a few pairs act out their conversations for the class.

Workbook

Assign page 115 for practice with vocabulary for places and for giving directions.

Teaching Tip

Introduce additional words and expressions that will make the lesson more interesting and useful. For example, if there are places in the students' neighborhoods that are not on the map, such as a library or a gas station, teach these words as well.

Additional Activity

Write a sentence on the board describing a location of a place in the picture on pages 56 and 57. For example, write: ***The convenience store is on Sixth Ave.*** Then have students close their books. In groups students write five more sentences without looking at the picture. Then they open their books to see if their sentences were correct or not. Have a few volunteers write their sentences on the board.

fun facts

- No one knows exactly when the first maps were made. However, the Babylonians knew the art of surveying and made accurate maps sometime between 3000 and 2000 B.C.E.
- There is an amazingly accurate map of Central America and the Caribbean made in 1514. It shows the islands of Cuba, Jamaica, Hispaniola, and Puerto Rico along with many of the smaller islands.
- Now with computer programs it is possible to look at an accurate map of almost any city in the world in seconds. In some cases, you can even have a "street view" and take a virtual walk down the street.

Quick Check ☑

A. Vocabulary. Name the place.

1. _____ a place to eat
2. _____ a place to take a walk
3. _____ a place with many stores
4. _____ a place to exercise
5. _____ a place to buy a book

B. Comprehension. Answer ***yes*** or ***no***.

1. ___ Gino's restaurant is on Maple Avenue.
2. ___ Andy's Bookstore and Internet Café is between the bank and the pharmacy.
3. ___ The health club is near the park.
4. ___ The supermarket is near the subway station.

2 Pair Work

Ask and **answer**.

1. Where do you live?
   I live on Park Street.
2. Are there any restaurants near here?
   Yes. There's a restaurant on Maple Avenue.

3 Grammar

Verb: *live* + Preposition

Where do you live?

I **live in** Jeddah. *(city)*
I **live on** the third floor. *(building)*
I **live on** First Avenue. *(street)*

Prepositions of Place: *across from, between, next to, on, near, far from*

The park is **across from** the school.

The bank is **between** the post office and the restaurant.

The pharmacy is **next to** the bookstore.

The bus stop is **on** the corner.

The museum is **near** the hotel.

The airport is **far from** town.

Imperatives for Directions

Turn left.

Turn right.

Go straight.

Go up. **Go down.**

A. Match the questions with the answers.

1. _____ Is there a restaurant in the mall?	**a.** My apartment's on the second floor.
2. _____ Is the airport far from the city?	**b.** No. It's between the bank and the health club.
3. _____ Where's the convenience store?	**c.** No, it isn't. It's closed.
4. _____ Is the bank open on Friday?	**d.** Yes, there is. It's across from the bookstore.
5. _____ Where do you live?	**e.** No, it isn't. It's near the city.
6. _____ Is the post office next to the park?	**f.** It's on the corner of Dade and Main Streets.

3 Grammar

Verb: *live* + Preposition

- Explain that after the verb ***live***, we use ***in*** + city, but ***on*** + a street name or floor number. Read the examples in the chart together.

Prepositions of Place: *across from, between, next to, on, near, far from*

- Focus students' attention on the pictures. Ask volunteers to read the sentence under each picture.
- Give students more examples of the prepositions using classroom objects or the students' positions in the room. For example, say: ***Adel sits* between *Ali and Omar. Ahmed's desk is* far from *the board.***
- Point out some of the details students often forget. We say ***next to*** (with the word ***to***) but ***near***, (NOT *near to*). Two of the two-word prepositions use ***from: across from*** and ***far from***.

Language Builder

Explain more details about the use of prepositions of location.

in the airport = inside the building

at the airport = in the vicinity of the airport, either in the buildings or just outside, for example in the parking lot

on the corner = a location that is a permanent situation (For example: *The bus stop is on the corner.*)

at the corner = a location that is a temporary situation (For example: *The bus is at the corner now.*)

Imperatives for Directions

- Have students look at the signs. Read the captions with the class. Ask if they ever see signs that look like this and where. Elicit examples. If students don't understand the last sign, explain that it is a sign on an elevator.
- To check understanding of the imperatives, you might ask students to stand up and give them the commands. For example: ***Turn right***. Check to make sure that they respond correctly.

A

- Read the directions and the first sentence with the class. Elicit that the match for the first item is ***d*** because the answer to a question that begins with ***Is there…*** should be ***Yes, there is*** or ***No, there isn't***. If necessary, explain that this exercise is *not* related to the picture on pages 56 and 57.
- Put students in pairs to do the exercise. They should take turns asking the questions and matching them with the answers.
- Check answers by calling on different pairs to read their matches.

Answers

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

B

- Focus students' attention on the picture. Ask them what places they see in the picture.
- Read the directions and number 1 with the class. Elicit that the pharmacy is ***next to*** the bookstore.
- Have students complete the exercise individually.
- Check answers by asking volunteers to read their completed sentences aloud.

Language Builder

Point out that we can also describe the location of the English School by saying that it is *over* or *above* the supermarket.

Answers

1. next to
2. across from
3. near / in front of
4. between
5. next to
6. on, on

4 Listening

- Focus students' attention on the map. Ask: ***What places are already on the map?***
- Read the directions with the class and tell students they have to write the places they hear on the map.
- **CD1, T42** Play the audio for students to listen. Tell them not to write at this time.
- **CD1, T42** Play the audio again for students to write the places. Then play it a third time for them to check their answers.
- Check answers by drawing a quick sketch of the map on the board. Ask volunteers to come up and write the places on the map.

Audioscript

1. **A:** Excuse me. Where's the English school?
   B: Go straight. Turn left. It's across from the supermarket.
2. **A:** Is there an Internet café near here?
   B: Yes, there is. Go straight. It's on the corner on your right. It's next to the bookstore.
3. **A:** Where is the subway stop?
   B: Go straight. Turn right at the corner. Then walk a block. It's between the pharmacy and the restaurant.
4. **A:** Where is the convenience store?
   B: Go straight. Turn right at the corner. It's on your right. It's next to the bank.

5 Pronunciation

CD1, T43 Play the audio for students to listen and then play it again for them to repeat or speak along with the recording.

- Model the words again for students, clapping your hands or tapping out the rhythm on a desk. Clap or tap strongly on the stressed syllable.

Workbook

Assign pages 116–117 for practice with the grammar of the unit and an additional reading.

Teaching Tip

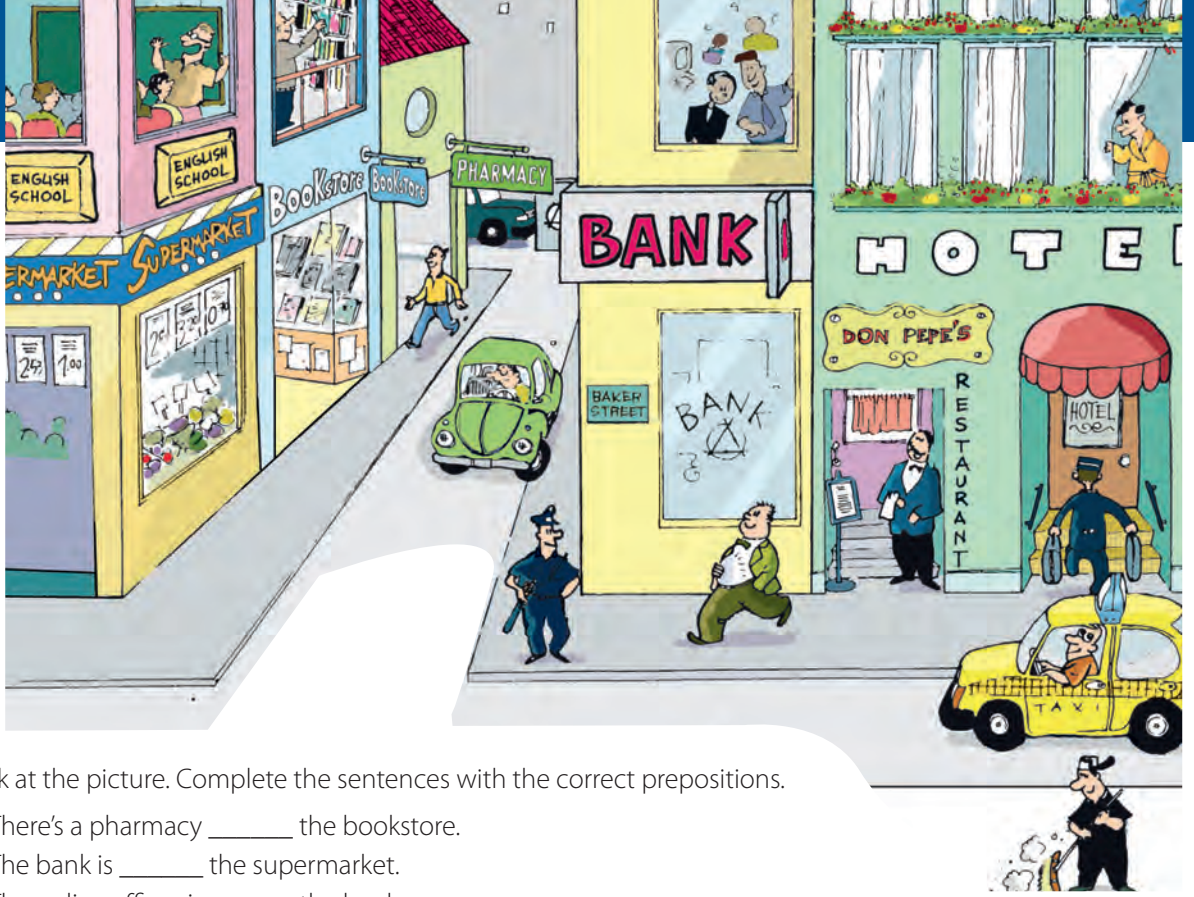
Have students keep either a separate notebook or section of a notebook for a "personal dictionary." Then when you introduce new words that are not in the book, they write them in their personal dictionaries. Encourage them to use pictures and examples to illustrate the words when possible, rather than translations.

Additional Activity

Have students work in pairs to draw a map of an interesting neighborhood in their city or town. They should draw in places of interest on the map such as stores, restaurants, etc. Then they work with another pair and describe the neighborhood using prepositions.

fun facts

- According to a recent study, more people get lost in London than anywhere else in the world. The top four cities for getting lost were found to be 1. London; 2. Paris; 3. Hong Kong; and 4. Beijing.
- One in four people say that they depend completely on online maps or mobile satellite navigation to find their way while driving.

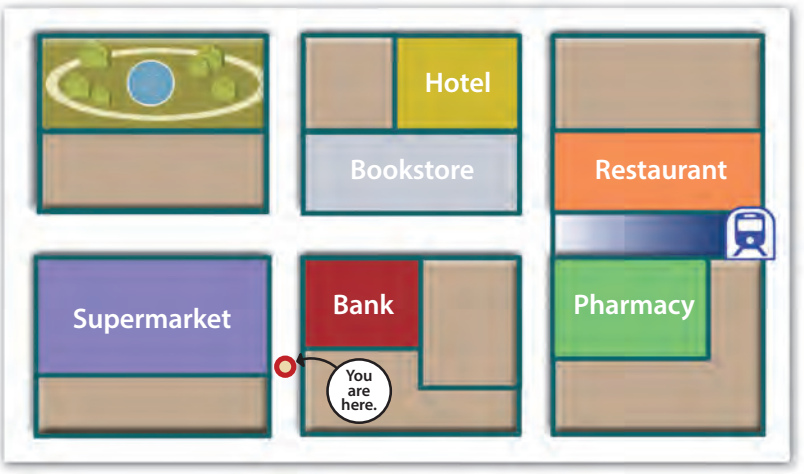


B. Look at the picture. Complete the sentences with the correct prepositions.

1. There's a pharmacy _____ the bookstore.
2. The bank is _____ the supermarket.
3. The police officer is _____ the bank.
4. There's a bookstore _____ the supermarket and the pharmacy.
5. The Spanish restaurant is _____ the bank.
6. There's an English school _____ the corner. It's _____ the second floor.

4 Listening

Listen. Write the names of the places on the map.



5 Pronunciation

Listen to the stress on the different syllables. Then practice.

First Syllable	Second Syllable	Third Syllable
airport	a**part**ment	uni**ver**sity
restaurant	mu**se**um	conver**sa**tion

6 Conversation

Tom: Excuse me. How do I get to Bedford Park?
John: Take the number 20 bus. There's a bus stop over there. Get off at Dixie's Pharmacy. The park is on the next block. You can't miss it.
Tom: Is it far from here?
John: No, it's about 15 minutes away.
Luis: No, no. Take the F line on the subway, and get off at 52nd Street Station. The park is right across from the station. Trust me. I live in that neighborhood.
Tom: Thanks a lot.
Luis: You're welcome.

Real Talk

You can't miss it. = You are sure to see it.
Trust me. = Believe me.

About the Conversation

1. Where is Tom going?
2. What's the bus number to Bedford Park?
3. How far away is it?
4. What's the subway line to Bedford Park?
5. Does Luis take the bus or the subway to get to Bedford Park?

Your Turn

Tell a partner how to get to your home from the center of town.

7 About You

1. Where do you live?
2. What's your neighborhood like?
3. What places are there in your neighborhood?

6 Conversation

- Have students cover the conversation and look at the picture. Ask: ***Where are the people?*** (They're near a bus stop.) ***What do you think the boy is asking?*** Elicit that he's probably asking for directions to a place.

CD 1, T44 Have students listen to the audio twice with their books closed.

CD 1, T44 Play the audio a final time. Ask students to open their books and follow along with the text.

Real Talk

- Draw students' attention to the Real Talk box. Explain that ***to miss*** something means not to see it. So if Tom ***can't miss it***, that means that he'll be sure to see it. Explain that people say ***Trust me*** when they are very sure about something.
- Arrange students in threes to practice the conversation. Have them practice it twice, switching roles.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on pairs to read their questions and answers aloud.

Answers

1. He's going to Bedford Park.
2. It's the number 20 bus.
3. It's about 15 minutes away by bus.
4. The F line goes to Bedford Park.
5. Luis takes the subway.

Your Turn

- Give students a few minutes to look for expressions for asking for and giving directions in this unit. Elicit and write them on the board.

Questions:

Is there a _____ near here?
How do I get to _____?

Directions:

Turn right/left.
Go straight (ahead).
Go up/down.
Go to the corner.
Take the _____.

- Model a conversation with a volunteer. Ask: ***How do I get to your house from ___?*** Elicit the directions from the student. If students don't feel comfortable giving directions to their house, tell them it is OK to choose a different location, for example, the school.
- Put students in pairs to practice. They should take turns asking for and giving the directions to their home or another location.
- Ask two or three pairs to act out their conversations for the class. Ask the class if the directions are accurate and easy to follow.

