

PHOTOCOPIABLE ACTIVITIES

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- There is a **Grammar activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Vocabulary activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Speaking activity** for each unit of the Student's Book, which encompasses the grammar and vocabulary points of each unit.

Teacher's notes for photocopiable activities:

GRAMMAR

UNIT 1, LESSON 1, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Photocopy one worksheet for each group of five Ss and cut up into five Student cards.
- **Introduce the task** Tell Ss to ask you three *Are you ...?* questions for which the answer is *Yes, I am*. For example:
Are you Spanish? (Yes, I am.) Then tell Ss to ask you three *Are you ...?* questions for which the answer is *No, I'm not*. For example: *Are you in room 1? (No, I'm not.)* Put Ss into pairs to do the same.
- Alternatively, Ss can role play calling one another and asking who it is. For example: *Hello, are you Maria? (No, I'm not.)*
- **Do the task** Put Ss into groups of five and give each S a card. (In smaller groups, a stronger S can have two cards.) Tell Ss to take turns asking one another questions to fill in the table. Model with a stronger S.
 - *Are you Brazilian?*
 - *No, I'm not.*
 - *Are you a student?*
 - *Yes, I am.*
- Monitor and make sure Ss are using questions and short answers correctly.
- **Review the task** Have Ss repeat all the questions and answers for the Student 1 and 2 cards:
 - *Are you Brazilian?*
 - *No, I'm not.*
 - *Are you from France?*
 - *Yes, I am.*

UNIT 1, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Photocopy one worksheet for each group of four Ss and cut up into four Student cards.
- **Introduce the task** Write these answers to personal questions on the board.
 - Victor
 - Lebrun
 - French
 - v.lebrun@abc.net
 - Nord College

- Ask Ss what the question for each answer would be. For example: Victor (*What's your first name?*). Ask Ss what the full answer would be, for example: *It's Victor*. Have Ss repeat all the questions and answers several times so that you are sure they are using the grammar and pronouncing the words correctly.
- **Do the task** Put Ss into groups of four and give each S a card. Tell Ss to ask one another questions to complete the table. Tell Ss to spell out names when necessary. Demonstrate with a stronger S. Monitor and make sure Ss are asking and answering one another correctly.
- **Review the task** Ask Ss questions. They should answer using the information about themselves in the table.
- As an extension task, ask each group to change the information and make four new cards. Groups can then swap the sets of cards and repeat the activity.

UNIT 2, LESSON 1, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy and cut up one worksheet for each group of three Ss. To save cutting, Ss could take turns matching a question to an answer, continuing until one S makes a mistake.
- **Introduce the task** Read some short answers with *is / are* aloud. Ss must make questions to match them. For example:
 - **A** *No, I'm not.*
 - **B** *Are you American?*
 - **A** *Yes, they are.*
 - **B** *Are the students in class?*
- **Do the task** Put Ss into groups of three. Give each group a pile of Question cards. Have Ss fill in the questions with *is / are*. Check as a class.
- Give each group a pile of Answer cards turned upside down. Have each S take a Question card and an Answer card. Have them read the Question card aloud and then the Answer card with the verb *be*. If the question and answer match and Ss use the grammar correctly, the Ss keep the cards. For example:
 - *Is Marie at college?*
 - *Yes, she is.*
- Ss can keep these cards because the grammar is correct and the cards match.
- Have Ss continue taking turns until all the cards are used. The winner is the S with the most cards. Monitor and make sure Ss are using *is / are* correctly.

- **Review the task** Have Ss match a Question card to each answer. Go through each question and answer to check.
- As a variation or extension task, give half the class a Question card and the other half an Answer card. Tell Ss to go around and find a partner to match their question or answer. Have each pair of Ss read aloud their question and answer to check that they use *be* correctly and that the cards match.

UNIT 2, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Photocopy one Student A worksheet and one Student B worksheet for each pair of Ss. Fold each worksheet so that Ss can't see the sentences (part B for Student A and part A for Student B).
- **Introduce the task** Make sentences about someone in the class using *is not / are not ('s not / 're not)*. Ss should guess the student.
- For example:
 - *He isn't boring. He isn't shy. He isn't from Brazil.* (Miguel)
 - *You aren't Mexican. You aren't very tall. You aren't at college.* (Lola)
- Put Ss into pairs to make sentences about other people in the class.
- **Do the task** Put Ss into pairs. Student B writes six different sentences with *is not / are not ('s not / 're not)* using the information they have. For example: *He isn't short. He isn't Russian.* Student B reads the sentences to Student A. Student A listens and chooses which of the three people this is about (*not Alex, not Sasha, so Leo*). After Student B writes six sentences, it is Student A's turn to write six sentences. Demonstrate with a stronger S. Monitor and help where necessary.
- **Review the task** Go through the 12 sentences and check that they are correct and that Ss have chosen the correct descriptions.
- Choose some of the people in the descriptions and ask Ss to make sentences about them using the correct forms of *is / are* and *is not / are not ('s not / 're not)*. For example:
 - *Valda (She's my cousin. She isn't a doctor.)*
 - *The parents (They're Colombian. They aren't at the office.)*

Answers

1 Leo 2 Eldora 3 the children 4 my mom 5 Jason and Victoria 6 Flavio 7 Joan 8 Adrian 9 brothers 10 Pablo 11 Octavia 12 parents

UNIT 3, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy the worksheet for groups of four Ss and cut up into Student A, Student B, Student C, and Student D sections.
- **Introduce the task** Put Ss into pairs. Ask them to find out the following information from each other: their mother's name, their birthday, their favorite room in their apartment/ house, the name of their best friend. Model for Ss how to form their questions and answers. For example: *What is the name of your best friend? My best friend's name is Carmen.*
- **Do the task** Put Ss into groups of four. Ss ask and answer questions about each person in the family using possessive adjectives and possessive *'s* and *s'*. For example: *What's the daughter's name? Her name is Marina. What's her favorite room? Her favorite room is the kitchen.* Demonstrate with a stronger S and then have Ss work in groups. Monitor and make sure Ss are asking and answering questions using possessive adjectives and possessive *'s* and *s'*. Encourage Ss to spell out a name they can't pronounce, if necessary.
- **Review the task** Ask Ss to circle the information in the table that is the same and elicit these sentences:
 - *The parents' best friend is Jon. Their best friend is Jon.*
 - *The son's favorite room is the bedroom. His mother's favorite room is the bedroom. Their favorite room is the bedroom.*
- Ask Ss more questions about the table and have them answer using possessive adjectives and possessive *'s* and *s'*.

UNIT 3, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Tell Ss that you will think of a word and tell them the first letter. They must guess what the word is, asking *Is it ...?* For example:
 - *The first letter is b.*
 - *Is it birthday?*
 - *No, it isn't.*
 - *Is it bathroom?*
 - *No, it isn't.*
 - *Yes, it is!*
- Put Ss into pairs to practice.
- **Do the task** Put Ss into new pairs. Tell them to take turns going through the squares to the finish. They can only go through squares where it is possible to use *it is* in positive, negative or question forms. Tell Ss that the only connection between squares is grammatical – they don't make a conversation or story. Ss can only move one square at a time, up, down, across, or diagonally (in any direction). They must complete the sentence in the square with *it is* and read it aloud before they continue. Demonstrate with a stronger S:
 - *Do we say, "It is Miguel and I'm from Spain"?*
 - *Yes.*
 - *Do we say, "It's a door"?*
 - *What square is next?*
 - *No.*
 - *"No, it isn't new".*

- Monitor and help where necessary.
- **Review the task** Have Ss read aloud all the squares where it is possible to use *it is*.
- Then put Ss into small groups. Give Ss one minute to look at the sentences with *it is*. Tell them to turn over the worksheet. Have Ss write down as many of the sentences as they can in 2 minutes. See which group can remember the most.

Answers

It's a door.
 No, it isn't / is not (it's / it is) new.
 Is it a bed?
 Yes, it's / it is my email.
 It's / It is (isn't / is not) December 28.
 It's / It is (isn't / is not) a house.
 It's / It is (isn't / is not) a sink.
 No, it isn't / is not.
 It's / It is (isn't / is not) a table.
 It's / It is (isn't / is not) a big apartment.
 Is it a chair?
 Yes, it's / it is next to the lamp.
 Is it a cat?
 It's / It is (isn't / is not) a house.
 Is it room 16?
 No, it's / it is (isn't / is not) very interesting.
 Is it a picture of your daughter?
 It's / It is (isn't / is not) the living room.
 Is it a dog?
 It's / It is (isn't / is not) the bathroom.
 No, it's / it is (isn't / is not) here.
 It is a rug.
 Is it a desk or a table?
 Yes, it is.
 No, it's / it is (isn't / is not) very big.
 Is it a blue pen?
 It's / It is (isn't / is not) on the couch.
 It's/It is (isn't / is not) a TV.
 Is this painting from Mexico? No, it isn't / is not.
 It is a French book.
 Yes, it's / it is new.
 It's / It is (isn't / is not) September 3.
 It's / It is (isn't / is not) my last name.

UNIT 4, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S. You need a die for each pair of Ss. (You can make your own die using a marker and sugar cubes, or you can use a die app on a smartphone.)
- **Introduce the task** Tell Ss to write down three things that they want, like, or have. Then have them write three things that they don't like, don't want, or don't have. Put Ss into pairs. Tell them to make sentences about what is true for them both. For example: *We like grammar apps.*
- **Do the task** Put Ss into pairs. Tell them to take turns rolling a die three times to make sentences. After the first roll, Ss follow the arrows for the second and third rolls so sentences are all using words in the same column. If the sentence is true for either partner or both partners, they get one point. The first S to 10 points is the winner. Demonstrate the activity by rolling the die three times, making a sentence and saying whether it is true or not.

- Monitor and help where necessary.
- **Review the task** Call out a series of three numbers. Ss must make sentences. For example:
 - *six, two, four = You have a laptop.*

UNIT 4, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss.
- **Introduce the task** Ask Ss to write three questions which they would answer *Yes, I do*. and three questions which they would answer *No, I don't*. Put Ss into pairs to ask each other their six questions.
- **Do the task** Put Ss into pairs and give them a copy of the worksheet. Explain the rules of four in a row (also known as the popular board game Connect 4®). Have the two Ss choose X or O and take turns choosing a square, making the question, and then answering it themselves with a short answer. For example:
 - *Do you have a new cell phone?*
 - *No, I don't.*
- If they say the question and short answer correctly, they write X or O there. After the first turn, they can only go next to or directly above a square which has an X or O. The first person with four X's or O's in a row—horizontally, vertically or diagonally—is the winner.
- A finished game might look like this:

			X	X		
		O	X	O		
	O	X	O	X		
	X	X	O	O		

- To demonstrate the activity, you could also show one of the online versions of the game. Monitor and make sure Ss are using questions and short answers correctly.
- **Review the task** Choose some squares and ask Ss to make the question and short answer.
- For extra practice, put Ss into new pairs. Ss take turns choosing squares and asking each other the questions.

UNIT 5, LESSON 1, GRAMMAR

Timing: 50 Minutes

- **Prepare for the task** Photocopy one worksheet for each group of four Ss. Cut up each worksheet into sections for Student A, Student B, Student C, and Student D.

- **Introduce the task** Say some sentences in the simple present about a S in the class. Have the other Ss guess who it is. For example:
 - *She has a sister.*
 - *She loves football.*
 - *She doesn't work. She studies at college.*
- Ask other Ss to come to the front of the class and do the same.
- **Do the task** Put Ss into groups of four. Tell Ss to take turns making simple present sentences about Yuri, Teresa, Tim, and Kristina. Ss share their sentences with the rest of the group. For example: *Yuri works Monday to Friday.* Ss listen to one another and fill in the information in the table with the information they learn. When the table is full, Ss imagine that Yuri, Teresa, Tim, and Kristina are at a party. Tell Ss to identify people as friends whose lifestyle and interests are similar. Monitor and make sure Ss are forming complete sentences that are grammatically correct and not just reading out the information in note form.
- **Review the task** Choose some of the squares in the table and ask Ss to read out full sentences about them. For example: *Tim/use social media – Tim often uses social media.*
- As an extension, put Ss into new groups of four. Tell them to ask one another the same questions and then report back to the class.

Answers

Yuri and Kristina are friends: They both have free time on the weekends. They sometimes go out in the evening. They both like computer games and social media. They both like music and parties.

Teresa and Tim are not friends. Tim likes parties but Teresa doesn't. Teresa often goes out in the evening, but Tim never does. Tim works Monday to Friday, but Teresa doesn't.

UNIT 5, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss. Cut the worksheet into Student A and Student B halves.
- **Introduce the task** Dictate these clock times to Ss: *8:00 a.m., 11:30 a.m., 1:00 p.m., 5:15 p.m., 9:00 p.m.* Tell Ss to write down the times in their notebooks. Then have them write down what they usually do at each of these times. For example:
 - *8:00 I usually go to work.*
- Tell Ss to compare with a partner.
- **Do the task** Create a group of Student As and Student Bs. Have them work together to write down the questions they need to ask to complete the information about Martina's routine. Check that the questions are accurate. If the class needs additional support, write the questions from the Key on the board. (You could mix up the word order of the questions to make it more challenging.)
- Put each Student A with a Student B. Tell them to take turns asking and answering questions to complete the text about Martina's routine. Monitor and help where necessary. Ss can then swap cards and repeat with the new questions.

- **Review the task** Go through all the questions on the Student A and B cards.
- As an extension, put Ss into new pairs. One S is Martina and the other (the stronger S) is an interviewer. The interviewer should ask Martina questions and Martina should reply using the information on both cards. For example:
 - *Martina, what time do you get up?*
 - *I get up at 6:00 a.m.*

Answers

Student A

- 1 What does she do before breakfast?
- 2 Where does she have breakfast?
- 3 What does she always have with her breakfast?
- 4 Where does she work?
- 5 What does she love?
- 6 When does she go home?
- 7 What time does she make dinner?
- 8 When does she sometimes go out?

Student B

- 1 What time does she get up?
- 2 When does she go to work?
- 3 Where does she work?
- 4 When does she have classes?
- 5 What time does she chat with her mother?
- 6 What does she want for her birthday?
- 7 What does she listen to before bed?
- 8 What time does she go to bed?