7 About You

- Model the activity by telling students a little bit about your neighborhood.
- Put students in pairs to continue the activity. Partners can take turns asking and aswering the questions.
- Conclude by asking a few students to report to the class about their partners' neighborhoods.

8 Reading

- Focus students' attention on the title and the pictures. Ask the **Before Reading** question. Make notes of students' replies on the board, but don't confirm or deny answers at this time.
- **CD1, T45** Play the audio twice. The first time, students listen with their books closed. The second time, they listen and read along, looking to see if anything on the board is mentioned in the articles.
- Review the notes on the board and check the items that were mentioned in the articles.

READING STRATEGY Choral reading

- Focus students' attention on the first three sentences of each article. Tell them that they are going to read the sentences aloud together as a class. Half of the students are going to read John's part and the other half are going to read Francisco's lines.
- First, read the first three sentences of John's article and have John's group read along with you. Then have them read it together without you. Repeat this with Francisco's group and Francisco's article.

After Reading

A

- Have students work individually to check the things that both neighborhoods have.

Answers

museum, park, restaurants

B

- Ask volunteers if their neighborhoods have any of the same things that Brooklyn or Coyoacan has.
- Put students in pairs to continue comparing their neighborhoods with Brooklyn and Coyoacan.
- Go around the room and help students as needed.
- Ask volunteers to report on the answers they discussed in their groups.

Culture Notes

Coyoacan

Coyoacan is a borough in the Federal District of Mexico City with a population of about 620,000 (2010). Villa Coyoacan or the historic center is one of the oldest neighborhoods in Mexico City, with narrow cobblestone streets, plazas, green spaces, and colonial mansions. It is a popular destination for weekend visitors.

Brooklyn

Brooklyn, located on Long Island, is the most populated borough in New York City with about 2.6 million people (2013). It is home to a wide variety of ethnic neighborhoods. The famous Brooklyn Bridge connects Brooklyn and Manhattan.

Teaching Tip

Choral reading builds confidence and fluency in speaking. Students feel secure reading with a group and they don't have to worry about what to say next.

Additional Activity

Use the map on pages 56 and 57 to practice giving directions. One student gives directions, and the others follow on the map. Then the student asks: ***Where are you?*** The students answer to check if they followed the directions correctly.

Project: Design a Neighborhood

Have students design a neighborhood where they would like to live. In groups, students brainstorm what they want in the neighborhood. Then they draw a detailed map, naming the streets and showing the location of buildings.

8 Reading

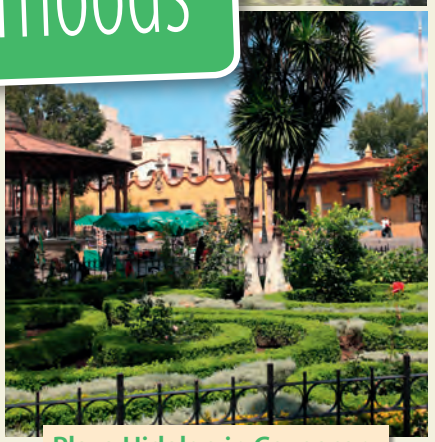
Before Reading

Look at the pictures. What do you know about the two neighborhoods in the article—Brooklyn and Coyoacan?

Famous Neighborhoods

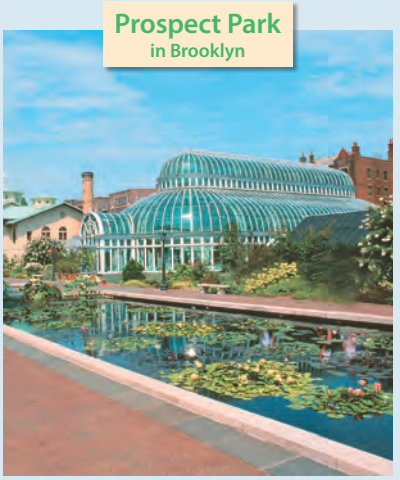
▲ My name is John. I'm from Brooklyn, New York. Brooklyn is a great place to live. There are so many different cultures and traditions here. Everything is near. Manhattan is only ten minutes away by subway. And there is the famous Brooklyn Bridge. Prospect Park has playgrounds, two lakes, and an ice-skating rink. We have a museum and a botanical garden. We also have restaurants with foods from all over the world—and the best pizzerias anywhere! I love it here.

The Blue House
Frida Kahlo's house



Plaza Hidalgo in Coyoacan

▲ My name is Francisco, and I live in Coyoacan. Coyoacan is a historic neighborhood of Mexico City. It has a busy cultural life. There are theaters, art galleries, and museums. Coyoacan has beautiful squares and houses. The house of the famous Mexican painter Frida Kahlo is here. It's called the Blue House. It's now a museum. There is also the Plaza Shopping Center, an Olympic pool, a gym, and a beautiful park. There are many restaurants and eating places with foods from all over the world. You can have great Mexican food, too.



Prospect Park
in Brooklyn

Brooklyn Bridge

After Reading

A. Mark the things the article says that both neighborhoods have.

____ museum ____ park ____ bridge ____ pizzeria ____ restaurants ____ lake

B. Work with a partner. Compare your neighborhood with the ones in the Reading.

9 Writing

A. Read the postcard from a pen pal. Circle the places that are similar in your neighborhood.

Dear Khalid,

I live in a historic neighborhood. It has traditional buildings, but they have modern conveniences. We have stores, cafés, and restaurants. There's a supermarket, a bank, a pharmacy, a post office, and schools. My high school isn't far from my house. Near my neighborhood, there's a famous palace. It has beautiful gardens, a lake, and an old bridge. There's a bus, but we walk everywhere. My neighborhood is nice. It has friendly people.

Tell me about your neighborhood.

Your friend,

Robert

Writing Corner

1. **Use personal pronouns in place of nouns or people.**

I live in a nice neighborhood. It has friendly people.	**(It = neighborhood)**
The houses aren't modern. They are traditional.	**(They = houses)**
My neighbors are nice people. They are friendly.	**(They = my neighbors)**
My neighbors and I are friendly. We always say "hello."	**(We = my neighbors and I)**

B. Find the personal pronouns in the postcard. What noun does each one replace?

C. Write a postcard to a pen pal. Tell him or her about your neighborhood.

10 Project

Make a brochure for your neighborhood. List stores, restaurants, services, parks, etc.

9 Writing

A

- Explain that a pen pal is a friend who lives in another city or country and someone who you exchange letters or emails with. Ask students if they have a pen pal. If so, what kinds of things do they write in their letters?
- Have volunteers read parts of the model postcard aloud. Explain any new vocabulary such as *palace* and *bridge* by pointing to the picture on the postcard. Ask questions about the neighborhood. For example: ***What are the buildings like?*** (traditional) ***Is the school near Robert's house?*** (yes) ***What does the palace have?*** (gardens, a lake, a bridge) ***Do people walk or take the bus?*** (walk) ***What are the people like?*** (friendly)
- Have students circle the places that are similar in their neighborhood. Ask volunteers which words they circled.

Writing Corner

- Explain that personal pronouns help to connect ideas in a paragraph. They replace the names of nouns (people and things) so that the writer/speaker doesn't repeat the same words over and over.
- Call on different students to read aloud the examples. Have students find two examples of personal pronouns in the postcard and identify what each pronoun refers to.

B

- Read the instructions. Tell students to write the personal pronouns in their notebook and next to them the things or people they replace.
- Have students compare answers with a partner. Check answers as a class.

Answers

In order of appearance:

I = Robert

It = (my) neighborhood

they = buildings

We = my neighbors and I

It = palace

we = my neighbors and I

It = my neighborhood

C

- Tell students they're going to write a postcard about their neighborhood. They should use the example in exercise **A** as a model as well as ideas from the Reading.
- Go over different greetings and closings for informal letters with the class. Greetings: *Dear Sara, Hi Tom, Hello Ali*. Closings: *Bye for now, Your friend, Best wishes, Take care.*
- Students then write their postcards individually. Encourage them to illustrate their postcard with a drawing or a photo from a magazine.
- Ask volunteers to read their postcards aloud.

10 Project

- Put students in groups. They work together to make a brochure about their neighborhood, listing stores, restaurants, services, parks, etc.
- Have students draw or find pictures to illustrate the brochure. Students pass the finished brochures around the class for everyone to see.
- Collect the brochures to assess the written portion of this project.

Workbook

Assign page 118 for practice with drawing and labeling a map, and writing practice.

11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

- Choose volunteers to read the sentences in the first part of the chart. Ask how the form of the adjective changes in the sentences on the right. Then elicit why *-er* and *more* have been added to the adjectives. (The speaker is comparing two things.)
- Ask: ***Why do we add* -er *to* tall *but add* more *before* convenient?** Elicit that we add *-er* to most one-syllable adjectives when we make them comparative, and use *more* with most three-syllable adjectives. Ask: ***What word do we often use with comparative adjectives?*** (than)

The Superlative

- Choose volunteers to read the sentences in the next part of the chart. Have students identify the adjectives in the sentences. Ask: ***How many buildings are in a city, two or more than two?*** Elicit why *-est* and *most* have been added to the adjectives. (The speaker is comparing more than two things.)
- Ask: ***Why do we add* -est *to* tall *but add* most *before* convenient?** Elicit that we add *-est* to most one-syllable adjectives when we make them superlative, and use *most* with most three-syllable adjectives. Ask: ***What word do we usually use before superlative adjectives?*** (the)
- To make sure students understand the difference between the comparative and superlative, ask: ***Why do we use* taller *in the sentence about the hotel and office buildings but* the tallest *in the sentence about the hotel and buildings in the city? What is the difference between the comparative and the superlative?*** Elicit that with the comparative we compare two people, two places, or two things; with the superlative we compare three or more items in a group or in the entire world.
- Finally, try to elicit as much as possible about the spelling rules and irregular comparative and superlative adjectives before directing students' attention to the last part of the chart.

A

- Ask a student to read aloud the first item and elicit the superlative form of the given adjective. Then have students do the rest of the exercise alone or in pairs.
- Check answers by having individual students read the sentences aloud.

Answers

1. the best
2. better
3. more popular
4. the hottest / (the) driest
5. the worst
6. the quietest
7. bigger
8. more beautiful

B

- Have two students read the example aloud. Then ask a student to read aloud the first item and elicit the response ***No, it isn't. It's shorter.***
- Put students in pairs to do the exercise. Partners take turns reading the statements and responding.
- Check answers by calling on different pairs to read the exchanges aloud.

Answers

1. No, it isn't. It's shorter.
2. No, they aren't. They're slower.
3. No, it isn't. It's noisier.
4. No, it isn't. It's smaller.
5. No, it isn't. It's worse.
6. No, they aren't. They're dirtier.

11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

Use adjective + *-er* or *more* + adjective to make the comparative.

The hotel is **tall**. The hotel is **taller** than the office buildings.
The subway is **convenient**. The subway is **more convenient** than the bus.

Note: The comparative is often used with *than*.

The Superlative

Use *the* + adjective + *-est* or *the most* + adjective to make the superlative.

The hotel is **the tallest** building in the city. It is also **the most modern**.
The subway is **the fastest** transport in the city. It is also **the most convenient**.

Formation

Use *-er* or *-est* for one-syllable adjectives and adjectives that end in *y;* for example, bus**y**–bus**ier**–bus**iest**.
Use *more* or *most* for longer adjectives.

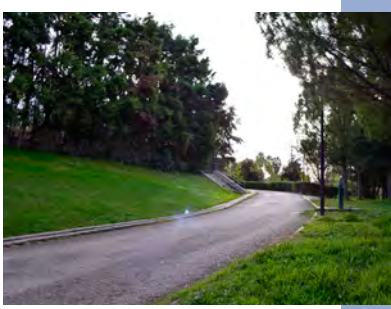
Spelling Rules:

Most adjectives: old–old**er**–old**est**
Adjectives ending in *e*: nice–nic**er**–nic**est**
Adjectives ending in *y*: easy–eas**ier**–eas**iest**
Adjectives ending in one vowel followed by one consonant: big–big**ger**–big**gest**, hot–hot**ter**–hot**test.**

Some adjectives have irregular comparative and superlative forms.
good–better–the best **bad–worse–the worst**

A. Complete the sentences with the comparative or superlative forms of the adjectives in parentheses. Use *the* before superlatives.

1. Gino's Restaurant has _____ (good) pizza in town.
2. I think that the pizza at Roma's is _____ (good) than Gino's.
3. The Internet café is _____ (popular) than the library.
4. Summer is _____ (hot) and _____ (dry) time of the year.
5. Don't eat there. That restaurant has _____ (bad) food in town.
6. My room is _____ (quiet) room in the house. I can't hear any noise.
7. The supermarket is much _____ (big) than the convenience store.
8. The park is _____ (beautiful) in the spring than in the winter.



B. Work with a partner. Disagree with the following statements.

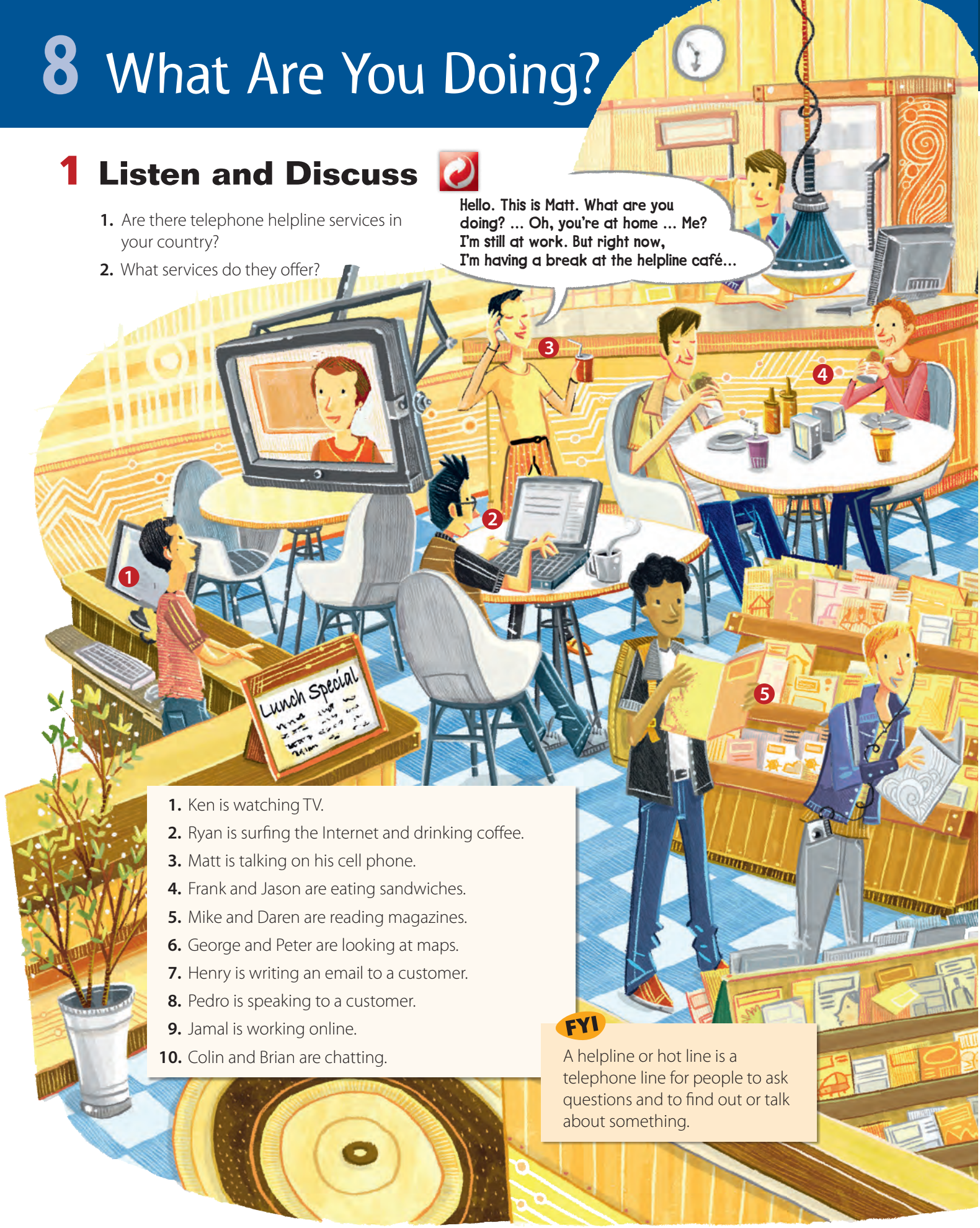
A: The health club is older than the school. (new)
B: No, it isn't. It's newer.

1. The Amazon is longer than the Nile. (short)
2. Buses are faster than trains. (slow)
3. The city is quieter than the town. (noisy)
4. China is bigger than Canada. (small)
5. Roma's pizza is better than Gino's. (bad)
6. Cities are cleaner than towns. (dirty)

8 What Are You Doing?

1 Listen and Discuss

1. Are there telephone helpline services in your country?
2. What services do they offer?



1. Ken is watching TV.
2. Ryan is surfing the Internet and drinking coffee.
3. Matt is talking on his cell phone.
4. Frank and Jason are eating sandwiches.
5. Mike and Daren are reading magazines.
6. George and Peter are looking at maps.
7. Henry is writing an email to a customer.
8. Pedro is speaking to a customer.
9. Jamal is working online.
10. Colin and Brian are chatting.

FYI

A helpline or hot line is a telephone line for people to ask questions and to find out or talk about something.

Unit Goals

- **Vocabulary**
  Everyday activities
- **Functions**
  Talk about what people are doing
- **Grammar**
  Present Progressive Tense —affirmative, negative, questions, short answers
  Questions with *What* + Present Progressive
  Would Like and *Would Like To*
- **Listening**
  Listen for specific details about ongoing activities
- **Pronunciation**
  -ing ending
- **Reading**
  Teenagers' Favorite Place
- **Writing**
  Write about ongoing activities of family and friends
- **Project**
  Write about a popular teenage hangout

Warm Up

Bring in magazine or newspaper pictures of people doing things. You can also use pictures of people in previous units. Hold them up for the class, point to the people, and say what they are doing. For example: ***He's sitting in a restaurant. He's playing football. He's talking on a cell phone.*** Continue with other pictures. Then ask questions for students to answer *yes* or *no* about what the people are doing.

1 Listen and Discuss

- Give students a minute or two to look at the pictures. Ask: ***What are the people doing?*** Elicit that some people are having a break (eating, drinking, reading magazines, etc.) in a café and others are working (on computers/telephones).
- Draw students' attention to the **FYI** note. Read the note with students. Discuss the introductory questions at the top of the page with the class. Elicit the names of telephone helpline services and what they offer. (computer advice, visitor information, transport schedules, telephone directories, etc.)
- Have students look at the list of sentences. Say: ***Find the verb in each sentence.*** Ask: ***What is different about the verbs in these sentences?*** (the *-ing* ending) Explain that this form tells us that the action is happening now.
- **CD1, T46** Play the audio of the sentences and the conversation. Have students point to the pictures of people doing each activity as they hear the sentence. **Note:** The numbers of the sentences match the numbers of the pictures.
- **CD1, T46** Play the audio again. Students listen and repeat or speak along with the recording.
- Have students read the sentences and conversation again and underline the verbs that end in *-ing*. Point out the expression *having a break* in the conversation. Elicit that it means stop working for a short time to rest, get a drink, or have something to eat.
- Put students in pairs. Have them take turns reading the sentences and then read the conversation.
- Point to people in the picture and ask: ***What's he doing?*** or ***What are they doing?*** Ask volunteers to answer.

Language Builder

Explain some of the computer terms on pages 64 and 65.

work online = connected to the Internet

surf the Internet = explore different sites on the Internet, usually not looking for anything specific

write an email = communicate with someone by typing and sending a letter on a computer

Quick Check

A

- Students should work with a partner to make a list of all the things they see in the office/café.
- When they are finished, ask a few pairs to read their lists for the class. You might want to create a master list on the board of all the different things the class can come up with.

Answers

Answers will vary. Sample answers:
computers, food, drinks, lights/lamps, headphones, tables, chairs, a TV, magazines, a plant, a headset, cell phone, etc.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*.

Answers

1. yes
2. no
3. no
4. yes
5. no

2 Pair Work

A

CD1, T47 Play the audio for the two conversations. Students listen and repeat or speak along with the recording.

- Model the first conversation with a volunteer. Substitute a different person and a different activity from the picture into the conversation.
- Put students in pairs to practice the conversations. They should take turns asking and answering the questions, using different people and activities.
- Ask two or three pairs to act out their conversations for the class.

B

- Have students work with a different partner to role-play a phone conversation. One partner should pretend he or she is in the café, explaining what the people in the helpline office are doing. The other student should ask questions. Use the conversation on page 64 as a model. Have pairs switch roles to practice speaking.
- Ask two or three pairs to act out their conversation for the class. Set up two chairs back to back in front of the class. Have students pretend they are talking on the phone and can't see their partner.

Workbook

Assign pages 119–120 for practice using the present progressive to describe what people are doing.

Teaching Tip

When a student makes a mistake answering a question, don't correct it immediately. Use a look or a gesture to indicate the answer isn't correct. Then give the student a chance to correct it himself. If he or she is having a problem, say to another student: ***Can you help (name)?*** This helps students become more independent learners.

Additional Activity

Bring, or have students bring, magazine pictures to class that show people doing different things. Arrange students in groups and give them a stack of pictures. Students take turns describing their pictures to the group. For example, they may say sentences like the following: *This man in sitting in a chair. The man is driving a car.*

fun facts

- As of 2012, the top five countries where the most people use the Internet were: 1. Iceland (96% of the population); 2. Norway (95%); 3. Sweden (94%); 4. Netherlands (93%); and 5. Luxembourg (92%).
- Although only 42% of people in China use the Internet, they have the world's largest number of Internet users per country, with over 568,000,000 users. There are over 254,000,000 Internet users in the U.S., which accounts for 81% of the population.

Quick Check ☑

A. Vocabulary. Name things in the office/café.

B. Comprehension. Answer ***yes*** or ***no***.

1. ___ Matt is talking on the phone.
2. ___ Mike and Daren are talking to customers.
3. ___ Frank and Jason are having coffee.
4. ___ Henry is writing an email to a customer.
5. ___ Ryan is working.

2 Pair Work

A. **Ask** and **answer** about the people at the office.

What is Ryan doing?

He's drinking a cup of coffee.

What are Frank and Jason doing?

They're eating sandwiches.

B. You are having a break at the café. Role-play a phone conversation with a friend. Talk about the people at the helpline office.

3 Grammar

Present Progressive Tense

Use the present progressive for actions that are happening at the present moment.

Affirmative (+)

I**'m**	study**ing** now.	(I + **am**)
You**'re**		(you + **are**)
He**'s** / She**'s**		(he + **is**) / (she + **is**)
We**'re**		(we + **are**)
They**'re**		(they + **are**)

Negative (–)

I**'m**	**not**	study**ing** now.
You	**aren't**	
He / She	**isn't**	
We / They	**aren't**	

Questions (?)

Am	I	study**ing** now?
Are	you	
Is	he / she	
Are	we / they	

Short Answers (+)

Yes,	I	**am.**
	you	**are.**
	he / she	**is.**
	we / they	**are.**

Short Answers (–)

No,	I**'m**	**not.**
	you	**aren't.**
	he / she	**isn't.**
	we / they	**aren't.**

Questions with *What* + Present Progressive

What	are	you	doing?	I	am
	is	he/she		He/She	is
	are	you/they		We/They	are

studying now.

A. Complete the conversations. You can use contractions.

1. **A:** _____ you studying now?
   B: No, I _____. _____ you studying?
   A: Yes. I'm _____ for the English test.

2. **A:** _____ the children playing?
   B: No, they _____. They _____ TV.
   A: Are you watching TV, too?
   B: No, I _____. It's a kids' film.

3. **A:** Who _____ Ali calling?
   B: He _____ his brother.
   A: _____ he coming here?
   B: Yes, he _____.

3 Grammar

Present Progressive Tense

- Give students a couple of minutes to study the verb charts for the present progressive. Point out that the present progressive always uses a form of ***be***. The pattern is ***subject + be + verb + -ing.***
- Students should note that the question and answer forms are also similar.

Language Builder

Point out that for all subjects except *I*, there are two ways to form the negative contraction.

I am not	I'm not	(none)
you are not	you're not	you aren't
he/she is not	he's/she's not	he/she isn't
it is not	it's not	it isn't
we are not	we're not	we aren't
they are not	they're not	they aren't

- Check understanding of the present progressive by directing students' attention to the sentences on page 64. Write on the board: ***Matt is talking on the phone. He isn't ___.*** Ask a volunteer to complete the second sentence with something Matt is not doing, for example, ***eating a sandwich***. Have students make similar affirmative/negative pairs using some of the other sentences. Then ask ***yes/no*** questions about the picture. Students answer with short answers. For example, ask: ***Is Henry writing an email to a customer?*** (Yes, he is.)

Questions with *What* + Present Progressive

- Have students read the chart. Point out the order of the words in the question:

  What* + *be* + subject + verb-*ing
- Elicit examples of other questions from volunteers and write them on the board.

Language Builder

Explain the spelling rules for adding *-ing* to a verb.

For verbs ending in *e*, drop the final *e*:
have + *-ing* = having

For one-syllable verbs ending in one vowel and one consonant, double the final consonant:
sit + *-ing* = sitting

A

- Read the directions and the first line of conversation 1 with the class. Ask: ***What word completes the question?*** (Are) Tell students to read the conversations first without trying to fill in the blanks. This will help them understand what the conversations are about.
- Put students in pairs to complete and then practice the conversations. They should take turns playing the roles of A and B. Go around to check that they are using the verb *be* when necessary.
- Check answers by having different pairs read their completed conversations aloud.

Answers

1. **A:** Are
   B: 'm not, Are
   A: studying
2. **A:** Are
   B: aren't, 're watching
   A: —
   B: 'm not
3. **A:** 's / is
   B: 's calling
   A: Is
   B: is

B

- Look at the picture. Read the directions and model the example with a volunteer.
- Put students in pairs to continue the activity. Tell them that if they aren't sure of an answer they should guess.
- Check answers by asking pairs to ask and answer the questions aloud.

Answers

Answers will vary. Possible answers:

2. **A:** What's Mr. Taylor doing?
   B: He's waiting in the reception area.
3. **A:** What's Ron doing?
   B: He's listening to his cell phone.
4. **A:** What's Robert doing?
   B: He's reading the newspaper.
5. **A:** What are Greg and Sam doing?
   B: They're drinking coffee.
6. **A:** What's Toshiro doing?
   B: He's talking on the phone.
7. **A:** What's Carlos doing?
   B: He's working online.
8. **A:** What's Mr. Parker doing?
   B: He's working in his office.

4 Listening

- Ask a volunteer to read the directions aloud. Have students look at the chart. Tell them they should listen to hear what these people are doing.

CD1, T48 Play the audio for students to listen. Tell them not to write at this time.

CD1, T48 Play the audio again for students to write their answers. Play it again for them to check answers.

- Check answers by drawing the chart on the board. Have volunteers come up and fill in their answers.

Answers

Tom	He's finishing high school.
Father	He's working in a bank.
Mother	She's watching Carol's baby.
Sister—Carol	She's working at a hospital.
Brother—Frank	He's studying computers at college.

Audioscript

A: Is this Tom? This is Jerry Wilson speaking.
B: Hi, Jerry. How are things? Where are you? Are you still at college?
A: Yes, but I'm in town for a few days.
B: How are you doing?
A: I'm OK. How's your family? What's everyone doing?
B: Well, we're all fine. My father is still working in the bank. My mom is a happy grandmother. She's watching Carol's baby a lot these days. Carol's married, you know. She's working at a hospital. She has a little girl.
A: That's great. How about your brother?
B: Frank's at college. He's studying computers.
A: Frank at college? That's wonderful. And what are you doing?
B: I'm finishing high school this year.
A: No, I mean, what are you doing now?
B: Nothing special.
A: How about a pizza?
B: Good idea.

5 Pronunciation

CD1, T49 Play the audio for students to listen, and then play it again for them to repeat or speak along with the recording.

Workbook

Assign page 121 for practice with asking and answering questions using the present progressive.

Teaching Tip

Sometimes there is more than one possible answer to a question. Accept any correct answer, even if it is not the response you were thinking of.

Additional Activity

Play charades. Write activities from the unit on slips of paper. Give one slip to a pair of students and have them act out the activity for the class. Ask the class: ***What are they doing?*** The class guesses the activity, saying: ***They're (verb + -ing)***. (Doing this in pairs will give students more confidence.)

fun facts

A study done in the U.S. found that the average 21 year old has spent 5,000 hours playing video games; has exchanged 250,000 emails, instant messages, and text messages; and has spent 10,000 hours on a cell phone.

B. Work with a partner. Ask and answer about the people.

A: What's Jake doing?
B: He's delivering mail.

1. Jake
2. Mr. Taylor
3. Ron
4. Robert
5. Greg, Sam
6. Toshiro
7. Carlos
8. Mr. Parker

4 Listening

Jerry is talking to Tom on the phone. Complete the chart about Tom's family. Write what each person is doing these days.

Tom	He's finishing high school.
Father	
Mother	
Sister—Carol	
Brother—Frank	

5 Pronunciation

Listen to the ***-ing*** ending. Then practice.

What are you do**ing**?
What's he do**ing**?
What are they do**ing**?

I'm wait**ing** for you.
He's chatt**ing** with a friend.
They're play**ing** in the garden.

6 Conversation

Logan: Hi, Danny. This is Logan.
Danny: Hi, Logan. What's up?
Logan: I'm at the train station. I'm checking out the schedule.
Danny: Where are you going?
Logan: To visit my uncle. He lives in Seattle.
Danny: I like Seattle. It's my favorite city.
Logan: Well, let's go together.