UNIT 6, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet between each pair of Ss and cut up into Student A and Student B halves.
- **Introduce the task** Put Ss into pairs. Dictate these sentences. Ss should write down what they hear and then compare with their partner. Check the sentences as a class, then have Ss check (✓) the ones that describe their town.
 - *There are a lot of good places to go out.*
 - *There are no nice restaurants.*
 - *There is an interesting park near here.*
- **Do the task** Put Ss into new pairs. Give each S a different picture. Write sentences beginning with *there* and *there's* on the board and model with words from the pictures:
 - *There's no hotel.*
 - *There are no cafés.*
 - *There's a mall.*
 - *There are some restaurants.*
 - *There are a lot of museums.*
- Tell Ss to take turns saying sentences with *there* about their picture. Tell them to find the ten differences. Monitor and help where necessary.
- **Review the task** Ask Ss: *Do you like New Town or Smith Town? Why?* Elicit the ten differences from Ss (see Key). Write them on the board.

Answers

In New Town, there's no zoo. In Smith Town, there's a zoo.
In New Town, there's a park. In Smith Town, there's no park.
In New Town, there are no movie theaters. In Smith Town, there are a lot of movie theaters.
In New Town, there are a lot of bookstores. In Smith Town, there is one bookstore.
In New Town, there is one museum. In Smith Town, there are a lot of museums.
In New Town, there are no hotels. In Smith Town, there are a lot of hotels.
In New Town, there are a lot of cafés. In Smith Town, there are no cafés.
In New Town, there are no restaurants. In Smith Town, there are some restaurants.
In New Town, there are lots of stores. In Smith Town, there is no store.
In New Town, there's no supermarket. In Smith Town, there's a supermarket.

UNIT 6, LESSON 2, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy and cut up one set of dominoes for each group of three Ss. To make the activity longer, copy two sets of dominoes for each group. To save cutting, Ss can work in pairs and take turns choosing the count and non-count words from the dominoes. Ss will continue until one student chooses the wrong word.
- **Introduce the task** Tell Ss to draw two columns in their notebooks: count and non-count. Read aloud these words and ask Ss to put them in the correct column:
- *school, grass, island, water, place, nature, hill, information, park, furniture, neighborhood, snow*

Answers

Count
school, island, place, hill, park, neighborhood
Non-count
grass, water, nature, information, furniture, snow

- **Do the task** Give one set of dominoes to each group. Tell Ss to divide the dominoes between themselves. Tell one S to begin by putting down any domino. One side of the domino has a non-count noun, the other has a count noun. The next S must try to match the type of noun on his/her domino, placing it to the left or right, next to the non-count or count noun. Demonstrate on the board with a stronger S. Have Ss take turns choosing the next domino to put down. Follow the example:
mall information nature store
- Tell Ss to take turns putting down dominoes to the left or right. If a S makes a mistake with the noun, they must take back their domino and miss a turn. The first S to use all their dominoes is the winner. Monitor and help where necessary.
- **Review the task** Go through all the dominoes and ask Ss to mark the nouns as count or non-count. Choose nouns and ask Ss to make sentences with them beginning with *There is*.
- As an extension task or more demanding variation, tell Ss to also say a sentence with *There is* + one of the nouns which are next to each other. For example: *There's a lot of information on the internet.*

UNIT 7, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet between each pair of Ss and cut up into Picture A and Picture B halves.
- **Introduce the task** Mime an activity, such as sending a text message. Then ask Ss to say what you are doing.
 - *You're sending a text message.*
- Ask other Ss to come to the front of the class and mime a different activity. Have the other Ss describe the action.
- **Do the task** Put Ss into pairs and give each S a different picture. Tell Ss there are seven differences between their pictures. Ss take turns saying what is happening in their picture. For example: *In my picture, the father is cleaning the kitchen.* Monitor and help where necessary. If Ss need more support, write these sentence frames on the board:
In picture A / my picture ...
the father ... the kitchen.
the cat ... milk.
the dog ...
the grandmother ... breakfast.
the son ... his grandmother.
the grandfather ... to music.
the child ...
In picture B / my picture ...
the mother ... the kitchen.
the cat ... milk.
the dog ...
the grandmother ... the dishes.
the daughter ... her grandmother.
the grandfather ... tea.
the child ...
- **Review the task** Check that Ss have found the seven differences. Ask Ss to make positive and negative present continuous sentences to show all seven differences. For example:
 - *In picture A, the father is cleaning the kitchen.*
 - *In picture B, the father isn't cleaning the kitchen. The mother is cleaning the kitchen.*
- Then tell Ss to turn the pictures over. Give Ss two minutes to write down as many of the differences as they can remember.

Answers

In picture A, the father is cleaning the kitchen. In picture B, the father isn't cleaning the kitchen / the mother is cleaning the kitchen.

In picture A, the cat is drinking milk. In picture B, the cat isn't drinking milk.

In picture A, the dog isn't running. In picture B, the dog is running.

In picture A, the grandmother is making breakfast. In picture B, the grandmother isn't making breakfast / is doing the dishes.

In picture A, the son is helping his grandmother. In picture B, the son isn't helping his grandmother / the daughter is helping her grandmother.

In picture A, the grandfather is listening to music. In picture B, the grandfather isn't listening to music / is drinking tea.

In picture A, the child is playing. In picture B, the child isn't playing / is eating.

UNIT 7, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy and cut up a set of Question and Answer cards for each group of eight Ss. Copy and distribute one chart for each S. To save cutting, Ss can choose a question from the Question cards and an answer from the Answer cards.
- **Introduce the task** Model using the present continuous by asking *yes/no* questions and guiding Ss to answer using information about themselves, their family, or their best friend. For example:
 - *Is your father going home now?*
 - *No, he isn't.*
 - *What is he doing?*
 - *He's going to work.*
- **Do the task** Put Ss into groups of about eight (if it is a small class, copy more cards and do the activity as a whole class). Give each S the empty chart and have Ss write the name of each S in their group in the chart. Give each group a set of Question and Answer cards.
- Tell each S to choose a Question card and an Answer card. Then Ss ask each S in the group their *yes/no* question. If the answer is no, they must find out what the S is doing. For example:
 - *Diego, are you watching TV?*
 - *No, I'm not.*
 - *What are you doing?*
 - *I'm learning English.*
 - *Marina, are you watching TV?*
 - *Yes, I am watching TV.*
- Tell Ss to write the information in their chart during the activity. Monitor and help where necessary.
- **Review the task** Check that Ss have completed the chart in full present continuous sentences. Ask Ss from different groups to ask one another *yes/no* and information questions to find out what they are (not) doing.

- As a variation, put the Question cards in a pile for the whole group and tell Ss to each take one Answer card. Ss keep taking Question cards, asking one another information questions and returning the Question cards to the pile until they come to the correct answer.
- As an extension task, repeat the activity without Ss writing down the information during the activity. At the end, ask each S to remember what activities the other Ss are doing. Tell them to write down what they can remember using the present continuous.

UNIT 8, LESSON 1, GRAMMAR

Timing: 45 Minutes

- **Prepare the task**
 - Copy one worksheet for each S.
- **Introduce the task** Tell Ss to list five things they can do well, for example: *speak English*. Put Ss into pairs. Have Ss make sentences about each other's list and share with the class, for example: *Carmen can speak English well*.
- **Do the task** Put Ss into pairs. Have them each put an X next to the ten questions they would like to ask their partner. Tell Ss to take turns asking and answering questions about the ten topics. Ss should ask *Can (you) ...?* and if the answer is yes, *Can (you) ... well?* Monitor and make sure Ss are using the grammar correctly. If Ss finish early, tell them to choose more questions.
- **Review the task** Ask Ss to report back what they learned from their partner.
 - *Hanako can cook dinner for her family. She can cook well.*
- As an extension task, put Ss into new pairs and tell them to choose new questions to ask each other.

UNIT 8, LESSON 2, GRAMMAR

Timing: 50 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Write these questions on the board. Put Ss into groups to say if they agree or disagree and why. Prompt Ss to use *Yes, (it) can.* and *No, (it) can't.* in their answers.
 - *Can money make people happy?*
 - *Can your job be your hobby?*
 - *Can your coworkers be your friends?*
 - *Can a boring teacher be a good teacher?*

- **Do the task** Group all Student As together, all Student Bs, all Student Cs, and all Student Ds. Give each S a worksheet. Tell each group what information to write in their company / column.

	Student A Lee & Sons	Student B ABC Company
walk to the office	No	Yes
work at home on Tuesdays	No	No
learn English with coworkers	Yes	No
learn new computer skills	No	No
take a lot of breaks	Yes	Yes
bring your dog to work	No	No
meet a lot of people	No	Yes
have a lot of fun	Yes	No

	Student C Alvarez	Student D Yamasaki
walk to the office	Yes	No
work at home on Tuesdays	No	Yes
learn English with coworkers	No	Yes
learn new computer skills	Yes	No
take a lot of breaks	No	No
bring your dog to work	No	Yes
meet a lot of people	No	No
have a lot of fun	Yes	No

- Put Ss into groups so that each S is a different company. Tell Ss to take turns asking one another questions about the things you can / can't do in that company. For example:
 - *Can you walk to the ABC Company office?*
 - *Yes, you can.*
- Ss ask the questions and complete the chart. Monitor and make sure Ss are asking and answering questions with *can* or *can't*.
- Then tell Ss to look at all the information and decide together which is the best company for them to work in.
- **Review the task** Choose some information from the completed table and ask Ss to make sentences with *can* / *can't*. For example: *Alvarez/work at home on Tuesdays – You can't work at home on Tuesdays.*
- As an alternative, ask Ss to make up the answers for each company and then ask one another the questions using *can*.

- As an extension activity, ask Ss to make sentences about their company or the company of a friend or relative. For example: *I can't walk to my office. My mother can learn English with coworkers.* You could also have Ss rate the information that is most important to know about each company.

UNIT 9, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S. Cut up a set of cards from the top half of the worksheet for each pair of Ss. To save cutting, Ss could take turns choosing one of the cards and making a sentence.
- **Introduce the task** Ss put some items from their pockets and bags on your desk. These may include phones, earphones, or books. Take one item and say *This is ...* For example: *This is Natasha's English book.* Take something else and say *These are ...* For example: *These are Manuel's earphones.* Ask Ss to come to the table and do the same.
- **Do the task** Tell Ss to work in pairs. Give each S the bottom half of the worksheet. Give each pair a set of cards to cut out and mix up. Tell Ss to take turns choosing a card. Have Ss make a sentence with *this / these* and say it to their partner. For example: *This bag is cheap.* Then Ss read aloud their sentences to their partner. Their partners should use the sentence to circle the correct picture. Monitor and make sure Ss are reading out full sentences with *this / these*. At the end, Ss check with each other to make sure they have circled the right picture.
- **Review the task** Say some different sentences and ask Ss to show you the right picture in the row. For example:
 - *These cats are not nice.*
 - *This language is Spanish.*
 - *These people are in a meeting.*
- Ask Ss to write five different sentences like this. Put them into pairs to ask each other the questions.

UNIT 9, LESSON 2, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Ask Ss to write three sentences about what they want to do, need to do and have to do today. Give some examples: *I want to meet my friend after class. I need to clean my car. I have to make dinner tonight.* Put Ss into pairs to compare sentences.
- **Do the task** Ss work in pairs. Student A and Student B take turns asking and answering each other's questions. Monitor and make sure Ss are using *like to*, *want to*, *need to*, *have to* in both questions and answers.
- **Review the task** Ask Ss some of the questions to answer as a class.

- As an extension task, ask Ss to complete this chart in their notebooks.

I sometimes like to ...	
I want to ... this week.	
I have to ... this week.	
I need to ... this week.	

- Then Ss share their charts with a partner.

UNIT 10, LESSON 1, GRAMMAR

Timing: 35 minutes

- Prepare for the task** Copy one worksheet for each S.
- Introduce the task** Tell Ss to complete these sentences:
 - I'm going to ... tonight.*
 - I'm going to ... tomorrow.*
 - I'm going to ... next weekend.*
 - I'm going to ... next year.*
 - I'm not going to ...*
- Put Ss into pairs to compare answers.
- Do the task** Tell Ss to work in pairs. Ss roll the three dice three times. Then have them add up each roll to make three sentences about the future plans of their partner, his/her best friend, and his/her parents. For example:
 - (12) You're going to go to work.*
 - (5) Your best friend is going to meet somebody at the airport.*
 - (10) Your parents are going to go on a trip.*
- Have Ss tell each other the plans. Have them listen to their partner and say if they think the plan is going to come true.
 - A** *You're going to play soccer.*
 - B** *Yes, I'm going to play soccer.*
 - B** *Your best friend is going to watch a movie.*
 - A** *No, my best friend isn't going to watch a movie.*
- Put Ss into pairs to repeat the activity with a new partner. Repeat until everyone in the class has worked with one another or you have run out of time.
- Review the task** Tell Ss to look at the **You** column of the table. Say a number and a pronoun. Ss use the table to make a sentence with *be going to*. For example:
 - six/we We're going to get together with friends*

UNIT 10, LESSON 2, GRAMMAR

Timing: 35 minutes

- Prepare for the task** Copy one worksheet for each pair of Ss. Cut up into Student A and Student B halves.
- Introduce the task** Tell Ss to work in pairs. Tell them to write down three things that they are both going to do over the weekend. For example: *We are going to the movie theater.* Ask for answers and see which Ss have the most interesting plans.

- Do the task** Ss work in new pairs. Tell them that it is their uncle's birthday on Sunday. They need to find a time to meet before Sunday to go shopping and buy a present. They will need about two hours to find a present. The shops are open from 9:00 a.m. – 9:00 p.m. Ss ask and answer questions about their future plans. For example:

- A** *What are you going to do on Monday morning?*
- B** *I'm going to study at school.*
- B** *Are you going to have time on Wednesday evening?*
- A** *No, I'm not. I'm going to study English.*

- Monitor and make sure Ss are asking and answering questions using *be going to*.

- Review the task** Ask Ss: *What are you going to do ...?* questions about their weeks.

- As an extension task, ask Ss to make plans for their week using their own schedules. Put them in pairs to find a time to meet each other.

Answers

The only time to meet is Saturday between 12:00 p.m. and 4:00 p.m.

UNIT 11, LESSON 1, GRAMMAR

Timing: 40 Minutes

- Prepare for the task** Copy one worksheet for each S.
- Introduce the task** Dictate this text to Ss. Pause at the gaps. Tell Ss to work together in pairs to rewrite the text using *was / wasn't* and *were / weren't*.
- It _____ Friday and I _____
at home. I _____ at school. There
_____ a lot of students. There
_____ only twelve students in
class. It _____ a boring lesson. It
_____ an interesting lesson. We
_____ very happy.
- Do the task** Tell Ss to work in pairs. Some Ss might recognize the game as tic-tac-toe. Assign one Ss in each pair as O and the other as X. Ss take turns choosing a square and completing the sentences in the square with *was / wasn't* and *were / weren't*. One sentence should be positive and the other negative (the order doesn't matter). For example:
 - We weren't on vacation. We were at home.
- If both Ss are sure the sentences are right (they check with the teacher if they disagree or are not sure), they put their O or X in the box in the square. If they are wrong, they miss a turn. Ss continue until one S gets three O / X in a row and is the winner. For example:

X	O	X
X	X	O
O	O	X

- Monitor and make sure Ss are completing the squares with *was / were* accurately. Check the winner to make sure that they have completed the squares accurately. (If they haven't, Ss restart the game.) There are four different activities.

- **Review the task** Go through all the squares and have Ss read aloud the sentences with *was* / *were*.
- Tell Ss to turn over the worksheet. Read aloud the first sentence in a square and ask Ss to say the second sentence. For example:
 - *It wasn't old then. (It was new.)*

UNIT 11, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss.
- **Introduce the task** Read aloud sentences with *was* and *were* and ask Ss to make them into different questions. For example:
 - *The children were at home. (Were the children at home? Where were the children?)*
 - *You were outside. (Were you outside? Where were you?)*
 - *Her name was Maria. (What was her name? Was her name Maria?)*
 - *We were both five. (How old were you? Were you children?)*
- **Do the task** Put Ss into pairs. Have them complete the questions with *was* and *were*. Check answers as a class. Ss choose eight questions to ask their partner. Then Ss take turns asking and answering the questions, and writing down the answers. Monitor and make sure Ss are using *was* / *were* in the questions.
- **Review the task** Tell Ss to look at the questions and answers and check that they have used *was* and *were* correctly.
- Ask Ss to use the answers to make sentences about their partners. For example: *Andrey's favorite teacher was his Spanish teacher.* Then ask Ss to think of follow-up questions with *was* and *were*. For example: *What was the teacher's name?*

UNIT 12, LESSON 1, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss and cut into Student A and Student B pairs.
- **Introduce the task** Ss say and write down the past simple of these verbs: *like, want, arrive, be, work, go, take, have, stay, look, have, play, help, wash, drink, carry*. Tell Ss to use the verbs to make three positive and three negative sentences about what they did or didn't do yesterday. Ss compare in pairs.
- **Do the task** Tell Ss to work in pairs. Student A tells Student B two sentences about Marco five years ago. For example: *Marco didn't have a house. He had an apartment.* Student B writes down one of the sentences about Marco. Then Student B tells Student A two sentences about Paula five years ago. Ss take turns telling each other past simple sentences. Monitor and make sure Ss are using the past simple correctly. Then ask Ss to discuss whose life changed the most.

- **Review the task** Ss make past simple positive and negative sentences about Paula and Marco.
- As an extension, ask Ss to write five sentences about their life five years ago and then compare with a partner.

UNIT 12, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each group of three Ss. You need a die (if you don't have a die, make one out of a sugar cube or use a dice app on a smart phone).
- **Introduce the task** Ask Ss to make four past simple questions to ask their partner about yesterday. Two must be *yes/no* questions (*Did you have any cookies for dessert?*) and two must be *information* questions (*What did you do after our English class?*). Put Ss into pairs to ask and answer the questions.
- **Do the task** Tell Ss to work in groups of three. Ss roll the die and move along the board. Ss need to make and answer the question when they land on a square. For example:
 - **A** *Did you go to the park last weekend?*
B *Yes, I went to the park with my sister.*
 - **A** *Did you watch any movies yesterday?*
B *No, I didn't watch any movies yesterday.*
- Ss go up the ladders and down the snakes. Monitor and make sure Ss are making past simple questions and answering them in the past simple.
- **Review the task** Tell Ss to choose questions from the worksheet and ask them to other Ss in the class.
- As an extension, have Ss to do the activity again but to make up their own simple past question for each square.

1.1 GRAMMAR

I AM, YOU ARE

Student 1

GROUP WORK Ask questions. Write ✓ in the correct place in the chart for the other students.

Are you ...?

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

in room 1?					
from Lima?					
a teacher?	✓				
a student?					
from France?	✓				
Brazilian?					
	you	Student 2	Student 3	Student 4	Student 5



Student 2

GROUP WORK Ask questions. Write ✓ in the correct place in the chart for the other students.

Are you ...?

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

in room 1?		✓			
from Lima?					
a teacher?					
a student?					
from France?					
Brazilian?		✓			
	Student 1	you	Student 2	Student 3	Student 4



Student 3

GROUP WORK Ask questions. Write ✓ in the correct place in the chart for the other students.

Are you ...?

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

in room 1?					
from Lima?			✓		
a teacher?					
a student?			✓		
from France?					
Brazilian?					
	Student 1	Student 2	you	Student 3	Student 4

1.1 GRAMMAR

Student 4

GROUP WORK Ask questions. Write ✓ in the correct place in the chart for the other students.

Are you ...?

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

in room 1?					
from Lima?					
a teacher?					
a student?				✓	
from France?				✓	
Brazilian?					
	Student 1	Student 2	Student 3	you	Student 4



Student 5

GROUP WORK Ask questions. Write ✓ in the correct place in the table for the other students.

Are you ...?

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

in room 1?					
from Lima?					✓
a teacher?					✓
a student?					
from France?					
Brazilian?					
	Student 1	Student 2	Student 3	Student 4	you

1.2 GRAMMAR

WHAT'S ...? IT'S ...

Student 1

GROUP WORK Ask and answer questions to complete the chart.

What's [your first name]? It's ...

	you	Student 2	Student 3	Student 4
first name?	Ángel			
last name?	Hernández			
nationality?	Spanish			
email address?	a.herdez@bestmail.com			
college?	Magana College			
company?	Wilsons			

Student 2

GROUP WORK Ask and answer questions to complete the chart.

What's [your first name]? It's ...

	Student 1	you	Student 3	Student 4
first name?		Fran		
last name?		Mendez		
nationality?		Colombian		
email address?		fran_dez@mymail.org		
college?		Palmira		
company?		Moreno		

Student 3

GROUP WORK Ask and answer questions to complete the chart.

What's [your first name]? It's ...

	Student 1	Student 2	you	Student 4
first name?			Min-jun	
last name?			Kim	
nationality?			South Korean	
email address?			min.kim@blinknet.com	
college?			The American College	
company?			Gordons	

Student 4

GROUP WORK Ask and answer questions to complete the chart.

What's [your first name]? It's ...

	Student 1	Student 2	Student 3	you
first name?				Taylor
last name?				Washington
nationality?				American
email address?				taylor_ton@grabmail.org
college?				Denver
company?				Navarrete

2.1 GRAMMAR

IS / ARE IN STATEMENTS AND YES/NO QUESTIONS

Question cards

_____ he Simone?	_____ we here?	_____ you both students?	_____ they from Brazil?	_____ John here?
_____ you both teachers?	_____ your parents from Boston?	_____ Marie at college?	_____ we in class 3?	_____ you from Santiago?
_____ Rachel and Tom friends?	_____ your uncle from Spain?	_____ they both 19?	_____ you Diego?	_____ your grandma at home?
_____ the children with grandpa?	_____ you here?	_____ Dad at home?	_____ she Carmen?	_____ he your best friend?
_____ we in room 10?	_____ Margo your sister?	_____ you from Honduras?	_____ they in Japan?	_____ Mom here?

Answer cards

Yes, we _____.	No, he _____.	No, I _____.	No, they _____.	Yes, she _____.
Yes, they _____.	No, I _____.	Yes, we _____.	Yes, he _____.	No, she _____.
Yes, they _____.	No, we _____.	No, he _____.	Yes, she _____.	Yes, they _____.
No, they _____.	Yes, I _____.	Yes, she _____.	No, he _____.	Yes, he _____.
Yes, she _____.	Yes, he _____.	Yes, we _____.	No, they _____.	Yes, I _____.

2.2 GRAMMAR

IS NOT / ARE NOT ('S NOT / 'RE NOT)

Student A

A **PAIR WORK** Listen to Student B read six sentences. Use the descriptions to choose and underline who it is.

1	Alex: short + Russian	Leo: tall + American	Sasha: tall + Russian
2	Valda: my cousin + a doctor	Eldora: my sister + a teacher	Laura: my aunt + an artist
3	the children: young + at home	the ss: both 21 + at college	the parents: Colombian + at the office
4	my mom: Brazilian + a chef	my sister: Mexican + a server	my aunt: French + a server
5	Tom and Sally: very shy + tall	Maria and Ernesto: very young + short	Jason and Victoria: very old + friendly
6	Carlos: from Valencia + a Spanish student	Emilio: from Lima + an English student	Flavio: from Medellin + a French student

B Complete each sentence using *is not / are not ('s not / 're not)*. Read the sentences to Student B.

- 7 She _____ a chef. She _____ twenty.
 8 He _____ from Sochi. He _____ a salesperson.
 9 They _____ young. They _____ shy.
 10 He _____ Mexican. He _____ very old.
 11 She _____ boring. She _____ here.
 12 We _____ from Chile. We _____ both twenty.

2.2 GRAMMAR

IS NOT / ARE NOT ('S NOT / 'RE NOT)

Student B

A **PAIR WORK** Complete each sentence using *is not / are not ('s not / 're not)*. Read the sentences to Student A.

- 1 He _____ short. He _____ Russian.
- 2 She _____ my cousin. She _____ an artist.
- 3 They _____ Colombian. They _____ at college.
- 4 She _____ Mexican. She _____ a server.
- 5 We _____ very young. We _____ tall.
- 6 He _____ from Lima. He _____ Spanish student.

B Listen to Student A read six sentences. Use the descriptions to choose and underline who it is.

7	Rachel: a student + twenty	Magda: a chef + twenty-one	Joan: my friend + American
8	Valentin: from Sochi + a teacher	Adrian: from Washington + a teacher	Rafael: from Bogota + a salesperson
9	my brothers: tall + friendly	my cousins: young + shy	my sisters: short + shy
10	Pablo: Spanish + young	Victor: Mexican + very old	Marcus: Spanish + very old
11	Irina: interesting + here	Octavia: interesting + at home	Ulrika: boring + at college
12	students: from Chile + really smart	friends: from China + both twenty	parents: American + doctors

3.1 GRAMMAR

POSSESSIVE ADJECTIVES; POSSESSIVE 'S AND S'

Student A

GROUP WORK Ask questions about the people in the family.

	son	daughter	mother	father
name	Elio			
favorite room	bedroom			
email address	elio@bestmail.com			
cell phone number	(593) 555-5682			
best friend	Roger			
birthday	June 2			

Student B

GROUP WORK Ask questions about the people in the family.

	son	daughter	mother	father
name		Marina		
favorite room		kitchen		
email address		marina@xyz.com		
cell phone number		(593) 555-3609		
best friend		Marieke		
birthday		February 13		

Student C

GROUP WORK Ask questions about the people in the family.

	son	daughter	mother	father
name			Sofia	
favorite room			bedroom	
email address			sofia@xyz.com	
cell phone number			(593) 555-2178	
best friend			Emily	
birthday			August 17	

Student D

GROUP WORK Ask questions about the people in the family.

	son	daughter	mother	father
name				Alonso
favorite room				living room
email address				alonso@grabmail.org
cell phone number				(593) 555-4933
best friend				Jon
birthday				September 22

3.2 GRAMMAR

IT IS

PAIR WORK Take turns going through the squares from Start to Finish. Move one square each time. You can go down ↓, up ↑, across → or diagonally ↘. You can only go through squares where you can use *it is (it's)*, *it is not (isn't)*, and *is it* to complete the sentences.

START	_____ Miguel and I'm from Spain.	_____ tall?	_____ two doors.	"Are you Mike?" Yes, _____."	_____ children.	Yes, _____ both nice.	"_____ 20?" "No, she isn't."
<u>It's</u> a door.	She is a student. _____ 19.	Yes, _____ English books.	_____ both interesting.	Chicago _____ in the United States.	_____ cousins.	"Are you Sara?" "Yes, _____."	_____ colleges.
No, <u>It isn't</u> new.	_____ very young.	_____ chefs.	_____ both Chinese.	_____ a desk or a table?	Yes, _____.	No, _____ very big.	_____ grandparents.
_____ a bed?	_____ lamps.	"Are you here?" "Yes, _____."	_____ a rug.	_____ two beds.	"_____ friendly?" "No, he isn't."	_____ friends?	_____ a blue pen?
Yes, _____ my email.	_____ a teacher?	Yes, _____ keys.	No, _____ here.	"_____ with you?" "No, she isn't."	_____ apartments.	Yes, _____ chairs.	_____ on the couch.
_____ December 28.	_____ the walls.	_____ bedrooms.	_____ the bathroom.	_____ sisters.	_____ small houses.	_____ good friends.	_____ a TV.
_____ a house.	Justin _____ twenty-one.	"_____ a student?" "No, I'm not."	_____ hotel clerks.	_____ a dog?	_____ both from Japan.	"Is this painting from Mexico?" "No, _____."	"Are you French?" "Yes, _____."
_____ both young.	_____ a sink.	_____ three cats.	"_____ friendly?" "No, she isn't."	_____ the living room.	_____ sisters.	_____ a French book.	_____ a dog and a cat.
_____ chairs.	No, _____.	Yes, _____ brothers.	_____ cousins?	_____ a picture of your daughter?	_____ Denis and I'm a chef.	Yes, _____ new.	_____ both Chinese.
_____ four children.	_____ a table.	_____ parents.	_____ good friends.	No, _____ very interesting.	_____ Lucy and I'm a teacher.	_____ living rooms.	_____ September 3.
She's my friend and _____ cool!	_____ a big apartment	_____ fine, thanks. And you?	Maria _____ a doctor.	_____ room 16?	_____ French students.	"Are you Ivan?" "Yes, _____."	_____ my last name.
"_____ Olga?" "No, I'm not."	_____ a chair?	Yes, _____ next to the lamp.	_____ a cat?	_____ a house.	"_____ interesting?" "Yes, he is."	_____ chefs.	FINISH

4.1 GRAMMAR

SIMPLE PRESENT STATEMENTS WITH *I, YOU, AND WE*

PAIR WORK Take turns rolling a die  three times to make sentences.

If the sentence is true for you or for you and your partner, you get one point.

The first student to get 10 points is the winner.

For example:



I



want



new earphones

I want new earphones.