Your Ending

What does Danny say?
1. I'm busy now. I'm helping my dad.
2. I can't. I have to study for a test.
3. Good idea! I'm packing right now.

Real Talk

What's up? = What's happening?
checking out = looking for information

About the Conversation

1. Where is Logan?
2. What's he doing?
3. Where is he planning to go?

Your Turn

Role-play the conversation with a partner. Change the destination and the ending.

7 About You

1. What films are playing on TV this week?
2. What kinds of films are they?
3. Who are the actors?
4. What's your favorite kind of film?

comedy

science fiction

documentary

action

6 Conversation

- Have students cover the conversation and look at the photos. Ask: ***What is the boy doing?*** (He's talking on the phone.) ***What is the name of the city?*** (Seattle)
- **CD1, T50** Have students listen to the audio twice with their books closed.
- **CD1, T50** Play the audio a third time. Have students open their books and follow along with the conversation.
- Ask: ***Where is Logan going?*** (Seattle) ***Does Danny like Seattle?*** (Yes, he does.)

Real Talk

- Draw students' attention to the Real Talk box. Explain that ***What's up?*** and ***check out*** are informal expressions. They can use these expressions with their friends, but probably not with their teachers. Elicit situations when the students might use these phrases. For example, they might say ***What's up?*** to a friend as a greeting.

Your Ending

- Focus students' attention on the three endings. Ask a few students which ending they prefer and why.
- Put students in pairs to practice the conversation. Each pair chooses the ending they like best. Make sure they switch roles.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on pairs to read the questions and their answers aloud.

Answers

1. He's at the train station.
2. He's checking out the train schedule.
3. He's planning to go to Seattle.

Your Turn

- Have students role-play the conversation with a different partner. They should change the destination, the person they are going to visit, and the transportation they are going to use. They can repeat the conversation and use different endings.
- Have two or three pairs act out their new conversations for the class.

7 About You

- Focus students' attention on the pictures at the bottom of the page. Elicit examples of each kind of film from films that are currently popular. For example, ask: ***What is a science fiction movie that you like? Is there a science fiction movie playing on TV this week?***
- Put students in small groups to ask and answer the questions. Assign one student in each group the role of reporter.
- Go around the room as students are talking and help as needed.
- Write the four kinds of films on the board. Ask the reporter from each group to say which kinds of films are their group's favorites. For example: ***One person in our group likes science fiction. Comedy films are the favorite kind of film for two people.*** Record the votes on the board. Which kind of film is the class favorite?

8 Reading

READING STRATEGY **Using pictures**

- Tell students that they can prepare for a reading by looking at the pictures and figuring out what is happening. We often do this when we read newspaper and magazine articles.
- Ask the **Before Reading** question. Have students cover the article and look at the photos. Then they say what they think is happening using *-ing* verbs, for example: ***shopping, buying, talking, walking, looking, hanging out.*** Write the verbs on the board. Ask: ***Where do you think the people are?*** (at a shopping mall)

CD1, T51 Play the audio. Ask students to read along as they listen, looking to see if any of the verbs on the board are used in the reading.

- Ask: ***What do the teenagers in the reading do in malls?*** Elicit answers from different students based on the reading. (eat, drink, talk, shop, chat, hang out, socialize, etc.)

After Reading

- Have students work in small groups to ask and answer the questions.
- Discuss the answers with the whole class. Do students in the class usually "hang out" at malls? Why or why not?

Answers

Answers will vary. Sample answers:

1. Because teenagers' favorite place to meet friends and socialize is the mall.
2. *Answers will vary.*
3. Malls are safe, and they're comfortable in all kinds of weather.

fun facts

One of the world's oldest shopping malls is the Galleria Vittorio Emanuele II in Milan, Italy. It was built between 1865 and 1877.

Teaching Tip

When students are working in pairs or groups, they should speak English as much as possible. Walk around and monitor students as they work. If they are speaking their first language, suggest ways they can say the same thing in English.

Additional Activity

Activity 1: Play a guessing game. Write sentences with the present progressive on slips of paper. For example: ***The man is riding a motorcycle. Three students are sitting in a chair. An old man is waiting for a bus.*** The sentences should use words that students know.

Activity 2: Arrange the class in teams. Give a sentence to a student from Team A. The student draws the action of the sentence on the board for teammates to guess. The student can't talk, only draw. If Team A can't guess, Team B guesses. Teams get points for correctly guessing the sentences.

Project: Fun Activities

Have students bring photos to class that show them doing different things with their friends and family. If students do not have photos, they can draw the activities that they'd like to share. They describe the photos for the class and say what they're doing.

8 Reading

Before Reading

Look at the pictures. What place and activities do you think the article is talking about?

Teenagers' Favorite Place

In some countries, they are called "the mall generation." You walk into a shopping mall anywhere in the world, and what do you see? Teenagers are chatting, talking on cell phones, or sending text messages. They're eating snacks or drinking soda in the food court, shopping, or just hanging out. They are all wearing similar clothes.

Shopping malls are still teenagers' favorite place to meet friends and socialize. Malls have all the facilities teens want. There are lots of stores with the latest fashions, and all kinds of restaurants. Malls have several advantages as hangouts: they're safe, and they're comfortable in all kinds of weather.

After Reading

1. Why are teens called the "mall generation" in some countries?
2. Which mall activities are the same in your country?
3. What are some of the advantages of malls as a place to hang out?

9 Writing

A. Put the words in order to make sentences.

1. reading / in / living / is / a / Father / newspaper / the .

_____

2. they / sandwiches / in / cafeteria / Are / the / eating ?

_____

3. friend / email / he / writing / to / Is / an / his ?

_____

4. She / mother / is / housework / her / the / helping / with .

_____

5. playing / the / games / aren't / We / computer / on .

_____

6. you / chatting / Who / with / are ?

_____

Writing Corner

1. **Use personal pronouns in place of a person or people.**
   My name is Hussain. I am doing my homework. (I = Hussain/me)
   Amal is a teacher. She is teaching her class. (She = Amal)
   My brother is a student. He is studying. (He = my brother)
   My friends are at the mall. They are shopping. (They = my friends)
   This is my friend. We are walking to school. (We = my friend and I)

B. Read about Sabah's family. Work with a partner. Ask and answer questions about the members of her family. Use personal pronouns.

A: Where is Sabah? **B:** She's in her room.
A: What's she doing? **B:** She's doing her homework.

It is Saturday today. I'm in my room. I'm doing my homework. My parents are shopping at the supermarket. My grandfather is in the backyard. He's drinking coffee and reading a newspaper. I think that my brother, Ali, is in the park. He's riding his bike, or he's running. My baby brother is in the kitchen with my grandmother. He is playing with his toys, and she is cooking.

C. What do you think your family members and friends are doing now? Write a paragraph. Then, compare it with a partner.

10 Project

Choose a popular teen hangout in your town. Take some photos, find photos from the Internet or magazines, or draw pictures of the people there. Write what they are doing. Present a report to the class.

9 Writing

A

- Read the directions and do the first item with the class as an example. Point out that the capitalized word begins the sentence.
- Have students work individually to complete the exercise and then compare answers with a partner.
- Check answers as a class by calling on students to read a completed sentence.

Answers

1. Father is reading the newspaper in the living room.
2. Are they eating sandwiches in the cafeteria?
3. Is he writing an email to his friend?
4. She is helping her mother with the housework.
5. We aren't playing games on the computer.
6. Who are you chatting with?

Writing Corner

- Explain that personal pronouns help to connect ideas in a paragraph. They replace the names of nouns (people and things) so that the writer/speaker doesn't repeat the same words over and over.
- Call on students to read aloud the examples. Have students find examples of personal pronouns in the paragraph in exercise **B** and identify who each pronoun refers to.

B

- Have students read the paragraph quietly to themselves. Then have two volunteers read the example.
- Put students in pairs to complete the activity. They take turns asking and answering questions. When they have finished, call on different pairs to ask and answer about a particular member of the family.

Answers

A: Where are her parents?
B: They're at the supermarket.
A: What are they doing?
B: They're shopping.

A: Where is her grandfather?
B: He's in the backyard.
A: What's he doing?
B: He's drinking coffee and reading a newspaper.

A: Where is Ali (her brother)?
B: (She thinks) He's in the park.
A: What's he doing?
B: He's riding his bike, or he's running.

A: Where is her baby brother?
B: He's in the kitchen.
A: What's he doing?
B: He's playing with his toys.

A: Where is her grandmother?
B: She's in the kitchen.
A: What's she doing?
B: She's cooking.

C

- Have students work individually to write their sentences before comparing them with a partner.
- Ask a few volunteers to write one of their sentences on the board.
- As an extension, have students imagine they are at home and writing an email to a friend describing what the other members of their family are doing.

10 Project

- Working in pairs, students choose a place where teenagers like to hang out in their town. They can take photos or draw pictures of the place and the activities people do there.
- Have students write sentences describing each picture, saying what the people are doing. Each pair presents a report to the class.
- Ask students to submit their sentences as a writing assignment.

Workbook

Assign page 122 for additional practice with ongoing activities and writing practice.

11 Form, Meaning and Function

Would like

- Explain that *would like* means *want*, but it is considered more polite. *Would like* is commonly used in both formal situations and in everyday conversation. *Would like* is a modal expression; therefore its form is the same for all subjects.
- Go over the first item in the chart and call on students to read the examples. Point out that *'d* is the contraction of *would*. For further practice, ask: ***What would you like for lunch? Would you like pizza? What would you like on your pizza?***
- Go over the remaining items in the chart. Call on pairs to read the example questions and answers. Explain that *would like* can express what someone wants in the present or in the future. Ask: ***What would you like to do now? What would you like to do this weekend? Where would you like to go on vacation? When would you like to eat lunch?***

Language Builder

Point out that in casual speech *would you* is often pronounced as *"wouldja."* Write sentences on the board: ***What would you like to do? Would you like to hang out at the mall? What would you like for lunch? Would you like pizza?*** Model the pronunciation with *"wouldja"* and have students repeat after you.

A

- Have students complete the exercise individually. Then put students in pairs to practice the conversation.
- Check answers by having a volunteer pair read the conversation aloud.

Answers

1. would you like to
2. I'd like to
3. I'd like to
4. would you like to
5. I'd like to
6. Would you like to
7. I'd like
8. I'd like

B

- Focus students' attention on the pictures. Explain that they will take turns ordering lunch from the food and drinks in the pictures. Model the conversation with a volunteer.
- Put students in pairs to practice the role-play. Then they should changes roles so that each student has a chance to order lunch.
- Ask two or three pairs to role-play their conversation for the class.

Answers

Answers will vary. Sample answers:

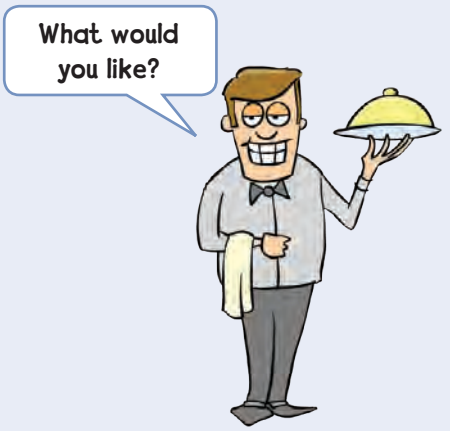
A: What would you like to eat?
B: I'd like a burger, please.
A: Would you like fries?
B: No, thank you.
A: Would you like a drink?
B: Yes, I'd like orange juice.
A: OK. Thank you.

11 Form, Meaning and Function

Would like

Use *would like* + noun for things that you want.

What **would** you **like**?	I'**d like** a sandwich.
Would you **like** fries?	No, I'**d like** a salad.
What **would** she **like**?	She'**d like** coffee.



Use *would like to* + verb for activities that you want to do.

Would you **like to** watch TV?	No, I'**d like to** read a magazine.

Use *would like* with question words: *what, when, where.*

What would she like to watch?	She'd like to watch a comedy.
What would you like to do?	I'd like to hang out at the mall.
Where would he like to go?	He'd like to go to the mall.
When would you like to eat?	I'd like to eat at 6 o'clock.

FYI I'd = I would

A. Complete the conversation with ***would like*** or ***would like to***. Use ***'d*** where possible.

Faisal: What (1) _____ do today, Khalid?
Khalid: (2) _____ hang out at the mall.
Faisal: OK. (3) _____ check out the new electronics store.
Khalid: Sure. When (4) _____ go?
Faisal: Well, (5) _____ go at eleven o'clock.
Khalid: OK. (6) _____ have lunch at the food court?
Faisal: Good idea! (7) _____ a burger and fries.
Khalid: Hmm. I think that (8) _____ pizza… and ice cream.
Faisal: Great! Let's go.

B. Work with a partner. Role-play a waiter and a customer at a café. Look at the pictures. Ask questions and order lunch with ***would like***. Change roles.

EXPANSION Units 5–8

1 Language Review

A. Complete the conversations.

1. **A:** Where _____ you _____?
   B: I live on Baker Street.
   A: _____ it a good neighborhood?
   B: Yes, I _____ everything. I _____ very happy there.

2. **A:** What _____ your house like?
   B: It _____ very big. There _____ ten rooms, and there _____ a big yard.
   A: Our house _____ small, but it _____ comfortable, and it _____ a nice view.