You



don't have

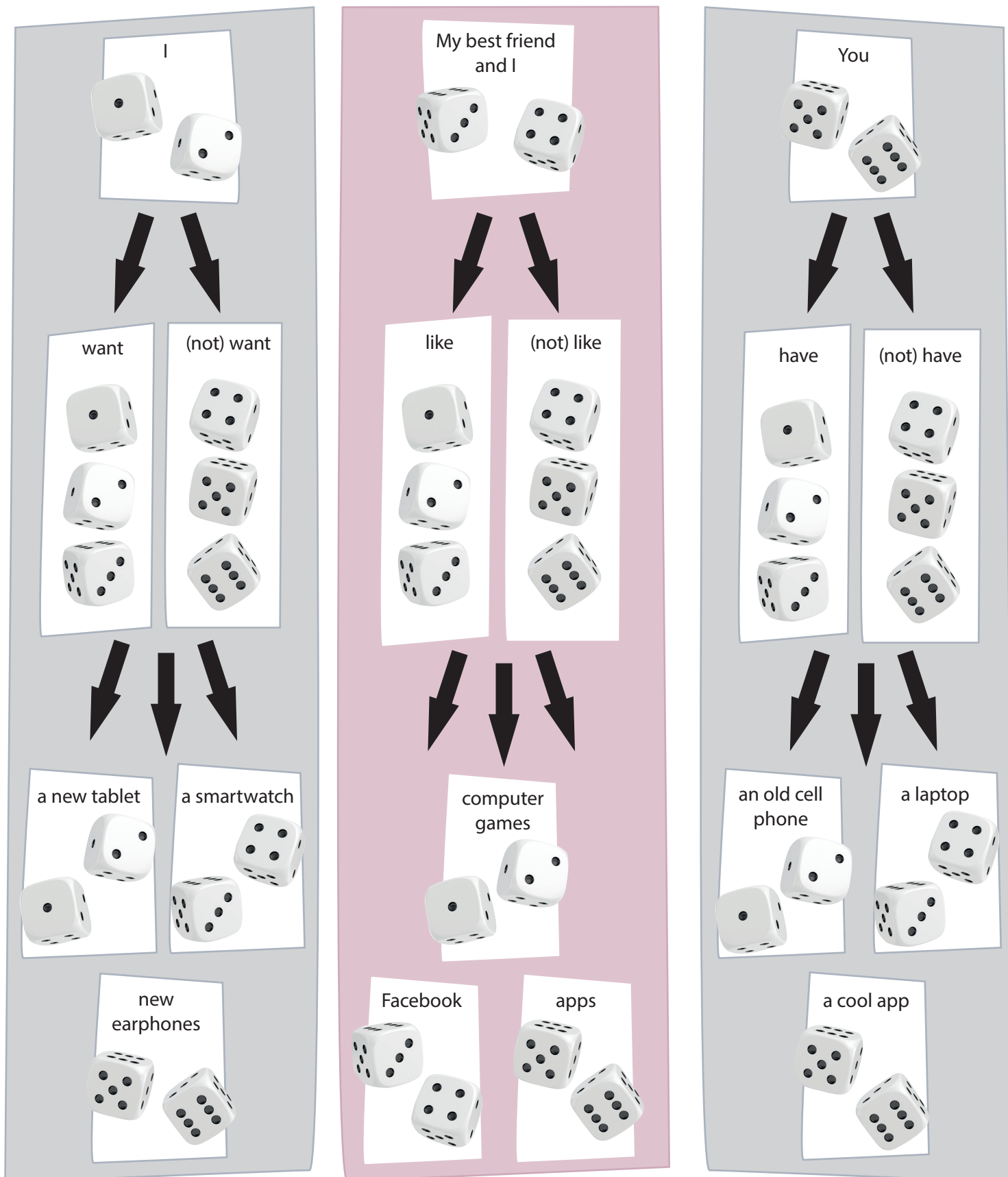


an old cell phone

You don't have an old cell phone.

4.1 GRAMMAR

SIMPLE PRESENT STATEMENTS WITH I, YOU, AND WE



4.2 GRAMMAR

SIMPLE PRESENT YES/NO QUESTIONS WITH I, YOU, WE

PAIR WORK Play four in a row.

Choose X or O. Take turns choosing a square, making the question, and then answering it with a short answer. If you make the question and answer correctly, write your X or O in the square. The first person with four Xs or Os in a row across →, down ↓, or diagonally ↘ is the winner.

you / watch American movies?	you / love the internet?	you / have a cell phone number?	you / have a house?	you / use social media?	you / have a new email address?	you / have a brother?
you / have an old cell phone?	you / sign here?	you / like American movies?	you / use your tablet at college/work?	you / post comments on Facebook?	you / love technology?	you / watch TV?
you / like music apps?	you / like cookies?	you / have an iPad?	you / want a camera?	you / like tea?	you / want a new cell phone?	you / want earphones?
you / have a new cell phone number?	you / have a good phone plan?	you / watch YouTube™?	you / want a smartwatch?	you / have a camera?	you / have a small apartment?	you / have a new computer?
you / have earphones?	you / play games on your cell phone?	you / have a big apartment?	you / have a sister?	you / have a smartwatch?	you / use Facebook?	you / call friends on your cell phone?
you / have a cousin?	you / use your laptop at college/work?	you / post comments on the internet?	you / have an email address?	you / have a tablet?	you / call your parents on your cell phone?	you / play games on your tablet?
you / have an old computer?	you / send emails?	you / play computer games?	you / have a new cell phone?	you / buy apps on your cell phone?	you / leave voice messages?	you / post photos?

5.1 GRAMMAR

SIMPLE PRESENT STATEMENTS: HE / SHE / THEY

Student A

- A **GROUP WORK** Use the information from your chart to tell the other students about Yuri. *He ...*
- B Listen to the other students in your group to fill in the information about Teresa, Tim, and Kristina.
- C Imagine Yuri, Teresa, Tim, and Kristina are at a party. Which people are friends? Which people are not friends?

I think Tim and Teresa are friends. I think Tim and Kristina are not friends.

	Yuri ✓ = always ✗ = never	Teresa	Tim	Kristina
work Monday to Friday?	✓			
work on the weekend?	hardly ever			
go out in the evening?	sometimes			
watch TV in the evening?	✗			
play computer games?	often			
use social media?	usually			
run in the morning?	✗			
play soccer?	✗			
like music?	✓			
like parties?	✓			

Student B

- A **GROUP WORK** Use the information from your chart to tell the other students about Teresa. *She ...*
- B Listen to the other students and fill in the information about Yuri, Tim, and Kristina.
- C Imagine Yuri, Teresa, Tim, and Kristina are at a party. Which people are friends? Which people are not friends?

I think Tim and Teresa are friends. I think Tim and Kristina are not friends.

	Yuri	Teresa ✓ = always ✗ = never	Tim	Kristina
work Monday to Friday?		✗		
work on the weekend?		✓		
go out in the evening?		often		
watch TV in the evening?		sometimes		
play computer games?		✗		
use social media?		✗		
run in the morning?		hardly ever		
play soccer?		✓		
like music?		✓		
like parties?		✗		

5.1 GRAMMAR

SIMPLE PRESENT STATEMENTS: *HE / SHE / THEY*

Student C

- A **GROUP WORK** Use the information from your chart to tell the other students about Tim. *He ...*
- B Listen to the other students and fill in the information about Yuri, Teresa, and Kristina.
- C Imagine Yuri, Teresa, Tim, and Kristina are at a party. Which people are friends? Which people are not friends?

I think Tim and Teresa are friends. I think Tim and Kristina are not friends.

	Yuri	Teresa	Tim ✓ = always ✗ = never	Kristina
work Monday to Friday?			✓	
work on the weekend?			✗	
go out in the evening?			never	
watch TV in the evening?			✓	
play computer games?			✓	
use social media?			often	
run in the morning?			✓	
play soccer?			hardly ever	
like music?			✗	
like parties?			✓	

Student D

- A **GROUP WORK** Use the information from your chart to tell the other students about Kristina. *She ...*
- B Listen to the other students and fill in the information about Yuri, Teresa and Tim.
- C Imagine Yuri, Teresa, Tim, and Kristina are at a party. Which people are friends? Which people are not friends?

I think Tim and Teresa are friends. I think Tim and Kristina are not friends.

	Yuri	Teresa	Tim	Kristina ✓ = always ✗ = never
work Monday to Friday?				✓
work on the weekend?				✗
go out in the evening?				sometimes
watch TV in the evening?				✗
play computer games?				usually
use social media?				often
run in the morning?				✗
play soccer?				✗
like music?				✓
like parties?				✓

5.2 GRAMMAR

QUESTIONS IN THE SIMPLE PRESENT

Student A

A **GROUP WORK** Work with other Student A's and make questions to ask Student B's about Martina's routine.

- 1 _____ before breakfast?
- 2 _____ ?
- 3 _____ with her breakfast?
- 4 _____ ?
- 5 _____ ?
- 6 _____ ?
- 7 _____ ?
- 8 _____ ?



Martina gets up at six o'clock and ¹ _____ before breakfast. After a shower, she has breakfast in her ² _____. She always has ³ _____ with her breakfast. Martina goes to work at 8:00 a.m. She is a French teacher and works at a ⁴ _____ in Barcelona. She loves her ⁵ _____ and her students are very nice. She has classes every day, but she doesn't work on the weekend. Martina goes home at ⁶ _____ and usually chats with her mother on her old laptop at five-thirty. (Martina's birthday is in March and she wants a new laptop!). Martina makes dinner at ⁷ _____ and listens to music before bed. She never goes out on weekdays, but sometimes she goes out ⁸ _____. She usually goes to bed at 11:30 p.m.

B **PAIR WORK** Work with a Student B. Ask and answer questions to complete the information about Martina's routine.

Student B

A **GROUP WORK** Work with other Student B's and make questions to ask Student A's about Martina's routine.

- 1 _____ ?
- 2 _____ ?
- 3 _____ ?
- 4 _____ ?
- 5 _____ ?
- 6 _____ for her birthday?
- 7 _____ before bed?
- 8 _____ ?



Martina gets up at ¹ _____ and runs five miles before breakfast. After a shower, she has breakfast in her kitchen. She always has a big coffee with her breakfast. Martina goes to work at ² _____. She is a French teacher and works at a school in ³ _____. She loves her job and her students are very nice. She has classes ⁴ _____ but she doesn't work on the weekend. Martina goes home at five o'clock and usually chats with her mother on her old laptop at ⁵ _____. (Martina's birthday is in March and she wants a ⁶ _____!) Martina makes dinner at 8:00 and listens to ⁷ _____ before bed. She never goes out on weekdays, but sometimes she goes out on Saturday evenings. She usually goes to bed at ⁸ _____.

B **PAIR WORK** Work with a Student A. Ask and answer questions to complete the information about Martina's routine.

6.1 GRAMMAR

THERE'S, THERE ARE WITH A / AN, SOME, A LOT OF, NO

Student A

PAIR WORK Describe your town to Student B.

There's a school. There are a lot of stores.

New Town

- school
- park
- bookstore
- mall
- hospital
- museum
- cafe
- store
- college



Student B

PAIR WORK Describe your town to Student A.

There's a school. There are a lot of museums.

Smith Town

- school
- zoo
- movie theater
- mall
- bookstore
- hospital
- museum
- hotel
- restaurant
- supermarket
- college

6.2 GRAMMAR

COUNT AND NON-COUNT NOUNS

GROUP WORK Take turns putting down a domino card. If the word is a non-count noun, put a non-count noun next to it. If the word is a count noun, put a count noun next to it.

grass	city	mall	information	sugar	ocean
school	work	music	hill	flower	technology
snow	place	neighborhood	fun	nature	store
island	water	tea	movie theater	park	milk
coffee	lake	museum	shopping	furniture	weekend

7.1 GRAMMAR

PRESENT CONTINUOUS STATEMENTS

PAIR WORK Say what is happening in Picture A. Then find seven differences between Picture A and Picture B.

Picture A



PAIR WORK Say what is happening in Picture B. Then find seven differences between Picture A and Picture B.

Picture B



7.2 GRAMMAR

PRESENT CONTINUOUS QUESTIONS

GROUP WORK Take a Question card and an Answer card. Use the Question card to ask each student in the group what they are doing.



Complete the chart with the information.

Question cards

have dinner?	do your homework?	listen to music?	meet a friend?
drink coffee?	learn English?	clean the kitchen?	wait?
take the bus?	go shopping?	watch TV?	go home?
play soccer?	send an email?	do the dishes?	take the train?
brush your teeth?	ride your bike?	go to work?	cook lunch?

Answer cards

cook lunch	play soccer	send an email	brush my teeth
ride my bike	go shopping	go to work	listen to music
take the bus	learn English	go home	watch TV
do my homework	wait	take the train	do the dishes
meet a friend	drink coffee	clean the kitchen	have dinner

Name of group member	What is she / he doing?

8.1 GRAMMAR

CAN AND CAN'T FOR ABILITY; WELL

PAIR WORK Choose ten questions to ask your partner. Write their answers. Then tell another partner about your first partner.



Can you run three miles?

Can you read music? Can you drive?

Can you tell the time in English?

Can your father cook?

Can you play the guitar? Can you take nice photos?

Can you ride a bike?

Can your mother sing?

Can you post videos on YouTube™?

Can you send an email in English?

Can you fix a computer?

Can you skateboard?

Can you swim?

Can your mother speak English?

Can your mother use Instagram? Can you play basketball?

Can you say "Hello" in ten languages? Can your grandparents use the internet?

Can you draw?

Can you surf?

Can your best friend swim?

Can you fix a bike?

Can your father dance?

Can you cook dinner for your family?

Can your father play soccer?

8.2 GRAMMAR



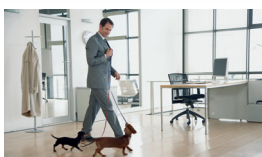


CAN AND CAN'T FOR POSSIBILITY

A Listen to the teacher and write *Yes* or *No* next to the information for your company.

Yes = you can No = you can't

B **GROUP WORK** Ask each other *Can you* questions to complete the information about each company.

C Decide together which is the right company for you.

		Student A Lee & Sons	Student B ABC Company	Student C Alvarez	Student D Yamasaki
	walk to the office				
	work at home on Tuesdays				
	learn English with coworkers				
	learn computer skills				
	take a lot of breaks				
	bring your dog to work				
	meet a lot of people				
	have a lot of fun				

9.1 GRAMMAR










THIS AND THESE

A **PAIR WORK** Work in pairs. Take a card. Make sentences with *this is* / *these are* and say them to your partner.

This bag is cheap.

... bag ... cheap.	... my train ticket.
... man ... old	... woman ... tall.
... cats ... friendly.	... bag ... expensive.
... some old men.	... answer ... correct.
... our train tickets.	... woman ... happy
... answer is incorrect.	... people ... good friends.

B Listen to your partner. Circle the matching picture in each row.

	
	
	
	$2 + 2 = 4$
	
$2 + 2 = 6$	

9.2 GRAMMAR

LIKE TO, WANT TO, NEED TO, HAVE TO

Student A

A Complete the questions. Interview your partner.

- 1 What do you usually (need / buy) before your vacation?
A I usually (need / buy) a new snowboard.
B I usually (need / buy) a good book.
C I usually (need / buy) some earphones.
- 2 You have (wait) a long time before your flight. What do you want (do)?
A I (want / play) computer games.
B I (want / read) a book.
C I (want / have) a coffee.
- 3 Where do you (like / stay)?
A I (like / stay) with friends.
B I (like / stay) in a nice hotel.
C I (like / stay) in the country.
- 4 Do you (need / go) on business trips?
A I sometimes (need / go) on business trips.
B I often (need / go) on business trips.
C I never (need / go) on business trips.
- 5 It is the first day of your vacation. What do you (want / do)?
A I (want / go) shopping.
B I (want / swim) in the ocean.
C I (want / go) to a museum.
- 6 Do you (like / travel) with family or friends?
A I (like / travel) with family.
B I (like / travel) with friends.
C I (don't like / travel) with family or friends.

B Answer your partner's questions.



- 7 You are on vacation and it is Saturday night. What do you (want / do)?
A I (want / go out) with my friends.
B I (want / go) to bed.
C I (want / have) dinner in a restaurant.
- 8 Does a good vacation (have / be) expensive?
A It usually (have to / be) expensive.
B It always (have to / be) expensive.
C It doesn't (have to / be) expensive.

9.2 GRAMMAR

Student B

A Complete the questions. Interview your partner.


- 1 Do you (like / meet) new people on vacation?
A Yes, I (like / meet) new people.
B Yes, I sometimes (like / meet) new people.
C No, I (like / meet) my friends.
- 2 Where do you (want / go) on vacation?
A I (want / go) to a new country.
B I (want / go) to the beach.
C I (want / visit) a big city.
- 3 Do you (have / fly) to your favorite place?
A Yes, I (have to / fly) there.
B No, I (don't have to / fly) there.
C I don't know!
- 4 Do you (need / speak) English there?
A Yes, you (need / speak) English.
B No, you (need / speak) Spanish.
C No, you (need / speak) another language.
- 5 What do you always (have / do) on vacation?
A I always (have to / visit) a museum.
B I always (have to / go) shopping.
C I always (have to / call) my family.
- 6 You are on vacation in the mountains. Do you (want / snowboard)?
A Yes, I (want / snowboard) there.
B No, I (want / walk) in the mountains.
C No, I (want / go) back to the city.
- 7 Do you (need / do) active or relaxing things on vacation?
A Active things: I (need / do) a lot of sports.
B Active things: I (need / meet) new people and go out.
C Relaxing things: I (don't need / do) sports or go out.
- 8 Do you sometimes (have / work) on your vacation?
A Yes, I often (have to / work) on vacation.
B Yes, I sometimes (have to / work) on vacation.
C No, I never (have to / work) on vacation.

B Answer your partner's questions.



10.1 GRAMMAR

STATEMENTS WITH *BE GOING TO*

A **PAIR WORK** Roll a die  three times. Add the numbers to make a sum total (e.g., 1 + 1 + 4 = 6). Find the number (3-18). Make three sentences.

One sentence is about your partner. One sentence is about his or her best friend.
One sentence is about his or her parents.

B Your partner says if the sentence is true or not.

C Work with a new partner.

What is going to happen next weekend?

Sum total of three rolls	You	Your best friend	Your parents
3	be at home	take somebody out for dinner	watch a movie
4	take a walk	ride a bike	meet somebody at the airport
5	go to the mall	meet somebody at the airport	be at home
6	get together with friends	go to work	ride a bike
7	eat outside	play computer games	go to the mall
8	go on a trip	clean the apartment/house	get together with friends
9	play computer games	go shopping	eat outside
10	ride a bike	watch a movie	go on a trip
11	meet somebody at the airport	play soccer	play computer games
12	go to work / college	have a picnic	take a walk
13	take somebody out for dinner	be at home	have a picnic
14	clean the apartment / house	take a walk	go to work
15	go shopping	get together with friends	take somebody out for dinner
16	play soccer	go to the mall	clean the apartment / house
17	watch a movie	eat outside	play soccer
18	have a picnic	go on a trip	go shopping

10.2 GRAMMAR

BE GOING TO: QUESTIONS

Student A

PAIR WORK Your uncle's birthday is on Sunday. You want to meet Student B to go shopping for a present for your uncle. Ask and answer questions about your plans. Find a time to meet.

Your plans

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00 a.m.– 5:00 p.m. Work in the office	9:00 a.m.– 5:00 p.m. Work in the office	9:00 a.m.– 1:00 p.m. Work at home 2:00 p.m.– 5:00 p.m. Take my grandmother to the hospital	9:00 a.m.– 6:00 p.m. Work in the office	7:00 a.m. Drive to a meeting out of town 4:00 p.m. Drive home (2 hours)	9:00 a.m.– 11:00 a.m. Clean my apartment	Uncle Martin's birthday!
6:00 p.m.– 8:00 p.m. Study English	6:30 p.m.– 9:00 p.m. Meet a school friend	6:00 p.m.–8:00 p.m. Study English	7:00 p.m.– 9:00 p.m. Have dinner with Janice	7:30 p.m. –10:00 p.m. Meet coworkers for office party	4:00 p.m.– 8:00 p.m. Go to the movie theater	



Student B

PAIR WORK Your uncle's birthday is on Sunday. You want to meet Student B to go shopping for a present for your uncle. Ask and answer questions about your plans. Find a time to meet.

Your plans

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10:00 a.m.– 4:00 p.m. Study at school	10:00 a.m.– 3:30 p.m. Study at college	9:00 a.m.–10:00 a.m. Go to the supermarket 11:00–12:00 Have coffee with Alex	10:00 a.m.– 4:00 p.m. Study at college	9:00 a.m. –11:30 a.m. Clean my room	11:00 a.m. –12:00 p.m. Have breakfast	Uncle Martin's birthday!
5:00 p.m.– 7:00 p.m. Play soccer with friends	6:00 p.m.– 9:00 p.m. Do my homework	1:00 p.m.– 5:00 p.m. Take a walk in the park 6:00 p.m.– 11:00 p.m. No plans	5:00 p.m.– 7:00 p.m. Cook dinner for friends.	1:00–5:00 p.m. Study at home 6:30 p.m.– 8:00 p.m. Wash my hair and take a bath	7:00 p.m.– 11:00 p.m. Go out with friends	

11.1 GRAMMAR

STATEMENTS WITH WAS AND WERE

PAIR WORK One student is O and the other student is X. Take turns choosing a square on the board. Write *was* / *wasn't* or *were* / *weren't*. If you are right, put your O or X in the square. The first student to get three O / X in a row across →, down ↓, or diagonally ↗ is the winner. There are four different activities.

A

It _____ a museum. It _____ a house. <input type="checkbox"/>	My parents _____ at the party at 10:00. They _____ at the mall. <input type="checkbox"/>	I _____ 18 at the time. I _____ 17. <input type="checkbox"/>
In 2015, I _____ a student. I _____ a chef. <input type="checkbox"/>	We _____ on vacation. We _____ at home. <input type="checkbox"/>	You _____ at the train station at 6:00. You _____ late. <input type="checkbox"/>
Cecilia _____ a singer in 2009. She _____ famous. <input type="checkbox"/>	They _____ expensive. They _____ cheap. <input type="checkbox"/>	My brother _____ in the kitchen. He _____ outside. <input type="checkbox"/>

B

You _____ my friend. You _____ a co-worker. <input type="checkbox"/>	In 2016 Matthew and Alice _____ in Mexico. They _____ in the USA. <input type="checkbox"/>	It _____ a boring trip. It _____ very interesting. <input type="checkbox"/>
They _____ on a boat. They _____ in town. <input type="checkbox"/>	I _____ at the café at eleven o'clock. I _____ at the park. <input type="checkbox"/>	I _____ in the office yesterday. I _____ at home. <input type="checkbox"/>
My aunt _____ at work at 8:00. She _____ in bed. <input type="checkbox"/>	You _____ in college at 9:00. You _____ with your friends. <input type="checkbox"/>	I _____ shy when I was a child. I _____ very noisy. <input type="checkbox"/>

C

Maria _____ at the supermarket. She _____ in the mall. <input type="checkbox"/>	It _____ my apartment in 2014. It _____ your apartment. <input type="checkbox"/>	You _____ at the hotel. You _____ in the museum. <input type="checkbox"/>
You _____ at the bookstore. You _____ at work. <input type="checkbox"/>	We _____ in class at 11:00. We _____ with you. <input type="checkbox"/>	They _____ interesting. They _____ boring. <input type="checkbox"/>
I _____ 32 in 2015. I was _____ 33. <input type="checkbox"/>	It _____ old then. It _____ new. <input type="checkbox"/>	Mike _____ on the bus. He was _____ on the train. <input type="checkbox"/>

D

My homework _____ awful. It _____ very good. <input type="checkbox"/>	Diego _____ with you. He _____ with us. <input type="checkbox"/>	We _____ at home on Sunday evening. We _____ there on Saturday evening. <input type="checkbox"/>
I _____ in bed at 11:00. I _____ at the party. <input type="checkbox"/>	You _____ in the yard. You _____ inside. <input type="checkbox"/>	It _____ a zoo in 2010. It _____ a park. <input type="checkbox"/>
Sasha _____ there at 4:00. She _____ there at 4:30. <input type="checkbox"/>	The children _____ at the zoo. They _____ at school. <input type="checkbox"/>	I _____ slow. I _____ very fast. <input type="checkbox"/>

11.2 GRAMMAR

QUESTIONS WITH *WAS* AND *WERE*

A Make questions with *was* and *were*.

B **PAIR WORK** Choose eight questions and ask your partner. Write down his or her answers. Then tell a new partner about your first partner's answers.



Your childhood

	Me	Student B
1 Who _____ your favorite teacher at school?		
2 What _____ your mother's and father's jobs?		
3 _____ there a TV in your bedroom?		
4 What songs or singers _____ famous?		
5 What _____ your first vacation?		
6 _____ you a shy child?		
7 _____ you noisy?		
8 _____ there a lot of snow in winter?		
9 _____ people in your neighborhood friendly?		
10 What _____ your favorite book?		
11 _____ there a movie theater near your home?		
12 _____ there a zoo near you?		
13 _____ your home in the town or country?		
14 What _____ your favorite toys and games when you _____ a child?		
15 Who _____ your best friend?		
16 _____ your childhood interesting or boring?		

12.1 GRAMMAR

SIMPLE PAST STATEMENTS

Student A

A **PAIR WORK** Tell your partner two sentences about Marco five years ago.

Marco didn't have a house. He had an apartment.

B **PAIR WORK** Listen to your partner. Write a sentence about Paula five years ago.

She lived in a small house.

Marco Today	Five years ago	Paula five years ago
has a house	... an apartment	
works in a restaurant	... a café	
walks to work	... to the bus stop	
eats a lot of vegetables	... meat	
loves fruit	... cookies	
plays soccer	... computer games	
goes on vacation to the mountains	... on vacation to the beach	
wants a dog	... a cat	



Student B

A **PAIR WORK** Tell your partner two sentences about Paula five years ago.

Paula didn't live in a big house. She lived in a small house.

B **PAIR WORK** Listen to your partner. Write a sentence about Marco five years ago.

He had an apartment.

Marco five years ago	Paula Today	Five years ago
	lives in a big house	... a small house
	has a lot of friends	... no friends
	takes a taxi to work	... the bus to work
	drinks a lot of water	... a lot of coffee
	studies English	... French
	watches movies on her tablet	... movies on a TV
	eats a banana for lunch	... a beef sandwich for lunch
	travels by plane	... by train

12.2 GRAMMAR

SIMPLE PAST QUESTIONS; ANY

GROUP WORK Roll a die  and move along the board.

Make and answer the question when you go to a square.

Go up the ladders  and down the snakes 

<p>30</p> <p>what / you / have / for dinner yesterday?</p>	<p>you / like / math / at school?</p> <p>31</p>	<p>32</p> <p>you / eat / a lot for breakfast / this morning?</p>	<p>33</p> <p>you / learn / any new words / in this lesson?</p>	<p>Finish</p>
<p>29</p> <p>you / go / to bed late / last night?</p>	<p>28</p> <p>you / go / to a museum / last month?</p>	<p>you / take / a walk / last weekend?</p> <p>27</p>	<p>26</p> <p>what / you / have / for lunch yesterday?</p>	<p>you / drive / to school / today?</p> <p>25</p>
<p>20</p> <p>you / go / to the beach / last month?</p>	<p>21</p> <p>where / you / stay / on your last vacation?</p>	<p>22</p> <p>you / study English / yesterday?</p>	<p>23</p> <p>you / go / to the zoo / last month?</p>	<p>what / you / do / on your last vacation?</p> <p>24</p>
<p>19</p> <p>you / watch / a TV show / yesterday?</p>	<p>18</p> <p>you / go shopping / last weekend?</p>	<p>you / take / the subway / yesterday?</p> <p>17</p>	<p>16</p> <p>what / you / buy / last week?</p>	<p>15</p> <p>you / wash / your hair / last night?</p>
<p>you / work / yesterday?</p> <p>10</p>	<p>11</p> <p>you / eat / any eggs / yesterday?</p>	<p>you / see / any friends / on the weekend?</p> <p>12</p>	<p>13</p> <p>you / go out / last night?</p>	<p>14</p> <p>you / buy / any clothes / last month?</p>
<p>9</p> <p>where / you / go / on your last vacation?</p>	<p>you / like / school?</p> <p>8</p>	<p>7</p> <p>you / watch / any movies / yesterday?</p>	<p>6</p> <p>you / have / a picnic / last month?</p>	<p>5</p> <p>you / go / to the movie theater / last weekend?</p>
<p>START</p>	<p>1</p> <p>what / you / have for breakfast / this morning?</p>	<p>2</p> <p>you / go / to the park / last weekend?</p>	<p>3</p> <p>what time / you / arrive / at class today?</p>	<p>4</p> <p>you / drink / any soda / yesterday?</p>

Teacher's notes for photocopiable activities:

VOCABULARY

UNIT 1, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy and cut up the worksheet: one set of cards for each group of 4 Ss. (To make the game longer or for larger groups, copy two sets of cards.)
To save cutting, copy one worksheet for each student. Ss will work in groups and take turns picking a country and guessing one another's country and nationality.
- **Introduce the task** Name some famous people that Ss will know, such as Laura Esquivel. Ask Ss to tell you these people's nationality and country (Laura Esquivel: Mexican, Mexico). Put Ss into pairs to make their own lists of famous people. Put pairs together into groups to ask one another about their country and nationality.
- **Do the task** Put Ss into small groups. Tell them to put the cards face down. Have Ss take turns picking a card. The other Ss must ask questions to guess the country or nationality each student picked. Model with a stronger student and write questions and answers on the board as prompts for the target language.
 - **A** *Are you Brazilian?*
 - **B** *No, I'm not from Brazil.*
 - **A** *Are you from Mexico?*
 - **B** *No, I'm not Mexican.*
 - **A** *Are you Chilean?*
 - **B** *Yes, I am from Chile!*
- Ss have only five questions to guess the country or nationality. If they guess in five questions, they take the card. If they don't, the card goes to the bottom of the pile. The student with the most cards at the end is the winner. Monitor and make sure Ss are saying each country and nationality correctly.
- **Review the task** Say the name of a country to a student, such as *Honduras*. The student must say the nationality (*Honduran*) and then say the name of another country, such as *Japan*, to another student. This student says the nationality (*Japanese*) and then says the name of another country to the next student. Continue until all Ss have had a turn.