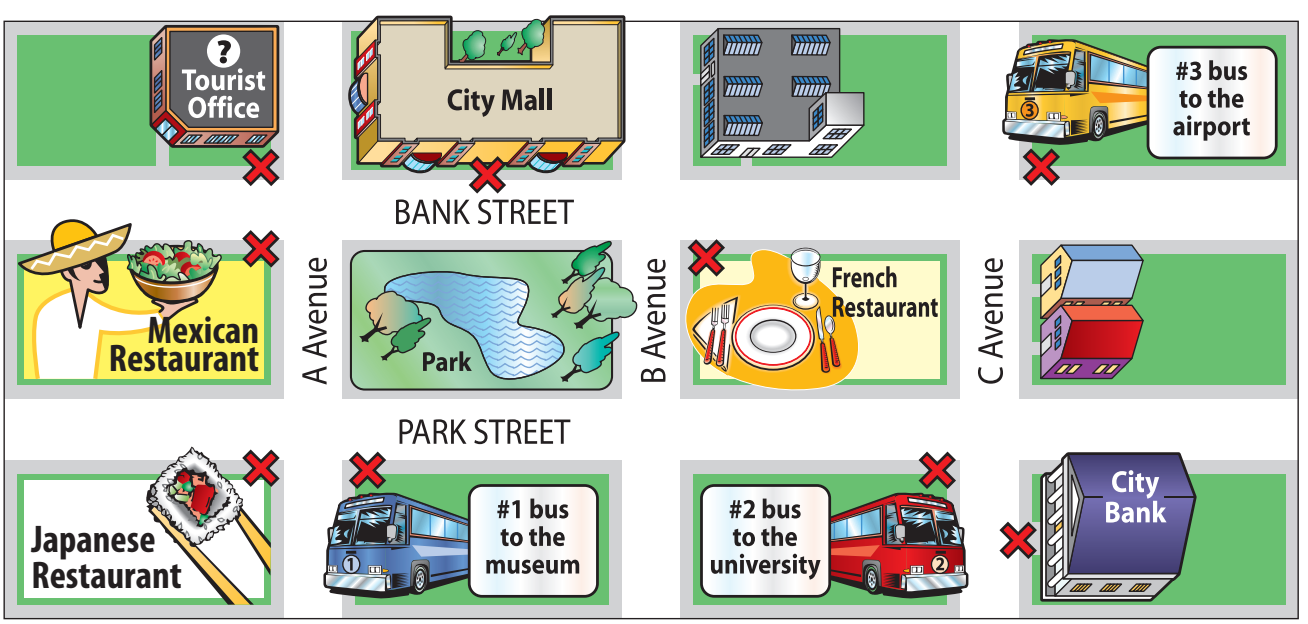
B. Write where the things are in your house.

flowers — *There are flowers in the garden.*

1. television _____
2. photos of the family _____
3. sofa _____
4. telephone _____
5. shelf _____

C. Work with a partner. Ask and answer. Use the map to give directions. Say where you are starting.

A: I am at City Bank. Is there a good French restaurant near here?
B: Yes, there is. There's a French restaurant on the corner of Bank Street and B Avenue.



Unit Goals

- **Language Review**
- **Reading**
  Email Pals
- **Writing**
  Write an email about family and activities
- **About You**
- **Chant Along**
  My Neighborhood!

1 Language Review

A

- This exercise reviews vocabulary and grammar from Unit 6 and the question ***Where do you live?*** from Unit 7.
- Remind students that ***There is*** is used with singular subjects and ***There are*** is used with plural subjects. Say or write on the board two or three sentences about things in the class, leaving a blank for the verb. For example: ***There ___ 20 desks in the classroom. There ___ one clock on the wall.*** Have students tell you the words that go in the blanks. (are, is)
- Ask a volunteer to read the directions. Put students in pairs to complete the conversations.
- Check answers by having pairs read the conversations aloud.

Answers

1. **A:** do, live
   B: —
   A: Is
   B: have, 'm / am
2. **A:** 's / is
   B: 's / is, are, 's / is
   A: is, 's/ is, has

B

- This exercise reviews the use of ***There is*** and ***There are*** from Unit 6.
- Read the directions and the example with the class. Have students work individually to write sentences about their houses.
- Put students in pairs and have them read their sentences to each other. Walk around the room monitoring the exercise to make sure that students are using ***There is*** and ***There are*** correctly. Tell them to ask you if they aren't sure.

Answers

Answers will vary.

C

- This exercise reviews vocabulary for locations in a neighborhood and giving directions from Unit 7.
- Have students look at the pictures and read the example. Review language for giving directions, such as: ***turn __, go straight (ahead), go to the corner***. If necessary, have students review the prepositions on page 58.
- Model another example conversation with a student. Say: ***I'm at the tourist office. Is there a bank near here?*** Have the student give directions. (Possible answer: Go straight on Bank Street. Turn right on C Avenue. The bank is on the corner of Park Street and C Avenue.)
- Put students in pairs to practice giving directions. They should take turns asking and answering questions modeled after the example.
- To complete the activity, ask a few pairs to act out their conversations for the class.

Answers

Answers will vary.

- For additional practice give students directions to follow using the map. Don't tell them where they are going. Then ask: ***Where are you?*** For fun, you might make the directions more complex than necessary. For example, say: ***You are in front of the bank. Go straight on C Avenue. Turn left on Bank Street. Go straight. Turn left on B Avenue. Then turn right on Park Street. Walk one block. Where are you?*** (Sushi World)

D

- This exercise reviews the present progressive from Unit 8 and the vocabulary for rooms and objects in a house from Unit 6. It also provides more practice with ***There is*** and ***There are***.
- Have students review the house vocabulary by looking at the pictures on pages 48 and 49. Remind them that the present progressive describes what people are doing "now," at the moment of speaking. Review the grammar chart on page 66.
- Give students a minute to look at the pictures and read the examples. Elicit one more example from the class for each house. You could have the class name the people in the two pictures. This would make it easier to talk about what they are doing.
- Have students work in pairs to write their sentences. Give students a time limit to complete the activity.
- When the time period has elapsed, ask volunteers to come to the board and write two or three sentences for activities 1 and 2.
- For activity 3, ask one pair to read all of their sentences. As they do this, the other students should check their sentences that are the same. Then have other pairs read the sentences that are different. How many differences did the class find between the two pictures?

Answers

Answers will vary. Sample answers:

1.

1. The sister in house A is studying.
2. The cat in house A is sleeping in the yard.
3. The woman in house A is watching TV.
4. The grandfather and grandson in the kitchen in house A are eating.
5. The teen boy in house B is having a rest in his bedroom.
6. The girl in house B is doing homework.
7. The grandmother in house B is cooking.
8. The father in house B is reading the newspaper in the living room.

2.

1. In house A, there are flowers on the table in the dining room.
2. In house A, there is a painting on the wall in the living room.
3. In house A, there is a mirror in the bedroom.
4. In house A, there is a car in the garage.
5. In house B, there is a shower in the bathroom.
6. In house B, there is a closet in the bedroom.
7. In house B, there is a TV in the living room.
8. In house B, there is a refrigerator in the kitchen.

3.

1. In house A, there is a bathtub in the bathroom. In house B, there is a shower in the bathroom.
2. In house A, there is a mirror in the bedroom. In house B, there is a poster in the bedroom.
3. In house A, there is a desk in the bedroom. In house B, there is a dresser in the bedroom.
4. In house B, there is a table and chairs in the kitchen. In house A, there is no table and chairs in the kitchen.
5. In house A, there is a baby. In house B, there is no baby.
6. In house A, there is a bike in the garage. In house B, there is no bike in the garage.
7. In house A, there is a vase with flowers on the table. In house B, there are books on the table.
8. In house A, there are shelves in the kitchen. In house B, there are no shelves in the kitchen.

Workbook

Assign pages 123–124 for review of grammar and vocabulary presented in Units 5–8.

D. Look at the picture and do the activities.

1. Work with a partner. What are the people doing? Write eight sentences.

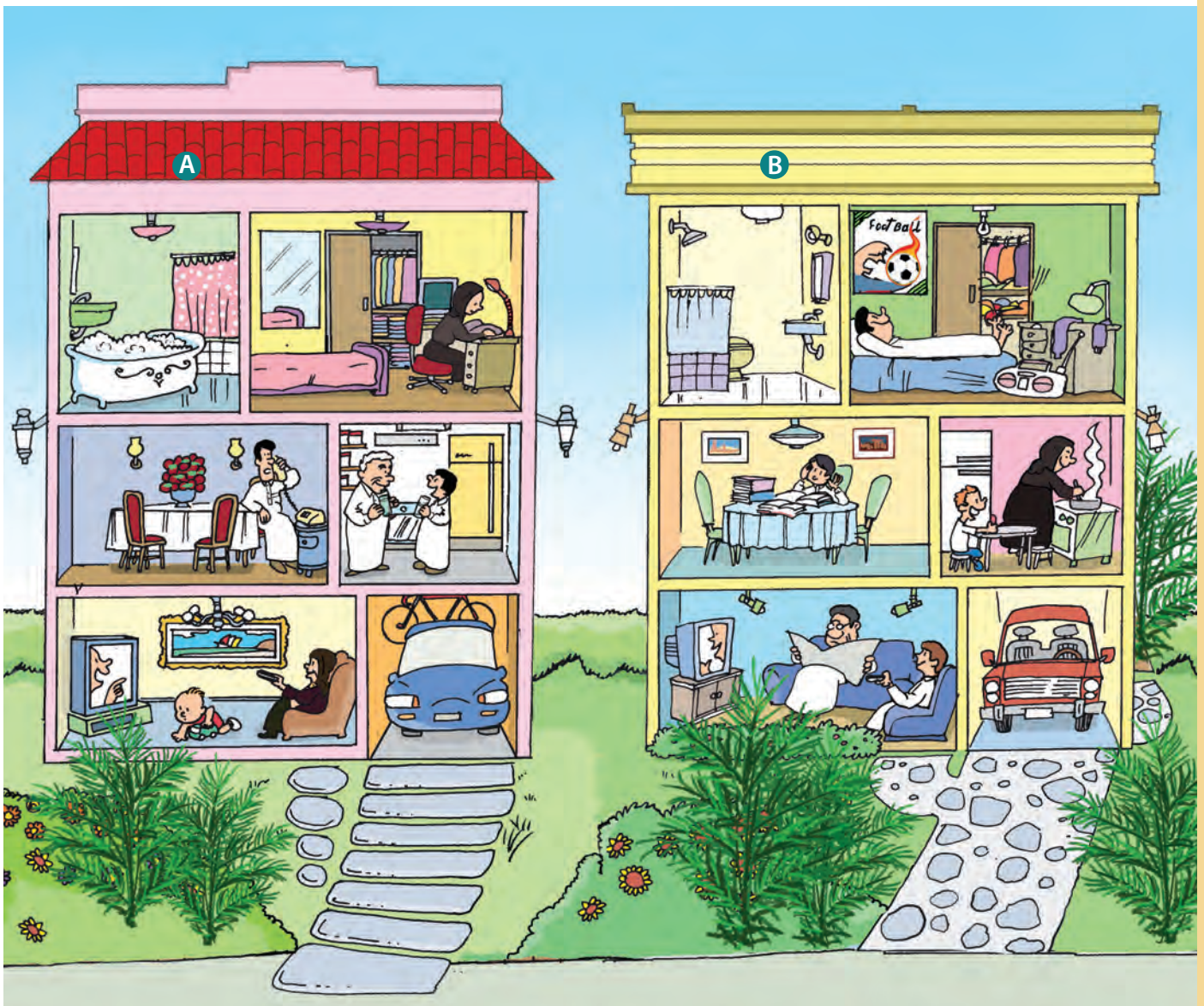
The father in house A is talking on the phone.

2. Work with a partner. What are some things in the houses? Write eight sentences.

In house A, there are shelves in the kitchen.
In house B, there is a shower in the bathroom.

3. Look at the pictures again. Write down eight differences between houses A and B. Compare your answers with a partner.

In house A, they have a mirror in the bedroom.
In house B, they have a poster on the wall.



2 Reading

Before Reading

1. Do you send emails to friends?
2. Where are your friends from?
3. Do you write to them often?
4. What do you write about?

Email Pals

Hi Omar,

Thanks for your email. Here are some answers to your questions about me. I have a small family. There's just my father, my mother, and my sister. My sister's name is Kate, and she's nineteen years old. She's at college. She is studying to be a doctor. My dad's a doctor, too.

I live in a small town about one hour from New York City by train. My neighborhood is nice and quiet, and we have everything we need right here. My school is only a couple of blocks from my house, and there's an enormous shopping mall near here. My friends and I hang out there often.

I have a parrot. His name is Gabby. Do you have a pet? I play football on the local team. The name of the team is Square United. What's your favorite sport?

Tell me more about your family, your town, and your interests.

Take care.
Mark

2 Reading

- Discuss the **Before Reading** questions with the whole class. Ask the class if they send emails to friends. **Note:** Teenagers' use of the Internet is a subject of concern in some communities. There is no need to raise this issue. However, if it does come up, it might be a good opportunity to advise students about safe use of the Internet.
- Tell students they're going to read an email. In the email a boy named Mark is introducing himself to Omar, a new online friend. Have them look at the pictures and ask: ***What do you think Mark says in his email?*** Make notes of students' ideas on the board. Don't confirm or deny answers at this time.

CD1, T52 Play the audio twice. The first time, students listen with their books closed.

CD1, T52 Ask students to open their books. Play the audio again so they can read along in their books as they listen again.

- Review the notes on the board. Check the items that Mark wrote about in the email.
- Have students ask about any vocabulary items they don't understand. Make sure they use the question ***What does ____ mean?*** Before answering yourself, ask other students if they know what the word means. Remind students that they saw the word *enormous* in Unit 3 describing the dinosaur Tyrannosaurus Rex.

Culture Note

In the U.S., cats and fish are popular pets. There are approximately 81,721,000 cats and 75,898,000 fish.

After Reading

- Have students work individually to write *yes* or *no* for each statement.
- Check answers. Have students read the sentence from the email that supports their answer. When the answer is *no*, have them give the correct information.

Answers

1. yes
2. no (She's studying to be a doctor.)
3. no (He lives in a house.)
4. no (His school is only a couple of blocks from his house.)
5. no (There's a big shopping mall near his house.)
6. yes

3 Writing

- Ask a student to read the directions aloud. Ask students for their ideas about who the friend is. Is it someone from another country? Is it someone in their community?
- Have students look at the chart and circle the items they want to write about. Tell them that 4 or 5 things are enough for one email.
- Have students work individually to write their emails. Then put students in small groups to read their emails aloud to each other. The group members should ask questions about things they don't understand.

Culture Note

West Edmonton Mall in Alberta, Canada is the largest mall in North America. It opened in 1981. It covers about 570,000 m^2 and has parking for over 20,000 vehicles. There are over 800 stores and services, and it features an amusement park, a water park, and an ice rink.

4 About You

- Assign each person in the class one question from the list. (In some cases two or more students will have the same question.) Then have students walk around the classroom, asking other students their question and answering the questions other students ask them.
- Set a strict time limit (about 5 minutes) for this, as it would take too long for every student to answer all of the questions.
- As students are doing this, monitor the conversations and help as needed.
- When the time is up, have students report on some of the answers their classmates gave them. Ask a few questions. For example: ***Does anyone have an unusual pet, hobby, or collection? Who plays a sport? Does anyone like documentaries?***
- Tell students to look at the pictures and describe what they see. Ask: ***Why are each of these pictures shown here?*** (They show different types of hobbies or collections: coins, stamps, and model cars.)

Culture Note

Explain that collecting is a popular hobby in the United States. Some popular collectors' items are coins, stamps, dolls, and baseball cards. Some people also like to collect antiques.

After Reading

Answer ***yes*** or ***no***.

1. _____ Mark's family is small.
2. _____ Mark's sister is studying to be a nurse.
3. _____ Mark lives in an apartment.
4. _____ His school is far from his house.
5. _____ The neighborhood doesn't have many stores.
6. _____ Mark plays football in his free time.

3 Writing

You are writing an email to a new friend. Circle the information you want to include. Add your own ideas. Then write your email. Use Mark's email to help you.

family	pets	sports	weather
town	teachers	hobbies	school
neighborhood	friends	favorite pastimes	house
favorite food	favorite films	school subjects	holidays

4 About You

1. Do you live in a quiet or busy neighborhood?
2. What's your favorite hangout place?
3. Do you have a lot of friends?
4. Who are your best friends?
5. Do you have any pets? What kind?
6. What are their names?
7. What are your favorite kinds of films?
8. What hobbies do you have?
9. Do you play a sport? What?
10. Do you collect anything? What do you have?

5 Chant Along

My Neighborhood!

Who is that walking down the street?
Who is that getting on the bus?
Who is that running in the park?
Who is that sitting on the bench?

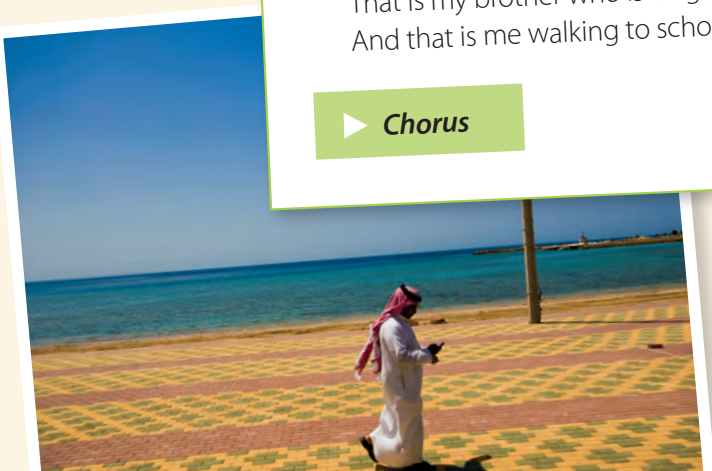
That is me walking down the street.
That is Ali getting on the bus.
That is my teacher running in the park.
That is my neighbor sitting on the bench.

▶ ***Chorus***
This is the neighborhood I live in.
There are so many people I know,
2, 3, 4, 7, 9, 10.
Everywhere I look,
Let me show you some more.

Who is that talking on the phone?
Who is that holding all this mail?
Who is that laughing so loud?
Who is carrying a backpack?

That is Mr. Faisal talking on the phone.
That is the mailman delivering the mail.
That is my brother who is laughing so loud,
And that is me walking to school!

▶ ***Chorus***



5 Chant Along

- Tell students that they are going to listen to a chant called *My Neighborhood*. Ask: ***What is a neighborhood?*** (an area where people live)

CD1, T53 Play the audio once. Students listen with their books closed. Have them note the words related to a neighborhood as they listen. Ask: ***What words did you hear?*** Write their answers on the board but don't confirm or deny responses at this time.

- Have students open their books and read the chant. Have them look at the pictures. Have students describe the things they see in the neighborhoods and what the people are doing in the pictures.

CD1, T53 Play the audio again twice. Students listen and read along in their books.

CD1, T53 Play the audio again. Have students chant along with the recording.

- You might have students perform the chant, either chanting it or saying it as poem. One way to do this would be to have small groups chant or read the verses and then have the whole class come in with the chorus. Encourage students to get into the rhythm of the chant.

Vocabulary

- Explain that students are going to look for words with these meanings in the chant. Do the first one as an example. Have them look for a word that means *making lots of noise*. (loud)
- Put students in pairs to complete the exercise. Then call on students to read the definitions and their answers.
- Tell students this riddle. The answer is one of the words in the chant. ***You have one of these when you go to school. You don't have it when you go to bed. What is it?*** (a backpack)

Answers

1. loud
2. bench
3. park
4. backpack
5. mailman
6. school
7. street

Comprehension

A

- Have students work individually to write *yes* or *no*, referring back to the chant as necessary for the information.
- Have them write the correct information for the *no* answers.

Answers

1. yes
2. no (He is delivering the mail.)
3. no (He is laughing.)
4. no (He is talking on the phone.)
5. no (He is running in the park.)
6. yes

B

- Read the directions and example with the class. Model another example with a volunteer. For example:
  You: ***What's the mailman doing?***
  Student: ***He's delivering letters.***
- Put students in pairs to continue asking and answering questions about the people in the chant.

Discussion

- If possible, bring or have students bring some photos or pictures of people doing different things from magazines to class the day you are going to have this discussion.
- Read the examples with the class. Model another example or two with a volunteer. For example: ***What is the boy doing?*** (He is eating.) Arrange students in small groups to ask and answer the questions. Point out that these questions are intended to encourage students to describe what the people in their photos are doing. Students ask questions and explain who the people are and what they are doing in each of their photos.
- To conclude this activity, have volunteers come to the front with their photos. Call on members of the class to ask questions about the photos for the volunteers to answer.

Vocabulary

Read the meanings. Write the words from the chant.

1. making lots of noise _____
2. something to sit on _____
3. a place with a lot of grass and trees _____
4. something to put your books in _____
5. a person who delivers mail _____
6. a place we learn new things _____
7. there are cars on it _____

Comprehension

A. Answer ***yes*** or ***no***.

1. _____ The boy is a student.
2. _____ The mailman is drinking coffee.
3. _____ The boy's brother is studying.
4. _____ Mr. Faisal is driving a car.
5. _____ The teacher is shopping.
6. _____ The boy's neighbor is sitting on the bench.

B. Work with a partner. Ask and answer questions about the people in the chant.

A: What's the teacher doing?
B: He's running in the park.

Discussion

Work in pairs and describe what the people in the photo are doing. Ask each other questions.

A: Where is the boy sitting?
B: He is sitting in the middle.
A: Is the father driving?
B: No, the grandfather is driving.

1 Good Morning!

VOCABULARY

Nouns

best friend
class
classmate
family
father (dad)
first name
friend
last name
man
mother (mom)
name
principal
student
teacher
woman

Parts of the day

afternoon
evening
morning
night

Titles

Miss
Mr.
Mrs.
Ms.

Adjectives

big
married
single

EXPRESSIONS

Greetings

Good afternoon.
Good evening.
Good morning.
Hello.
Hi.
Welcome to . . .

Saying goodbye

Bye.
Goodbye.
Good night.
See you later.
Take care.

Introductions

How do you spell (name)?
I'm (name).
My friends call me (name).
My name's (name).
Nice to meet you.
Nice to meet you, too.
This is (name).

Ask/say how someone is

How are you?
How's it going?
I'm fine, thanks.
I'm OK.
Not bad.

Express thanks

Thanks.
Thank you.

Express regret

I'm sorry.

2 What Day Is Today?

VOCABULARY

Nouns

age
cat
date
middle name

Adjectives

cute
favorite
our
their
your

Days of the week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Prepositions

in
on

Months of the year

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

Numbers

1 one – 1st first
2 two – 2nd second
3 three – 3rd third
4 four – 4th fourth
5 five – 5th fifth
6 six – 6th sixth
7 seven – 7th seventh
8 eight – 8th eighth
9 nine – 9th ninth
10 ten – 10th tenth
11 eleven – 11th eleventh
12 twelve – 12th twelfth
13 thirteen – 13th thirteenth
14 fourteen– 14th fourteenth
15 fifteen – 15th fifteenth
16 sixteen – 16th sixteenth
17 seventeen – 17th seventeenth
18 eighteen – 18th eighteenth
19 nineteen – 19th nineteenth
20 twenty – 20th twentieth
21 twenty-one – 21st twenty-first
22 twenty-two – 22nd twenty-second
23 twenty-three – 23rd twenty-third
24 twenty-four – 24th twenty fourth

30 thirty – 30th thirtieth
40 forty – 40th fortieth
50 fifty – 50th fiftieth
60 sixty – 60th sixtieth
70 seventy – 70th seventieth
80 eighty – 80th eightieth
90 ninety – 90th ninetieth
100 one hundred – one hundredth
1,000 one thousand – one thousandth

EXPRESSIONS

Ask for information

How old are you/they?
How old is he/she?
What month is it?
What day is today?

Real Talk

You're welcome.

3 What's That?

VOCABULARY

Nouns

airplane
bicycle / bike
calculator
camera
car
diamond
dinosaur
egg
fish
fossil
gift shop
guide
headphones
key
key chain
lamp
meteor
museum
painting
pencil
photograph
poster
radio
reproduction
sculpture
skeleton
souvenir
telephone
television
tote bag
toy
typewriter
washing machine
watch

Verbs

buy
check out
follow
touch

Adjectives

enormous
famous
nice

Pronouns

this / that
these / those

EXPRESSIONS

Ask for the name of something

What's this/that?
What are these/those?

Polite command

Please…

4 Around the World

VOCABULARY

Nouns

address
area code
avenue
bus
capital
cell number
country
email
home
language
nationality
people
street
telephone number
tourist
viewer
world

Nouns—Countries

Australia
Brazil
Canada
China
Egypt
England
France
Jordan
Kingdom of Saudi Arabia
Mexico
Oman
Russia
Spain
Syria
Turkey
United States
Venezuela

Adjectives—Nationality

American
Australian
Brazilian
Canadian
Chinese
Egyptian
English
French
Jordanian
Mexican
Omani
Russian
Saudi
Spanish
Syrian
Turkish
Venezuelan

Verbs

believe
say

Adjectives

hot
official

Prepositions

around
from
in
on

EXPRESSIONS

Idioms

on business
on vacation

Ask for information

Where are you from?

Real Talk

Excuse me.
How about you?

EXPANSION Units 1–4

VOCABULARY

Nouns

ad
backpack
broom
coconut
contest
destination
door
floor
form
industry
island
kid
order
pineapple
prize
questionnaire
ship
sport
tourism
trip
winner

Verbs

brush
clean
close
come in
do
find
get up
hurry
use
wait
walk
work

Phrases with verbs

brush (one's) teeth
do (one's) homework
get off the phone
give (someone) a break
sweep the floor

Adjectives

late
national
popular
principal

EXPRESSIONS

Idioms

give me a break
leave me alone
What for?

5 Families, Families

VOCABULARY

Nouns

aunt
baby
brother
child / *plural*: children
cousin
daughter
family
grandchildren
grandfather
grandmother
grandparent
husband
nephew
niece
parent
sister
son
uncle
wife

Verbs

come from
have
miss

Adjectives

big
many
married
only
single
small

EXPRESSIONS

Quantity expressions

a lot of
any
lots

Real Talk

I've got . . .
Not really.

6 Is There a View?

VOCABULARY

Nouns
apartment
balcony
flower
garden
house
laundry
motorcycle
tree
view
yard

Nouns—Rooms of the house
bathroom
bedroom
dining room
garage
kitchen
laundry room
living room

Nouns—Furniture and things in a room
armchair
bathtub
bed
cabinet
chair
closet
curtains
desk
dishwasher
dryer
DVD player
lamp
laptop computer
microwave
mirror
refrigerator
rug
shelf
shower
sink
sofa
sound system
stove
table
toilet
TV
vase
washer

Adjectives
beautiful
comfortable
great
huge
pretty
small

Adverbs
downstairs
upstairs

Prepositions
behind
in
in front of
on
under

EXPRESSIONS

Ask for and give a description
Is/Are there…?
There is (There's)/There are . . .
What's . . . like?

Ask for and give a reason
Why?
Because . . .

7 Where Do You Live?

VOCABULARY

Nouns
block
corner
floor
food
gym
neighborhood
pasta
pizza
price
sauna
swimming pool
town

Nouns—Places in the neighborhood
airport
apartment building
bank
bookstore
bus stop
convenience store
gym
health club
mall
park
pharmacy
post office
restaurant
subway station
supermarket

Verbs
get off
go
live
take
turn

Adjectives
closed
low
new
open

Prepositions
across from
between
far from
near
next to
on
on the corner of … and …

EXPRESSIONS

Give directions
Go down.
Go up.
Go straight (ahead).
Go to the corner.
Turn left.
Turn right.

Ask for directions
How do I get to . . . ?

Give a strong yes answer
Of course.

Real Talk
Trust me.
You can't miss it.

8 What Are You Doing?

VOCABULARY

Nouns

action film
actor
advantage
comedy
food court
generation
hangout
helpline service
homework
magazine
mail
sandwich
science fiction
text message

Verbs

call
chat
come
deliver
do
drink
eat
hang out
help
listen to
look at
play
read
see
send
speak
study
surf (the Internet)
talk
wait for
watch
wear
work (online)
write

Adjectives

action
busy

Adverb

right now

EXPRESSIONS

Expression of location

at work

Make a suggestion

Let's (go).

Accept a suggestion

Good idea!

Real Talk

check out
What's up?

EXPANSION Units 5–8

VOCABULARY

Nouns

hangout place
hobby
holiday
interests
mailman
pastime
pet
subject

Verbs

collect
hang out
laugh

Adjectives

busy
enormous
local
quiet

Adverb

loud

Irregular Verbs

Base Form	Simple Past
be	was/were
become	became
buy	bought
come	came
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fight	fought
find	found
get (up)	got (up)
give	gave
go	went
hang	hung
have	had
hear	heard
know	knew
leave	left
lend	lent
make	made
mean	meant
meet	met
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
sweep	swept
swim	swam
take	took
teach	taught
think	thought
understand	understood
wake (up)	woke (up)
wear	wore
write	wrote

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Key to Phonetic Symbols

Vowels		Consonants	
Symbol	Sample Word	Symbol	Sample Word
/iy/	w**ee**k	/b/	**b**ike
/ɪ/	g**i**ft	/p/	**p**ool
/ɛ/	b**e**d	/g/	**g**ive
/æ/	b**a**d	/k/	**c**ar
/ɑ/	f**a**ther, b**o**x	/d/	**d**ay
/ə/	m**o**nth, b**u**s	/t/	**t**en
/ɔ/	sm**a**ll, d**oo**r	/z/	**z**ero
/u/	r**oo**m	/s/	**s**on
/ʊ/	b**oo**k	/ʃ/	**sh**oe
/eɪ/	n**a**me	/ʤ/	**j**ust, gara**g**e
/aɪ/	**i**ne	/ʒ/	televi**s**ion
/ɔy/	b**oy**	/tʃ/	**ch**eck
/aʊ/	t**ow**n	/v/	**v**ery
/oʊ/	**o**ld	/f/	**f**ine
/ər/	f**ir**st	/w/	**w**ife
		/y/	**y**ard
		/h/	**h**ere
		/ð/	**th**is
		/θ/	**th**ousand
		/m/	**m**ap
		/n/	**n**ow
		/ŋ/	ri**ng**
		/l/	**l**eft
		/r/	**r**ight

Photocopiable 1

Exercise 1

1. We're in the school yard.
2. She's a good friend.
3. They're on the plane.
4. He's very excited about the trip.
5. He's a teacher.
6. She's our English teacher.
7. You're good students.