UNIT 1, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Photocopy one worksheet for each pair of Ss and cut up into Student A and Student B halves.
- **Introduce the task** Spell out some words from Unit 1 letter by letter. Ss say the words. For example: *a-l-p-h-a-b-e-t* (alphabet). Put Ss into pairs to do the same.

- **Do the task** Put Ss into pairs. Tell them to take turns completing the chart by spelling out the beginnings and endings of the words. Write *How do you spell ...?* on the board and ask Ss to repeat it several times so that you are sure Ss are pronouncing it correctly. Tell Ss to say *Thanks* or *OK* when they have written down the information and are ready to speak themselves.
- Demonstrate completing the information for Person 1 with a stronger S. Then let Ss work in pairs. Monitor and make sure Ss are spelling out the words correctly.
- **Review the task** Choose a person and piece of personal information. Ss must tell you the word from the chart and spell it out:
 - *Person 2, last name*
 - *Harrison, H-a-r-r-i-s-o-n*
- As an extension task, ask Ss to add Person 5 and Person 6 to the chart and add information in the same way about two different people. Pairs then swap charts and repeat the task with Person 5 and Person 6.

UNIT 2, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy and cut up one worksheet for each pair of Ss into Student A and B halves.
- **Introduce the task** Draw your family tree on the board with the ages of your family members in numbers. Ask Ss to come to the front of the class and say who each member of your family is and how old they are. For example: *Diana is your sister. She is 27.*
- **Do the task** Put Ss into pairs. Tell Ss they have the same family tree and they need to complete it with names and ages. Begin by telling Student A to tell Student B about the people in the family tree and how old each family member is. Model the language and write it on the board:
 - *Javier is the grandfather.*
 - *He is 75.*
 - *Mia and Filipe – children of Javier.*
- Ss speak and listen to their partners to fill out the family tree. Monitor and help with vocabulary where necessary.
- Then both Ss work together to complete the sentences about the family tree.
- **Review the task** Check that Ss have completed the family tree and sentences correctly. Say the name of two of the people in the family tree and ask Ss to say how they are related, for example:
 - *Rafael and Mia (brother and sister, children of Javier and Ana)*
 - *Alba and Martin (Alba – aunt of Martin)*

- As an extension task, Ss draw their own family tree, labeling the relationships and showing the ages of the people. Then put Ss into pairs to tell a partner about their family tree.

Answers

1 wife 2 sister 3 father 4 uncle 5 husband
6 parents 7 aunt 8 son 9 children 10 cousin

UNIT 2, LESSON 2, VOCABULARY

Timing: 40 Minutes

- Prepare for the task** Copy one worksheet for each S.
- Introduce the task** Write some of the adjectives in the word search on the board as anagrams for Ss to solve. For example:
 - ratms = smart
 - ngoyu = young
 - yilfdrne = friendly
- If necessary, give clues—for example: *ngoyu* (not old)—to help Ss.
- Do the task** Tell Ss to find nine adjectives to describe people in the word search. (To make the task easier, write the words on the board first.) Tell Ss that the words can be across or down.
- Then ask Ss to match the adjectives to the pictures. Check the answers.
- Tell Ss to write down the name of somebody they know next to these adjectives. For example: friendly = Manuel (cousin).
- Put Ss into pairs. They can show each other a photograph of someone on their cell phones, say who it is, and describe that person. For example: *Manuel is my cousin. He is friendly.*
- Review the task** Ask Ss to show their photographs to the class, say who it is, and describe them. As an extension, have Ss stand up. Tell them to sit down if what you say describes them. Say *very tall* and see who sits down. Tell all Ss to stand up again and repeat with different adjectives + *very/really*.

Answers

1 friendly 2 funny 3 boring 4 tall/short 5 short/tall
6 smart 7 interesting 8 shy 9 old 10 young

F	A	F	U	N	N	Y	F	D	R	Y	J
T	E	R	H	U	X	O	E	I	M	P	T
Q	K	I	O	R	U	U	S	H	O	R	T
F	M	E	N	J	L	N	H	C	G	P	P
S	G	N	A	W	I	G	Y	R	D	M	C
O	L	D	O	S	H	K	C	V	T	B	M
K	N	L	P	T	A	L	L	P	B	O	E
N	S	Y	L	B	E	V	I	Y	S	R	O
R	O	Y	S	M	A	R	T	T	G	I	U
A	C	Z	B	G	N	D	U	H	O	N	J
I	N	T	E	R	E	S	T	I	N	G	I

UNIT 3, LESSON 1, VOCABULARY

Timing: 40 Minutes

- Prepare for the task** Photocopy one worksheet for each student.
- Introduce the task** Read aloud the following description of an apartment. Ask Ss to fill in the blanks with the words about rooms in a house.

This is my apartment. Here is the living room with a picture of my cat on the wall. Next to the living room is the bathroom. This is the kitchen with a dining area. My favorite room is my bedroom.

- Write the following on the board and ask Ss to complete the sentences about their house/apartment.

This is my _____ and here is the _____ with _____ . Next to the _____ is the _____ . This is the _____ with _____ . My favorite room is my _____ .

- Do the task** Put Ss into small groups. Ask one S to start with the Word Card. Have the other Ss draw a 3x3 Bingo Card in their notebook and then write the words for two of the pictures in each square (in pencil, so they can play again). For example:

dining area picture	bathroom window	living room floor
door window	bedroom floor	kitchen wall
kitchen picture	bedroom wall	bedroom bathroom

- The S with the Word Card reads aloud two words, in any order. When Ss hear two words in one of their squares, they cross those words out. The S with the Word Card keeps reading out two words until one S has crossed out all their words. This S is the winner.
- Repeat the activity as the other Ss take turns reading from the Word Card.
- Review the task** Play with the whole class. You read out the Word Card and then check that the winners have written the correct vocabulary in their Bingo Cards. As a variation, read aloud a short description of each room and things in a room and keep reading until one student has crossed out all the words in their Bingo Card.

UNIT 3, LESSON 2, VOCABULARY

Timing: 40 Minutes

- Prepare for the task** Copy one worksheet for each pair of Ss.
- Introduce the task** Give Ss one minute to write down as many furniture words as they can remember. See which S can remember the most words.

UNIT 5, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss. Cut the worksheet into three parts. Both Ss have a copy of the Student A and Student B clock times; Student A and Student B have separate tasks.
- **Introduce the task** Write several times on the board and have Ss say them in different ways. For example:
 - 8:45 – *eight forty-five, a quarter to nine*
 - 12:00 – *twelve o'clock, noon*
- **Do the task** Give out the worksheets. Read out the times 5:25, 11:35, 9:40, 2:55, 5:00. Ss find the letters and read aloud the word they spell (*hello*). Repeat with new words until Ss understand how the table works. Put Ss into pairs to read times to each other. Monitor and help where necessary.
- **Review the task** Tell Ss to look at their table. Say the words and ask Ss to read the times back to you. For example: *drink* (possible answer – 7:40, 5:40, 5:45, 11:10, 3:00). As an extension, ask Ss to write down five different words from the Student's Book and "spell" them using the times from the table. Put Ss into different pairs to repeat the task with the new words.

UNIT 6, LESSON 1, VOCABULARY

- **Prepare for the task** Copy one worksheet for each group of Ss. Cut up the top half of the worksheet into 14 cards. To save cutting, you can assign each student a person from the cards. Ss then need to name the place where that person is and tell the other Ss.
- **Introduce the task** Write the places in cities on the board (the list is in the Key). Have Ss write down the places in their notebooks in order of proximity to their home, for example: 1st *school* (closest to home), 2nd *café* (next closest) ... 14th *zoo* (farthest from home). Put Ss into pairs to compare.
- **Do the task** Put Ss into large groups and have each student take a card (Ss could have more than one card or share cards). Tell Ss to share the information from the card with the rest of the group. Then have Ss write the place where each person is in the table. Monitor and help where necessary.
- **Review the task** Tell Ss to put all the cards on the table. Say the place. Ss must find the card.
- As an extension activity, give Ss one minute to look at the cards and then tell Ss to turn them over. Say the place or describe it, for example: *Doctors work here* (hospital). Ss have three attempts to turn over the right card that matches the place / description.

Answers

Person	Place
Steve	bookstore
Haruka	museum
Fabio	hospital
Santiago	store
Lucas and Paula	movie theater
Ana	supermarket
Felipe	school
Megan and Richard	restaurant
Ming	hotel
Martina and Ivan	mall
Rosa and Carlos	park
Amanda	zoo
Yejoon	college
Manuel and Antonia	café

UNIT 6, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each student.
- **Introduce the task** Tell Ss to write these words on separate pieces of paper.
 - *mountain, snow, river, island, beach, ocean, lake, tree, forest, flower, plant, grass, desert, hill*
- Tell Ss to write the translation of each word in their first language on the other side of each piece of paper. Tell Ss to go through each piece of paper and give the translation for each word (either English – first language or first language – English) without turning over the paper. If Ss share a first language, they can work in pairs to test each other.
- **Do the task** Tell Ss to take turns asking each other where the nature vocabulary in the box is in the picture on the worksheet. Tell Ss that some words are in more than one place.
- Have Ss work individually and draw an empty A–H/1–8 table in their notebook. Tell them to write one of each nature word in different places in their table. Put Ss in pairs. Tell them to ask each other where their words are.
 - *Where's your lake?*
 - *My lake is in A2.*
- Ss get one point if they both have a word in the same place. For example, Student A has lake in A2 and Student B has island in A2. They get two points if you have the same word in the same place. For example, they both have lake in A2. See which pair in the class has the most points at the end.
- Monitor and help where necessary.
- **Review the task** Say some coordinates and have Ss tell you what is in the picture on the worksheet. For example: *D7* (grass). Tell Ss to go through the vocabulary cards they made at the start of the activity and check the meaning through translation again. As an extension activity, Ss could add more information to the vocabulary cards such as a transcription and example sentence.

UNIT 7, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each group of four Ss. Cut and mix up the cards so each group gets 24 cards. To save cutting, put Ss into pairs and give each pair a worksheet. Have Ss take turns saying which word goes with the word in **bold** on the card.
- **Introduce the task** Tell Ss to write down six activities that they do around the house. For example: *I do the dishes after dinner. I help my brother with his homework.* Then put Ss into pairs and have them compare their answers.
- **Do the task** Put Ss into groups of four. Give each group their 24 cards face-down. Tell Ss to each take a card. Then have them take turns matching the word that goes with the word in **bold**. Write an example on the board

wash

the dog

breakfast

the bath

(wash + the dog)

- If a student matches the right word, they keep the card. If they match the wrong word, they return the card to the pile. The student who has the most cards at the end is the winner. Monitor and help where necessary.
- **Review the task** Go through all the cards and ask Ss to match the words that make a correct phrase. Then ask Ss to make a sentence using the words on each card. For example: *I brush my teeth in the morning.*

Answers

brush	cook	wash
the dishes	<i>breakfast</i>	your teeth
<i>your teeth</i>	the car	your homework
breakfast	your homework	<i>your hair</i>
clean	brush	cook
<i>your room</i>	the bath	the dishes
your lunch	dinner	your room
your bath	<i>your hair</i>	<i>lunch</i>
breakfast	the car	a bath
wash	help	<i>take</i>
do	<i>wash</i>	help
<i>cook</i>	brush	do
homework	the dishes	your brother
take	<i>do</i>	do
help	brush	<i>help</i>
<i>do</i>	cook	brush

take	do	help
dinner	<i>your homework</i>	your hair
<i>a bath</i>	your car	your room
a kitchen	your lunch	<i>your sister</i>
wash	take	help
the dog	breakfast	your teeth
breakfast	a shower	<i>your mom</i>
the bath	the dishes	your car
my teeth	my room	my hair
take	<i>clean</i>	<i>wash</i>
<i>brush</i>	take	clean
wash	brush	take
dinner	the kitchen	your dog
<i>cook</i>	<i>clean</i>	do
clean	take	go
take	help	<i>wash</i>

UNIT 7, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss.
- **Introduce the task** Write these stages of a trip to work on the board. Ask Ss to put them in order:
 - *() walk from the station*
 - *() be at home*
 - *() take a train*
 - *() be in the office*
 - *() be on the train*
 - *() walk to the station*
 - *() wait*
 - *(6, 1, 4, 7, 5, 2, 3)*
- **Do the task** Tell Ss to work in pairs. Explain the situation: Ss need to get from their home to the office by 9:00. Tell Ss to begin at card 1 and use the choices/options on the cards to decide what they will do. Monitor and help where necessary.
- **Review the task** Tell Ss to read aloud the cards in the order that gets them to work on time. Ask Ss to identify the transportation vocabulary on the worksheet.

UNIT 8, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Mime or demonstrate the skills on the worksheet and ask Ss to tell you the vocabulary. For example: draw a picture on the board (*draw*).
- **Do the task** Ss work in groups of four. Tell Ss to write their names at the top of each column. Ss take turns asking their partner questions. For example: *Mario, do you draw?* Tell Ss to put a check in the table if the answer is yes. Monitor and help where necessary.