Exercise 2

1. your, My
2. my, her / my
3. my, his / my
4. my, His
5. My

Exercise 3

Pregra**food**dmer**evening**nnst**principal**klwclo**meet**ldtrfu
wonderfulmtroew**classmate**mpcdolfc**afternoon**
dmertksrgblstol**terrible**klrtmsnol**teacher**mtrocdolf
excitedklwclomp**welcome**mertksl**morning**rgblsto

Photocopiable 2

Exercise 1

1. F
2. T
3. T
4. F
5. F
6. T

Exercise 2

1. June eleventh
2. August ninth
3. October twelfth
4. April sixteenth
5. March seventeenth
6. February twenty-ninth
7. January twenty-eighth
8. May fifth
9. September seventh
10. December thirty-first
11. November second
12. July twenty-third

February twenty-ninth
December thirty-first

Exercise 3

Answers will vary.

Photocopiable 3

Exercise 1

Science museum	Museum gift shop
dinosaur skeleton	sculptures
dinosaur eggs	key chains
fossils	tote bags
washing machine	toys
calculators	posters
typewriter	photos
camera	lamp
airplane	watches
headphones	books

Exercise 2

1. these
2. This, these
3. This, this
4. These, those
5. That, these
6. Those, this
7. That, these

Exercise 3

1. What's this/that? It's a bicycle.
2. What are these/those? They're sculptures.
3. What's this/that? It's a lamp.
4. What are these/those? They're watches.
5. What are these/those? They're toys.
6. What are these/those? They're photographs.
7. What's this/that? It's a camera.
8. What's this/that? It's a poster.

Photocopiable 4

Exercise 1

1. Chinese
2. Brazilian
3. England
4. United States
5. Mexico City
6. Norwegian
7. French
8. Turkey

Exercise 2

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

Exercise 3

Answers will vary.

Photocopiable 5

Exercise 1

1. mother
2. grandmother
3. nephew
4. niece
5. aunt
6. cousins
7. cousin
8. grandfather

Exercise 2

Answers will vary.

Exercise 3

1. has
2. has
3. have
4. has
5. has
6. have
7. have

Photocopiable 6

Exercise 1

Answers may vary.
Sample answers:

Dining Room	table, chairs, vase
Kitchen	refrigerator, stove, microwave, sink, dishwasher, curtains, shelf
Bathroom	bathtub, toilet, shower, mirror, shelf, sink
Bedroom	bed, closet, lamp, laptop, desk, rug, curtains, shelf
Garden/Yard	trees, flowers
Garage	car, motorcycle
Laundry Room	washer, dryer, shelf
Living Room	sofa, armchair, TV, sound system, shelf, DVD player, curtains, rug, lamp

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Photocopiable 7

Exercise 1

1. next to
2. on, across from
3. on
4. next to
5. near
6. far from
7. on
8. between
9. far from
10. on, next to

Exercise 2

1. get
2. bus stop
3. Get off
4. Turn
5. block
6. can't miss it
7. from
8. away
9. welcome

Exercise 3

Answers will vary.

Photocopiable 8

Exercise 1

1. eating
2. sitting, watching
3. drinking / having, reading
4. having
5. talking / listening / speaking
6. writing / sending
7. working / shopping
8. talking / speaking

Exercise 2

1. Are you studying? Yes, I am.
2. Is Aisha writing emails? No, she isn't.
3. Are Jed and Jim working online? Yes, they are.
4. Is she calling her sister? No, she isn't.
5. Are we going shopping? Yes. we are.
6. Is he talking to customers? Yes, he is.
7. Are you waiting for your father? No, I'm not.
8. Are they having coffee? Yes, they are.

Exercise 3

Answers may vary.

Sample answers:

1. He's studying for his exam. / He's reading.
2. He's working. / He's shopping.
3. She's cooking. / She's eating.
4. He's sleeping. / He's studying.
5. They're shopping.
6. They're watching TV.
7. He's working out.
8. We're eating. / We're having dinner.
9. He's working.
10. He's waiting for a bus.

1 Good Morning!

A

1. Goodbye.
2. Hi. How are you?
3. Good morning.
4. Nice to meet you.
5. Good evening.
6. Good night.

B

1. is / 's
2. are / 're
3. is
4. is / 's
5. are
6. are / 're
7. is / 's
8. are, am / 'm

C

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

D

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

E

1. is / 's
2. my
3. am / 'm
4. my
5. His
6. is / 's
7. is / 's
8. His
9. your

F

1. school
2. student
3. spell
4. meet
5. friend
6. night
7. your
8. are
9. later

Secret word: SuperGoal

G

Answers will vary. Sample answers:

Paul: Hi. I'm Paul Wilson.
John: Hello, Paul. I'm John. This is my friend, Samuel. But his friends call him Sam.
Paul: Nice to meet you, Sam.
Sam: Nice to meet you, too.
Paul: Mr. Lee and Mr. Grant are the teachers. Hello, Mr. Lee!
Mr. Lee: Good evening, Paul! How are you?

2 What Day Is Today?

A

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

B

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

C

1. Thirteen plus thirty-three equals forty-six.
2. Twenty-one plus fifteen equals thirty-six.
3. Forty-three plus fifty-seven equals one hundred.
4. Seventy-six plus four equals eighty.
5. Eleven plus eighteen equals twenty-nine.

D

1. seventh
2. fifteenth
3. twelfth
4. fifty-fifth
5. fortieth
6. sixtieth
7. eighteenth
8. sixty-second

E

February fifteenth
May fifth
December thirtieth
June eleventh
April twenty-fifth

F

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

G

1. your **2.** Their **3.** Our **4.** Their **5.** our

H

1. How old
2. What
3. When
4. What
5. What

I

1. on
2. on
3. in
4. on
5. in
6. on
7. on
8. in

J

Across	Down
1. twelfth	**2.** eleventh
3. third	**3.** twentieth
4. nineteen	**5.** eighty
7. fifth	**6.** ninety

K

Answers will vary. Sample answer:

My name is Ali. I am sixteen years old. My final test is in the third month of the year. It's in March.

Omar is my best friend. He is seventeen years old. His final test is on March fifteenth.

3 What's That?

A

1. radio **2.** car **3.** airplane **4.** camera **5.** watch **6.** television **7.** key chain **8.** bicycle **9.** calculator **10.** toy

B

Travel	Electronics	Personal items
a bicycle	a computer	a watch
an airplane	a radio	a key chain
a car	a camera	a toy
	a television	
	a calculator	

C

1. What are those?
2. They're calculators.
3. They're pencils.
4. They're my keys.
5. Those are cars.
6. They're her paintings.

D

1. Please open the window.
2. Please don't take photographs.
3. Please close the door.
4. Please don't use cell phones.
5. Please don't talk.

E

1. A: What are these? / What is this?
B: They're keys. / This is a keychain.
2. A: What are those?
B: They're headphones.
3. A: What's this?
B: It's a camera.
4. A: What are these?
B: They're eggs.
5. A: What's that?
B: It's an airplane.
6. A: What is this?
B: It's a ball.

F

Singular	Plural
1. this telephone	these telephones
2. that pencil	those pencils
3. this watch	these watches
4. that dinosaur	those dinosaurs
5. this radio	these radios

G

1. a car
2. a key
a keychain
3. an egg
a toy

H

Answers will vary, but should follow the model.

4 Around the World

A

1. Jordanian **2.** France **3.** Russia **4.** American **5.** Canada **6.** China **7.** English **8.** Turkey **9.** Venezuela **10.** Egypt

B

1. Saudi
2. Omani
3. England
4. Australia
5. Brazilian
6. Egyptian

C

Tom: Hi. My name is Tom. What's your name?
Eduardo: I'm Eduardo. This is my friend, Roberto.
Roberto: Hi, Tom. Where are you from?
Tom: I'm (from) the United States. I'm (on) vacation here in Brazil for the first time. Are you Brazilian?
Roberto: No, we're (from) Cuenca, but we live (in) Rio de Janeiro now.
Tom: Is Cuenca in Colombia?
Eduardo: No, it isn't. It's in Ecuador.

D

1. No, he isn't. He is from Ecuador.
2. Yes, he is.
3. No, he isn't. He's on vacation.
4. No, he isn't. He's from the United States.
5. Yes, they are.
6. Yes, it is.
7. No, they aren't. They are in Brazil now.
8. No, they aren't. They live in Rio de Janeiro.

E

1. Yes, I'm from China.
2. Yes, she is.
3. I'm from England.
4. It's 389-555-0029.
5. Yes, we are.
6. No, it isn't. It's in Washington.

F

Max: Excuse me. Are these the bags for flight 128?
Agusto: Yes, they are.
Max: Where are you from?
Agusto: I'm from Venezuela. How about you?
Max: I'm from Canada.
Agusto: Are you here on business?
Max: No, I'm not. I'm here on vacation.
Agusto: Here's my bag. Goodbye! Enjoy your visit!
Max: Bye!

G

Name: Carlos Torres
Nationality: Chilean
Address: Los Angeles, California, U.S.
Age: 18
Email address: carlos123@worldnet.com
Phone number: 310-555-9901

H

*Answers will vary, but should follow the model of Exercise **G**.*

EXPANSION Units 1-4

A

1. When — d
2. What — f
3. How old — h
4. Where — c
5. What — e
6. Where — a
7. How old — b

B

1. Please don't close the door.
2. Today isn't Sunday.
3. He isn't from Oman.
4. They aren't sisters.
5. I am not ten years old.

C

1. Is it March 17th today?
2. Is Sabah 17 years old?
3. Are you from Syria?
4. Are you Jordanian?
5. Is that my pencil?
6. Are those our posters?
7. Is that a famous painting?

D

Across
1. hello
4. it
6. Saturday
9. down

Down
1. his
2. October
3. Tuesday
5. What
7. and
8. are
10. old
11. no

E

1. is / 's
2. is / 's
3. are
4. are
5. is / 's
6. are
7. is / 's
8. are
9. is not / isn't
10. is / 's
11. is / 's
12. am / 'm

5 Families, Families

A

1. no
2. yes
3. yes
4. yes

B

1. son
2. grandson
3. brother
4. cousin

C

Answers will vary. Sample answers:

1. I'm **Farah's sister**.
2. I'm **Ahmed's cousin**.
3. I'm **Fahd's daughter**.
4. I'm **Aisha's aunt**.
5. I'm **Ali's grandson**.

D

1. have
2. doesn't have
3. has
4. don't have

E

1. Sahar's aunt
2. the children's father
3. the girls' mother
4. the aunts' bags

F

1. Yes, I have a lot of / lots of uncles.
2. Yes, I have a lot of / lots of aunts.
3. No, I don't have any sisters.
4. Yes, I have a lot of / lots of brothers and sisters.

G

1. How many sisters does Khaled have?
2. Who is Khaled's mother?
3. Who is Khaled's aunt?
4. How many children do Refaa and Hameed have?
5. Who are Khaled's grandparents?

H

1. no
2. yes
3. no
4. no
5. no

I

1. grandmother
2. son
3. aunt
4. husband
5. uncle
6. parents

Secret word: mother

J

Answers will vary. Sample answer:

My family is big. I have one brother and two sisters. My brother's name is Faisal. My sisters' names are Asma and Maha. Faisal is eight years old. Asma is twelve years old, and Maha is seventeen years old. Faisal is the baby in my family. My grandfathers' names are Ali and Abdullah. My grandmothers' names are Aisha and Nura. I have three aunts and four uncles. I have twelve cousins. I have a pet. It's a cat. My cat's name is Mindy.

6 Is There a View?

A

1. stove
2. rug
3. vase (with flowers)
4. lamp
5. chair
6. TV
7. mirror
8. sink
9. bed
10. closet

B

1. in
2. in
3. under
4. on
5. in front of
6. under
7. in
8. behind
9. on
10. on

C

Reporter: Is your house in California big?
John: Yes, there are 35 rooms.
Reporter: Thirty-five rooms? That's a big house!
John: Yes, there are 15 bedrooms, and there are 10 bathrooms. There are two kitchens. There is a kitchen upstairs, and there is a kitchen downstairs.
Reporter: Is there a balcony?
John: Yes, there are two balconies. There is one balcony in front of the house, and there is one balcony behind the house. There is a nice view from the front balcony.
Reporter: Are there famous paintings?
John: Yes, I have two paintings by Picasso.
Reporter: That's great. Is there a garden?
John: Yes, there is a large garden with flowers behind the house.
Reporter: What's your favorite room?
John: It's my bedroom. There are two phones, a laptop computer, and a huge high-definition TV in my bedroom. I watch myself on TV!

D

Answers will vary. Sample answers:

BEDROOM
There is a mirror in the bedroom.
There isn't a chair in the bedroom.
There is a rug in the bedroom.

LIVING ROOM
There is a TV in the living room.
There isn't a sofa in the living room.
There are paintings in the living room.

KITCHEN
There is a stove in the kitchen.
There isn't a chair in the kitchen.
There are curtains in the kitchen.

TWO MORE ITEMS
There is a desk in the bedroom.
There is a sink in the kitchen.

E

1. no **2.** no **3.** yes **4.** no **5.** yes

F

Answers will vary. Sample answer:

My dream bedroom is just right for me. There is a big bed. There is a desk. There is a big TV with a DVD player. There are lots of windows. There is a beautiful view. There is a big closet in my bedroom. There is a sound system, too.

7 Where Do You Live?

A

1. mall **2.** pharmacy **3.** park **4.** supermarket **5.** bank **6.** restaurant **7.** bookstore

B

A: Excuse me. Is there a restaurant near here?
B: Yes, there's one across from the post office.
A: And where is the post office?
B: Go to the corner, and turn right.
A: Thank you.
B: You're welcome.

C

1. between **2.** across from **3.** next to

D

Answers will vary. Sample answers:

1. The subway station is far from the bookstore.
The subway station is on Main Avenue.
2. The park is near the bank.
The park is on Park Avenue.
3. The supermarket is far from the convenience store.
The supermarket is near the bookstore.

E

You: Go straight on Park Avenue to the next corner.
Turn right at the bank.
The museum is across from the bank.
It's between the convenience store and the subway station.

F

1. in **2.** on **3.** in **4.** on **5.** on

G

1. Yes.
2. No. There are over 200 stores in Penang.
3. No. There are big hotels in the town.
4. No. KOMTAR is the name of a shopping mall.
5. No. There are many beautiful parks in Penang.

H

Answers will vary.

I

Answers will vary. Sample answer:

My city is very old. It is a small city. It is popular with tourists. There are a lot of tourist attractions. There are a lot of museums. There is a very famous restaurant. It is very popular. There are 100 to 150 stores in my city. There is not a shopping mall in the city. A lot of shops are on River Street. There are very good restaurants in the city. Fazzino's is a good Italian restaurant. There is an airport, but it is far from the city.

8 What Are You Doing?

A

1. is surfing, are studying
2. is listening
3. are eating
4. is not / isn't riding

B

1. What is Jamal doing?
He's reading a book.
2. What are they doing?
They're surfing the Internet.
3. What is Jim doing?
He's watching sports on TV.
4. What is Ahmed doing?
He's talking on his cell phone.
5. What are the boys doing?
They're playing video games.

C

1. No, he isn't.
2. Yes, he is.
3. No, they aren't.
4. Yes, they are.
5. Yes, he is.

D

1. What is Asma doing?
2. What are Omar and Qassim doing?
3. What are you doing?
4. What are you doing?

E

Pictures should reflect the content of the paragraph.

F

Answers will vary. Sample answer:

Hi Adel,

I'm sitting at the library with four friends. Jamal is doing research. Hussain is studying for the exams. Fahd is writing an essay. Faris is looking for a book.

What are you doing with your friends?

Bye for now,
Saeed

EXPANSION Units 5-8

A

1. Their names are Adnan and Aisha.
2. They have one aunt.
3. He has two brothers.
4. His name is Majid.
5. Their grandparents are Mariam and Hussain.

B

1. Is there 2. There is 3. There is 4. Are there

C

1. They're eating
2. He's surfing
3. He's talking
4. He's writing

D

1. on
2. next to
3. across from
4. between
5. on the corner of

E

1. Turn left on Main Street. The bookstore is next to the restaurant.
2. Turn right on Main Street. The bus stop is across from the post office.
3. Turn right on Main Street. Roberto's Restaurant is between the bookstore and the post office.

1 Photocopiable Activity

Exercise 1

Rewrite the sentences using pronouns: ***you***, ***he***, ***she***, ***it***, ***we***, ***they*** and contractions / short forms with apostrophes (**'**).

1. **You and your friend** are in the school yard.
   We're in the school yard.
2. **Asma is** a good friend.
   _____
3. **Jim and Saeed are** on the plane.
   _____
4. **Adel is** very excited about the trip.
   _____
5. **Mr. Phillips is** a teacher.
   _____
6. **Mrs. Jennings is** our English teacher.
   _____
7. **You and Sabah are** good students.
   _____

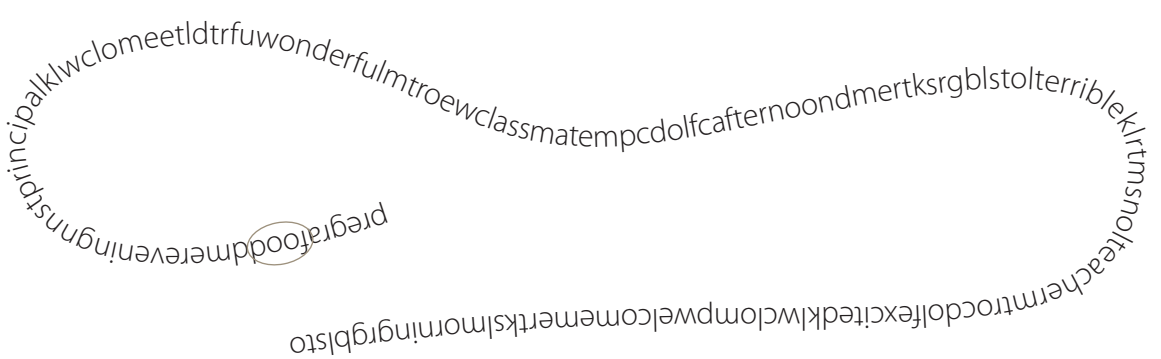
Exercise 2

Fill in the blanks with possessive adjectives.

1. Good morning class. I'm _____your_____ new teacher. _____My_____ name is Mr. Best.
2. This is _____ sister Hanan, and this is _____ friend Sue.
3. This is _____ brother Jim, and this is _____ friend Fahd.
4. That is _____ father in the red car. _____ name is Imad.
5. I'm Richard. _____ friends call me Rick.

Exercise 3

Find the 12 words in the spiral. The first one is done for you.



2 Photocopiable Activity

Exercise 1

Read and circle ***T*** for True or ***F*** for False.

1. We go to school on Friday. T / F
2. Wednesday is the day before Thursday. T / F
3. Saturday is the day after Friday. T / F
4. Sunday is the day after Monday. T / F
5. Tuesday is the day before Friday. T / F
6. We go to school on Monday. T / F

Exercise 2

Write the dates.

1. 11/6 *June eleventh*
2. 8/9 _____
3. 10/12 _____
4. 4/16 _____
5. 3/17 _____
6. 2/29 _____
7. 1/28 _____
8. 5/5 _____
9. 9/7 _____
10. 12/31 _____
11. 11/2 _____
12. 7/23 _____

Which of the dates only happens once in four years? _____

Which of the dates is the last day of the year? _____

Exercise 3

Answer the questions.

1. How old are you? _____
2. What day is today? _____
3. What's your best friend's name? _____
4. What's the date today? _____
5. How old is your best friend? _____

3 Photocopiable Activity

Exercise 1

Write what you can find at a science museum and what you can buy at the museum gift shop.

books dinosaur skeleton dinosaur eggs fossils sculptures key chains tote bags toys posters
washing machine calculators typewriter camera airplane headphones photos lamp watches

Science museum	Museum gift shop
dinosaur skeleton	sculptures

Exercise 2

Circle the right word.

1. Look at ***this*** / ***these*** sculptures. They're really cool.
2. ***This*** / ***These*** Is a very famous painting, and ***this*** / ***these*** are modern sculptures.
3. ***This*** / ***These*** is my brother Rick, and ***this*** / ***these*** is my brother Tom.
4. ***This*** / ***These*** are my books, and ***that*** / ***those*** are my brother's books.
5. ***That*** / ***Those*** is Aisha's desk, and ***these*** / ***this*** are Farah and Sabah's desks.
6. ***That*** / ***Those*** are Fahd's pencils, and ***this*** / ***these*** is Abdullah's pencil.
7. ***That*** / ***Those*** dinosaur is enormous, and ***this*** / ***these*** fossils are old.

Exercise 3

Ask and answer about items in the museum or the museum gift shop. Use ***this/these*** or ***that/those***.

1. bicycle — What's that? it's a bicycle. OR What's this? it's a bicycle.
2. sculptures — What are those? They're sculptures OR What are these? They're sculptures.
3. lamp _____
4. watches _____
5. toys _____
6. photographs _____
7. camera _____
8. poster _____

4 Photocopiable Activity

Exercise 1

Choose the correct word.

1. A person who comes from China is ***Chinean*** / ***Chinese***.
2. ***Brazilese*** / ***Brazilian*** coffee is well-known around the world.
3. London is the capital of ***England*** / ***English***.
4. Dennis is American. He comes from the ***Americas*** / ***United States***.
5. Miguel was born in ***Mexico City*** / ***Mexican City***, but he lives in California.
6. ***Norwegian*** / ***Norwegese*** is the official language of Norway.
7. Pierre comes from France, but he lives in New York. He really likes ***French*** / ***France*** food.
8. Ankara is the capital of ***Turkish*** / ***Turkey***.

Exercise 2

Match questions and answers.

1. Where are you from?	**a.** It's 0030.
2. How old are you?	**b.** It's March 10th.
3. What's the date?	**c.** saud@educate.com
4. What's your nationality?	**d.** I'm Jordanian.
5. What's your address?	**e.** I'm 19.
6. What's your telephone number?	**f.** 320-2233456
7. What's the country code?	**g.** I'm from Brazil.
8. What's your email address?	**h.** 46 Promenade Street, LA 3021

Exercise 3

Answer the questions.

1. What's your best friend's name? _____
2. How old is he/she? _____
3. Where is he/she from? _____
4. What's his/her address? _____
5. What's his/her telephone number? _____
6. What's his/her email address? _____
7. What's the country code? _____
8. What language does he/she speak? _____
9. What is his/her nationality? _____

5 Photocopiable Activity

Exercise 1

Fill in the missing words.

1. Your grandfather's daughter is your _____mother_____.
2. Your mother's mother is your _____.
3. Your brother's son is your _____.
4. Your sister's daughter is your _____.
5. Your father's sister is your _____.
6. Your uncle's sons are your _____.
7. Your uncle's daughter is your _____.
8. Your mother's father is your _____.

Exercise 2

Write about your family.

1. Do you come from a small or big family?

_____

2. How many brothers do you have?

_____

3. What are your brothers' names?

_____

4. How many sisters do you have?

_____

5. What are your sisters' names?

_____

6. How many uncles and aunts do you have?

_____

7. How many cousins do you have?

_____

Exercise 3

Choose *have* or *has*.

1. Adel ***has*** / ***have*** three brothers and two sisters.
2. His brother ***has*** / ***have*** two sons.
3. My uncles ***has*** / ***have*** many children.
4. My mother ***has*** / ***have*** two sisters.
5. My father ***has*** / ***have*** two brothers and two sisters.
6. We ***has*** / ***have*** lots of posters.
7. John and Pete ***has*** / ***have*** a big family.

6 Photocopiable Activity

Exercise 1

Write the words in the right row. Some words can be in more than one row.

sofa refrigerator dryer trees stove washer sink dishwasher chairs lamp motorcycle
table bed curtains shower toilet bathtub flowers laptop cabinet rug desk mirror
car DVD player armchair shelf TV vase microwave closet sound system

Dining Room	*table*
Kitchen	*stove*
Bathroom	
Bedroom	
Garden/Yard	
Garage	
Laundry Room	
Living Room	

Exercise 2

Answer about your house or apartment.

1. Do you live in a house or an apartment? _____
2. How many bedrooms are there? _____
3. Is there a garden or a balcony? _____
4. Is there a large kitchen? _____
5. Are there armchairs in the living room? _____
6. Is there a view from the living room? _____
7. Is there a dining room? _____
8. Are there chairs in the dining room? _____

Exercise 3

Describe/write about your room. Use some of these words to help you.

bed desk rug curtains shelf chair TV flowers books paintings posters

I have a _____ bedroom. In my bedroom, there is/are_____

_____

_____

_____

7 Photocopiable Activity

Exercise 1

Look at the picture/map on pages 44 and 45 of your Student Book and complete the sentences with the right preposition. Use ***across from***, ***between***, ***next to***, ***on***, ***near***, and ***far from***.

1. Gino's Restaurant is ___next to___ the post office.
2. The pharmacy is _____ Central Ave., _____ the health club.
3. The mall is _____ E. 42nd St.
4. Andy's Bookstore and Internet Café is _____ the bank.
5. The health club is _____ the bank.
6. The convenience store is _____ the mall.
7. The subway station is _____ the corner of E. 42nd St. and Main Ave.
8. Andy's Bookstore and Internet Café is _____ the bank and the pharmacy.
9. The subway station is _____ the health club.
10. The City Center Supermarket is _____ Main Ave., _____ the subway station.

Exercise 2

Fill in the blanks with the correct word or phrase.

Get off welcome Turn get block bus stop from can't miss it away

Mark: Excuse me. How do I (**1**) ___get___ to the mall?
Adnan: Take the number 12 bus from the (**2**) _____, over there. (**3**) _____ at the health club. (**4**) _____ left on 1st St. There's a big parking lot on the left. The mall is right there on the next (**5**) _____. You (**6**) _____.
Mark: Is it far (**7**) _____ here?
Adnan: No, it's about 15 minutes (**8**) _____.
Mark: Thanks a lot.
Adnan: You're (**9**) _____.

Exercise 3

Answer the questions.

1. Where do you live? _____
2. Are there stores near your house? _____
3. Are there any restaurants near your house? _____
4. Is your house near the center of town? _____
5. Is your house far away from your school? _____
6. Is there a subway station near your school? _____
7. Where is your school? _____

8 Photocopiable Activity

Exercise 1

Write what they're doing.

1. Ryan and Jed are ___eating___ sandwiches.
2. Carol and Aisha are _____ in the living room. They're _____ a DVD.
3. Matt is _____ coffee and _____ a book.
4. Bill is _____ a break.
5. Asma and Sabah are _____ to their teacher.
6. Frank is _____ an email to a customer.
7. John is at his bookstore. He's _____.
8. Gino is at his restaurant. He's _____ on the phone.

Exercise 2

Write questions and answers.

1.	you / study	Are you studying?	Yes, I am.
2.	Aisha / write emails?	_____	No, _____.
3.	Jed and Jim / work online?	_____	Yes, _____.
4.	she / call her sister?	_____	No, _____.
5.	we / go shopping?	_____	Yes, _____.
6.	he / talk to customers?	_____	Yes, _____.
7.	you / wait for your father?	_____	No, _____.
8.	they / have coffee?	_____	Yes, _____.

Exercise 3

Write what the people are doing. Use ***he***, ***she***, ***we***, and ***they*** with contractions. Write your own ideas.

1. Fahd is in the library. He's stuying for his exam. / He's reading.
2. Jamal is at the bookstore. _____
3. Aisha is in the kitchen. _____
4. Michael is in his room. _____
5. Saeed and Tom are at the mall. _____
6. Sabah and her sister are in the living room. _____
7. Jim is at the health club. _____
8. My family and I are at the restaurant. _____
9. Carlos is at the office. _____
10. Eric is at the bus stop. _____

CD1

Track	Unit	Student Book Section	
2	Unit 1	**1**	Listen and Discuss
3	Unit 1	**2**	Pair Work
4	Unit 1	**4**	Pronunciation
5	Unit 1	**5**	Listening
6	Unit 1	**7**	Conversation
7	Unit 1	**8**	Reading
8	Unit 2	**1**	Listen and Discuss
9	Unit 2	**2**	Pair Work
10	Unit 2	**4**	Listening
11	Unit 2	**5**	Pronunciation
12	Unit 2	**7**	Conversation
13	Unit 2	**8**	Reading
14	Unit 3	**1**	Listen and Discuss
15	Unit 3	**2**	Pair Work
16	Unit 3	**5**	Listening
17	Unit 3	**6**	Pronunciation
18	Unit 3	**7**	Conversation
19	Unit 3	**8**	Reading
20	Unit 4	**1**	Listen and Discuss
21	Unit 4	**2**	Pair Work
22	Unit 4	**4**	Pronunciation
23	Unit 4	**5**	Listening
24	Unit 4	**6**	Conversation
25	Unit 4	**8**	Reading
26	EXPANSION	**2**	Reading
27	Units 1–4	**4**	Chant Along
28	Unit 5	**1**	Listen and Discuss
29	Unit 5	**2**	Pair Work
30	Unit 5	**4**	Listening
31	Unit 5	**5**	Pronunciation
32	Unit 5	**6**	Conversation
33	Unit 5	**8**	Reading
34	Unit 6	**1**	Listen and Discuss
35	Unit 6	**2**	Pair Work
36	Unit 6	**4**	Listening
37	Unit 6	**5**	Pronunciation
38	Unit 6	**6**	Conversation
39	Unit 6	**8**	Reading
40	Unit 7	**1**	Listen and Discuss
41	Unit 7	**2**	Pair Work
42	Unit 7	**4**	Listening
43	Unit 7	**5**	Pronunciation
44	Unit 7	**6**	Conversation
45	Unit 7	**8**	Reading
46	Unit 8	**1**	Listen and Discuss
47	Unit 8	**2**	Pair Work
48	Unit 8	**4**	Listening
49	Unit 8	**5**	Pronunciation
50	Unit 8	**6**	Conversation
51	Unit 8	**8**	Reading
52	EXPANSION	**2**	Reading
53	Units 5–8	**5**	Chant Along