- **Review the task** Put Ss into pairs. Ask them to tell each other what skills they do and give more information. For example: *I don't draw, but I sometimes dance. I fix things at home.* Invite some Ss to tell the class about what skills they have.
- As an extension activity, Ss rank each of the 12 skills according to how fun they are (1 = a lot of fun; 12 = not fun at all) and then rank them according to how difficult they are (1 = very difficult; 12 = not difficult at all). Put Ss into pairs to compare their rankings.

UNIT 8, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss and cut it into Student A and B halves.
- **Introduce the task** Read aloud these definitions to Ss. Then have them complete each sentence.
 - *You can find computers and desks here. You work in a(n) _____.* (office)
 - *You are in the office for 12 hours each day. You work _____.* (hard)
 - *These are the people you work with in your office. These are your _____.* (coworkers)
 - *You have a coffee for 10 minutes. You take a _____.* (break)
- **Do the task** Ss work in pairs. Tell Ss they will read a different text about work. Ss will take turns reading their texts with pauses. Ss must listen to their partner and write down the work vocabulary from the box that they hear. Ss may need to re-read sections of the text for their partners. Monitor and help where necessary. Then tell Ss to check their answers together.
- **Review the task** Read aloud sections of the Student A text in a different order. For example: *They all _____ it is a great laptop* and have Ss say the missing words. Repeat with the Student B text.
- As a more challenging variation, Ss can read their texts to each other, but leave gaps for the underlined words. Their partner must choose from the words in the box to fill the gaps.

UNIT 9, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each student.
- **Introduce the task** Write these groups of words on the board. Ask Ss to identify the word that doesn't belong.
 - *city town country (country)*
 - *boat ranch plane (ranch)*
 - *vacation work tour (work)*
 - *ranch farm city (city)*
 - *hill boat ocean (hill)*

- **Do the task** Ss choose the correct words to complete each travel description.
- Tell Ss to rank the vacations (1 = the vacation they like most). Then, have Ss work in pairs to tell their partners what they like about each vacation and what they don't like.
- **Review the task** Tell Ss to turn over the worksheet. Read out the texts, but pause at the ten vocabulary items. Ss should remember the vocabulary and tell you the words that complete the sentences of the text. Alternatively, Ss can use the vocabulary to describe a vacation or place they like.

UNIT 9, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each student and cut up into halves for Student A and Student B.
- **Introduce the task** Read aloud the vocabulary and have Ss identify the words as nouns or verbs: *airport, arrive, buy, check in, destination, flight, fly, leave, stay, trip, travel.*

Answers

Nouns: airport, destination, flight, trip
Verbs: arrive, buy, check in, fly, leave, stay, travel

- **Do the task** Ss complete the questions with the words. Check as a class. Put Ss into pairs. Pairs take turns asking one another the questions from the chart to fill in the information. Monitor and help where necessary.
- **Review the task** Ss choose a new travel destination and think up new details for the travel arrangements. Ss can then ask one another the same questions from the chart.

Answers

Where are you traveling / flying from?
What is your destination?
Can you buy a ticket online for the trip?
What time do you have to leave home?
What time do you have to be at the airport?
Do you need to stay in a hotel the night before?
When do you have to check in?
How long is your flight?
When does the plane arrive?

UNIT 10, LESSON 1, VOCABULARY

40 minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Ask some concept-checking questions. For example:
 - *Do you go shopping in a store or a theater? (store)*
 - *Can you take a walk in a river or a park? (park)*
 - *Do you have a picnic inside or outside? (outside)*
 - *You meet someone at the airport. Is she arriving or leaving? (arriving)*

- **Do the task** Ss ask each other the questions. With stronger Ss, encourage follow-up questions. For example:
 - **A** *Dominique, where do you go to look at art?*
 - **B** *I look at art in the museum.*
 - **A** *What art do you like?*
- Have Ss make sentences for “D” answers. For example:
 - **A** *Manuel, do you like to eat inside or outside?*
 - **B** *I like to eat inside at home. I like to eat outside on vacation.*
- **Review the task** Ss answer the questions as a class and then ask follow-up questions.

UNIT 10, LESSON 2, VOCABULARY

Timing: 35 minutes

- **Prepare for the task** Copy and cut up the worksheet into a set of A and B cards for each pair. To save copying, Ss can take turns choosing an A picture, saying the clothes and season, and then matching to a B card.
- **Introduce the task** Give Ss one minute to look at what everyone in class is wearing. Then tell Ss to close their eyes. Name a S and see if the class can remember what he or she is wearing. Repeat with different Ss.
- Then write all the clothes words Ss have said on the board. Ss say the seasons these clothes are suitable for wearing outside. For example: *T-shirt* (summer).
- **Do the task** Put Ss into pairs. Tell Ss to put the A and B cards face down in separate piles. One S takes an A card and says what the person is wearing and what the season is. Then they take a B card. If the cards match, they keep both cards. If the cards don’t match, or the S makes a mistake with the vocabulary on the A card, the S returns both cards. Then it is their partner’s turn. Ss continue until there are no cards left. The S with the most cards at the end is the winner. Monitor and help where necessary.
- **Review the task** Go through all the A cards and ask Ss to name what clothes are in each picture and what season it is.
- As a variation or extension, play Bingo with the A cards. Put Ss into groups of three. Each S chooses four A cards. Mix up the B cards and read them aloud one by one. The first S who has four A cards to match the B cards you read is the winner.

UNIT 11, LESSON 1, VOCABULARY

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each group of four Ss and cut it up into cards. To save cutting, Ss can take turns choosing a square and reading out the sentence for the other Ss to choose the adjective.

- **Introduce the task** Tell Ss to write down an example of each of these things:
 - *something new in their home*
 - *a beautiful city in their country*
 - *a quiet place to study*
 - *a fast car*
 - *an exciting vacation*
 - *a wonderful person*
- Put Ss into pairs to compare and tell one another about these things.
- **Do the task** Put Ss into groups of four. Give each group a set of cards and tell them to put them face-down in a pile. Have Ss take turns choosing a card and reading it aloud with the two adjectives as options. The other Ss must say which adjective completes the sentence. The S who says the correct adjective keeps the card (Ss check with the teacher if they are not sure). Continue until Ss have used all the cards. The S with the most cards at the end is the winner. Monitor and help where necessary.
- **Review the task** Take a set of cards, read them aloud, and ask Ss to choose the correct adjective.
- As a more challenging variation, have Ss read the cards aloud with gaps for the adjectives. The other Ss must think of an appropriate adjective to complete the sentence.
- As an extension task, Ss make their own cards. They can then give the cards to another group to repeat the activity.

Answers

The food is **awful!** I’m not going to eat it again!
 My aunt is wearing a **beautiful** dress.
 The computer game is expensive because it is **new**.
 I can swim, but I am **slow**.
 I need a new laptop. My old laptop is **slow** now.
 Usain Bolt was very **fast** in the 100 meters.
 The children are **noisy** today.
 Our vacation in Acapulco was **exciting**.
 The children in the photo were really **cute**.
 The soccer game was **exciting**. It was great.
 The trip was **awful**. I never want to go back there.
 Alex is a really **wonderful** friend. I like him a lot.
 My jeans are **new**. Do you like them?
 I live in a village. It is nice and **quiet**.
 I am a **fast** swimmer. I can swim 50 meters in 35 seconds.
 The children are **quiet** in school.
 I was a **noisy** boy at school. I wasn’t a good student.
 An 89% on your English test is **wonderful!** You are a very good student.
 The flowers in spring are **beautiful**.
 She was a really **cute** two-year-old girl then.
 The video is **awful**. Don’t watch it.
 Barcelona is a **beautiful** city. Let’s go there on vacation.
 My sister is really **cute**. She’s a lovely girl.
 The concert wasn’t **exciting**. It was very boring.
 There is a **fast** train to London.
 I have a **new** friend. Her name is Karla.
 The music is very **noisy**. Can you hear me?
 We had a **quiet** walk in the park.
 The bus is very **slow**. I’m going to drive.
 The book is **wonderful**. I love it.
 The party wasn’t **exciting**. It wasn’t fun.
 It’s a **beautiful** day. Let’s go to the park.

UNIT 11, LESSON 2, VOCABULARY

Timing: 45 minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Briefly review the words for colors by pointing to items in the classroom and asking what color they are, e.g., *What color is the door/wall/desk? What color is my/your sweater/shirt/bag/book?* Elicit answers (*It's [blue].*) To remind Ss of anagrams, write *grenoa (orange)* on the board. Ask Ss: *What is this word?* Start to rewrite the letters on the board. Encourage Ss to say the word when they think they recognize it.
- **Do the task** Ss rearrange the letters to make words individually, then check their answers with a partner.
- Check answers with the class. Check for correct pronunciation.

Answers

- 1 green
- 2 yellow
- 3 black
- 4 red
- 5 white
- 6 blue
- 7 gray
- 8 purple
- 9 orange
- 10 brown
- 11 pink

- Then tell Ss to complete the sentences individually, using the words in exercise A. Make sure Ss understand that the answers should be true for them. Circulate and help if necessary.
- Ss compare their answers. One S reads a question and his/her partner answers. The S who asked the question also reads his/her answer aloud. If they are both the same, Ss write *S*. If they are different, they write *D*. Ss record how many answers are the same. Elicit answers from a few volunteer Ss.
- Tell Ss they are going to walk around the class, asking questions like those in the model dialogue in exercise C. The aim is to check as many of the items as possible on the list. Ss may need to ask more than one person for each item on the list, but they should try to find as many as possible. Read the conversation aloud with a stronger S.
- Set a time limit of about 10 minutes. Ss count the number of items. Ask Ss to raise their hands if they have one check mark, then two, three, and so on up to nine (or until no Ss have their hands raised). Those with the highest number are the winners.
- Ask individual Ss to report findings to the class by saying who has each item, e.g., *Camila has a red bag. / Jose Luis has a green watch.*

UNIT 12, LESSON 1, VOCABULARY

Timing: 35 Minutes

- **Prepare for the task** Copy one worksheet for each S. Cut up the bottom half of the worksheet. Distribute the food table to each S. Cut up a Student A, Student B, Student C, and Student D card for each S in a group of four.
- **Introduce the task** Tell Ss to write down two food words for each category: fruit and vegetables, meat, dairy products, and grains.
- **Do the task** Tell Ss to work in a group of four. Ss take turns telling one another what each person eats each day and write the food words in the table. Monitor and help where necessary.
- Ask Ss who they think has the healthiest diet.
- **Review the task** Ask Ss to read all the food words on their card out loud.
- As an extension, Ss repeat the task with the food they ate today. Then ask Ss what food they liked and didn't like.

Answers

	Fruit and vegetables	Meat	Dairy products
Miranda	coconut pineapple apple orange tomato	beef lamb	cheese
Boris	coconut banana orange potato	chicken lamb	butter
Ming	apple banana orange tomato potato	chicken	butter cheese
Dan	pineapple apple banana tomato potato	beef	butter

	Grains	Small meals
Miranda	bread	soup
Boris	cracker	soup sandwich
Ming	bread	sandwich
Dan	bread cracker	soup

UNIT 12, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Write the first and last letter of the food, drink, and dessert words on the board. Ask Ss to tell you the word and say if it is food, drink, or dessert. For example: e (juice; drink). Then Ss write down which food, drink, or dessert they had yesterday. Put Ss into pairs to compare.
- **Do the task** Ss work in groups of four. Tell them to fill in the menu and say which words are food, drinks, and desserts. Then tell Ss they have \$30 each and they must choose what to eat and drink at the café. Have Ss tell one another what they want and then figure out the total price for their group. Monitor and make sure Ss are saying the words for food, drinks, and desserts.
- **Review the task** Ss say all the names of the food, drinks, and desserts on the menu.
- As an extension task, repeat the task, but give Ss some restrictions. For example: they must each order a drink and dessert, or at least one person in the group should order fish.

1.1 VOCABULARY

COUNTRIES AND NATIONALITIES



Russia	Chile	Spain	the United States	Ecuador
Brazil	Colombia	Japan	Mexico	Peru
France	China	Honduras	South Korea	

1.2 VOCABULARY

THE ALPHABET; PERSONAL INFORMATION



Student A

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

PAIR WORK Complete the personal information about the four people by spelling out the beginnings and endings of the words.

Person 1		Person 2	
First name	Mari _____	_____	hen
Last name	_____ quez	Harr _____	
Email address	mvz@trave _____	shon@ _____	
College	Caval _____	_____ ngton	
Company	_____ ares	_____ idtz	
Person 3		Person 4	
First name	Aman _____	_____ ako	
Last name	Alex _____	Hashi _____	
Email address	_____ mail.net	_____ mymail.org	
College	_____ hand	Juni _____	
Company	Vign _____	_____ hide	



Student B

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

PAIR WORK Complete the personal information about the four people by spelling out the beginnings and endings of the words.

Person 1		Person 2	
First name	_____ angel	Step _____	
Last name	Velaz _____	_____ ison	
Email address	_____ lmail.org	_____ xyz.com	
College	_____ canti	Welli _____	
Company	Oliv _____	Schm _____	
Person 3		Person 4	
First name	_____ dine	Han _____	
Last name	_____ andre	_____ moto	
Email address	ama@list _____	han_moto@ _____	
College	Marc _____	_____ chiro	
Company	_____ eron	Mitsu _____	

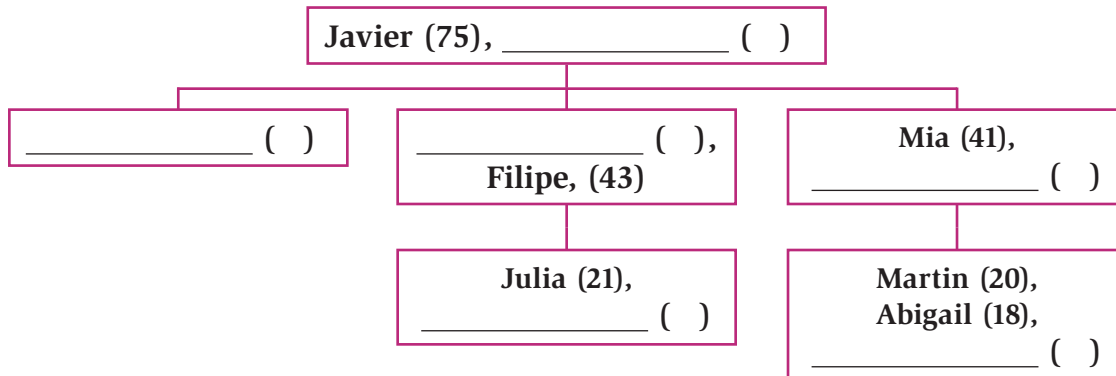
2.1 VOCABULARY

FAMILY; NUMBERS



Student A

A **PAIR WORK** Tell your partner about the family tree and complete the information.



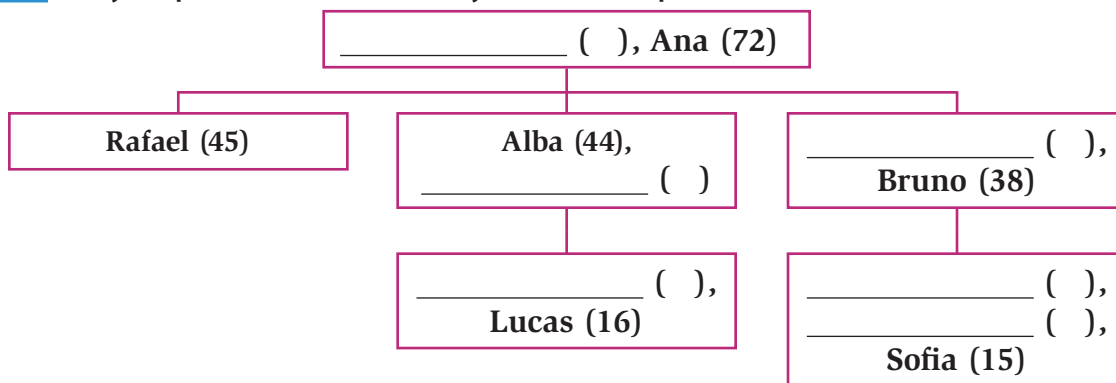
B **PAIR WORK** Complete the sentences about the family tree.

- 1 Ana is the _____ of Javier.
- 2 Sofia is the _____ of Abigail.
- 3 Filipe is the _____ of Lucas.
- 4 Rafael is the _____ of Martin.
- 5 Bruno is the _____ of Mia.
- 6 Javier and Ana are the _____ of Filipe.
- 7 Mia is the _____ of Julia.
- 8 Martin is the _____ of Bruno.
- 9 Julia and Lucas are the _____ of Alba and Filipe.
- 10 Abigail is the _____ of Lucas.



Student B

A **PAIR WORK** Tell your partner about the family tree and complete the information.



B **PAIR WORK** Complete the sentences about the family tree.

- 1 Ana is the _____ of Javier.
- 2 Sofia is the _____ of Abigail.
- 3 Filipe is the _____ of Lucas.
- 4 Rafael is the _____ of Martin.
- 5 Bruno is the _____ of Mia.
- 6 Javier and Ana are the _____ of Filipe.
- 7 Mia is the _____ of Julia.
- 8 Martin is the _____ of Bruno.
- 9 Julia and Lucas are the _____ of Alba and Filipe.
- 10 Abigail is the _____ of Lucas.

2.2 VOCABULARY

DESCRIBING PEOPLE; REALLY / VERY

A Find nine adjectives that are used to describe people in the word search. Match them to the pictures.

F	A	F	U	N	N	Y	F	D	R	Y	J
T	E	R	H	U	X	O	E	I	M	P	T
Q	K	I	O	R	U	U	S	H	O	R	T
F	M	E	N	J	L	N	H	C	G	P	P
S	G	N	A	W	I	G	Y	R	D	M	C
O	L	D	O	S	H	K	C	V	T	B	M
K	N	L	P	T	A	L	L	P	B	O	E
N	S	Y	L	B	E	V	I	Y	S	R	O
R	O	Y	S	M	A	R	T	T	G	I	U
A	C	Z	B	G	N	D	U	H	O	N	J
I	N	T	E	R	E	S	T	I	N	G	I



B Write down the name of someone you know next to these adjectives.

friendly _____
 funny _____
 really smart _____
 interesting _____

shy _____
 very old _____
 very tall _____

C **PAIR WORK** Find a picture of someone in your family on your phone. Write notes. Then describe this person to a partner.

3.1 VOCABULARY

ROOMS IN A HOME

GROUP WORK Take turns saying words in the Word Card and writing in the Bingo Card.

Word Card

Read aloud the two words, in any order on the Word Card, to the other students.

bathroom and door	bathroom and floor	bathroom and picture	bathroom and wall	bathroom and window	door and floor
bedroom and door	bedroom and floor	bedroom and picture	bedroom and wall	bedroom and window	door and picture
dining area and door	dining area and floor	dining area and picture	dining area and wall	dining area and window	door and wall
living room and door	living room and floor	living room and picture	living room and wall	living room and window	door and window
kitchen and door	kitchen and floor	kitchen and picture	kitchen and wall	bedroom and dining area	bedroom and kitchen
bathroom and living room	bedroom and living room	dining area and living room	kitchen and living room	kitchen and dining area	bedroom and bathroom
bathroom and kitchen	bathroom and dining area	dining area and kitchen			

Bingo Card

A Draw a 3x3 table in your notebook. Write two of each word in each square in pencil.



B Listen to the student saying the words. When you hear two words that are in your square, cross them out. If you cross out all nine squares first, you are the winner.

3.2 VOCABULARY

FURNITURE

Student A

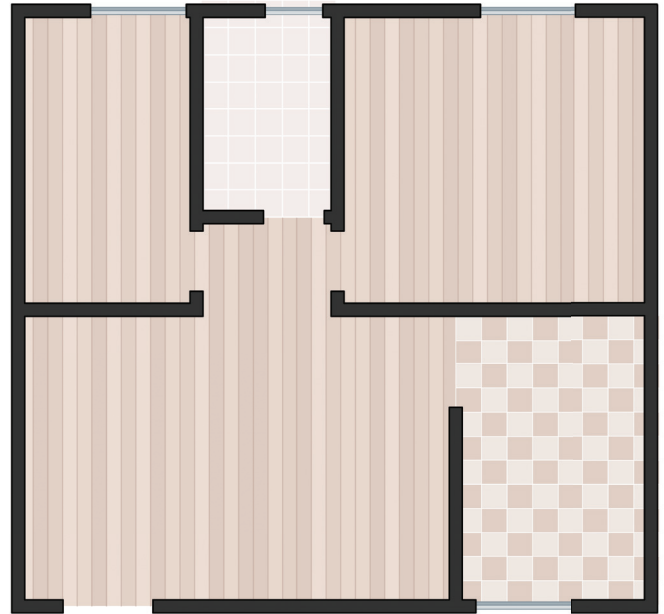
A **PAIR WORK** Tell your partner about the furniture in your apartment.

A rug is in ...

Two chairs are in

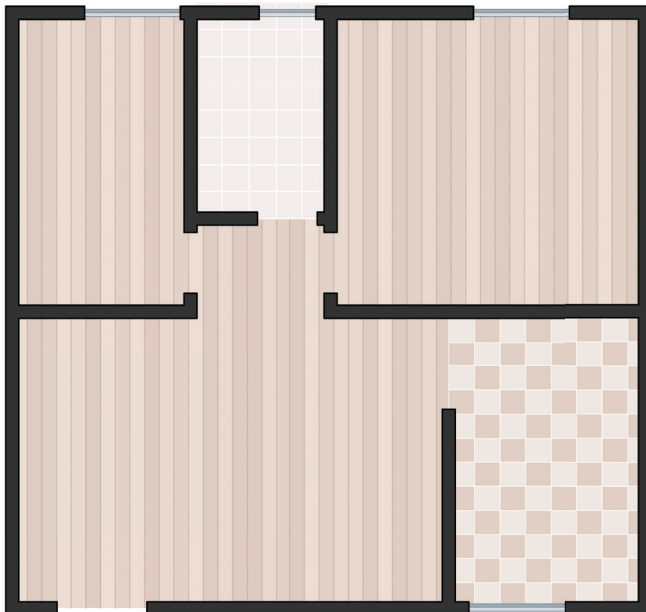


B Listen to your partner. Draw the furniture or write the words in the correct room in the apartment.



Student B

A **PAIR WORK** Listen to your partner. Draw the furniture or write the words in the correct room in the apartment.



B Tell your partner about the furniture in your apartment.

A TV is in ...

Two chairs are in



4.1 VOCABULARY

TECHNOLOGY



Student A

Me

Look at the pictures. Write the words across →, down ↓, or diagonally ↘ in the board. Each square has one letter.

J										
I										
H										
G										
F										
E										
D										
C										
B										
A										
	1	2	3	4	5	6	7	8	9	10



My partner

Find five technology words in the My partner board.

Take turns saying squares, such as 3C. Say the letter of the technology word when it is in that square. When there is no letter in that square, say *No*. Write the letter of the word or X (no letter) in the My partner square.

J										
I										
H										
G										
F										
E										
D										
C										
B										
A										
	1	2	3	4	5	6	7	8	9	10

4.1 VOCABULARY

TECHNOLOGY



Student B

Me

Look at the pictures. Write the words across →, down ↓, or diagonally ↘ in the board. Each square has one letter.

J										
I										
H										
G										
F										
E										
D										
C										
B										
A										
	1	2	3	4	5	6	7	8	9	10



My partner

Find five technology words in the My partner board.

Take turns saying squares, such as 3C. Say the letter of the technology word when it is in that square. When there is no letter in that square, say *No*. Write the letter of the word or X (no letter) in the My partner square.

J										
I										
H										
G										
F										
E										
D										
C										
B										
A										
	1	2	3	4	5	6	7	8	9	10

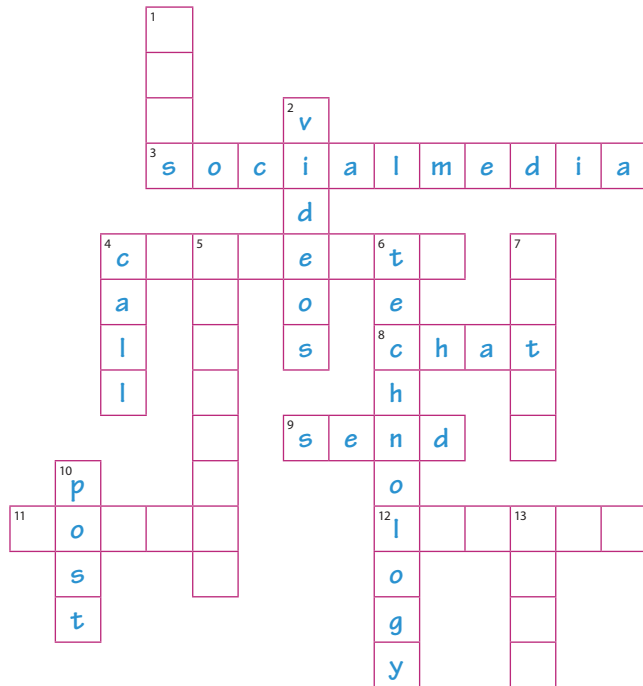
4.2 VOCABULARY

USING TECHNOLOGY



Student A

PAIR WORK Take turns telling each other the clues. Listen and fill in the crossword puzzle with the missing technology words to complete each sentence.



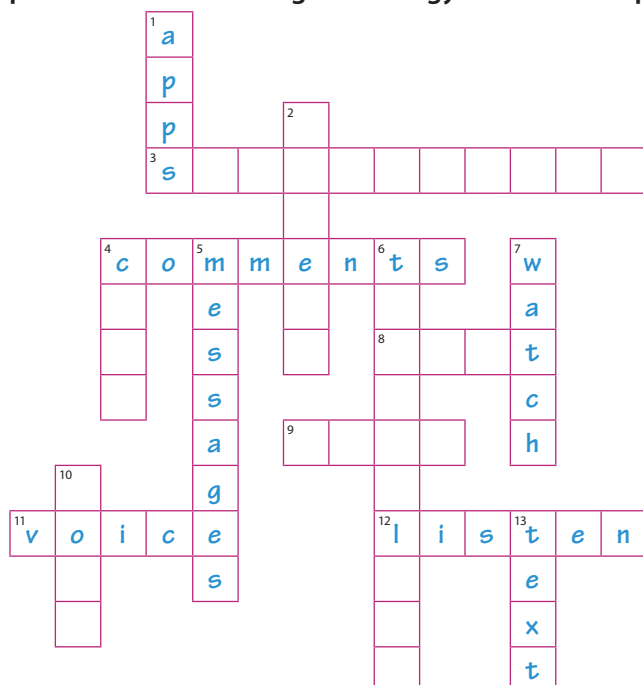
Clues

- 2 I watch _____ on my laptop.
- 3 I don't use _____ .
- 4 I _____ friends on my cell phone.
- 6 We don't use _____ for work.
- 8 I _____ with my cousin on my laptop.
- 9 You _____ really funny emails!
- 10 You _____ really cool photos!



Student B

PAIR WORK Take turns telling each other the clues. Listen and fill in the crossword puzzle with the missing technology words to complete each sentence.



Clues

- 1 I use _____ on my smartwatch.
- 4 Do you read my _____ ?
- 5 I don't leave voice _____ .
- 7 We _____ movies on my tablet.
- 11 We both don't like _____ messages.
- 12 I _____ to music on YouTube™.
- 13 Do you read my _____ messages?

5.1 VOCABULARY

DAYS AND TIMES OF DAY; EVERYDAY ACTIVITIES

PAIR WORK Ask each other the questions. Then check your scores.

Do you have a lot of fun?

- Score**
- 1 When do you have time for sports?
 A I don't have time for sports. _____
 B On the weekends.
 C In the mornings.
- 2 Do you play soccer?
 A Yes, I play soccer on the weekends. _____
 B Yes, but not every weekend.
 C I don't play soccer and I don't watch it.
- 3 Do you play video games with your friends?
 A No, I don't play them with my friends. _____
 B Yes, we play in the evening.
 C I don't have time for friends.
- 4 Do you work / study Monday to Friday?
 A Yes, but I love my work / studies. _____
 B No, I work / study Monday to Sunday.
 C No, I don't work / study every day.
- 5 What is your favorite day of the week?
 A Tuesday – I go out after work / college. _____
 B Friday – I watch TV with my family.
 C Wednesday – I don't have to work / study.
- 6 Do you have fun on the weekends?
 A No, I work / study. _____
 B I have fun every day!
 C Yes, weekends are great!
- 7 What do you do on Saturday evenings?
 A I study English. _____
 B I go out with my family.
 C I play video games.
- 8 What is your favorite day of the weekend?
 A I don't have a weekend. _____
 B Sunday – I meet my friends.
 C Saturday – it is Saturday!



Your score

Question 1	A=0, B=1, C=2
Question 2	A=2, B=1, C=0
Question 3	A=1, B=2, C=0
Question 4	A=2, B=0, C=1
Question 5	A=2, B=1, C=1
Question 6	A=0, B=2, C=1
Question 7	A=1, B=2, C=1
Question 8	A=0, B=2, C=2

12–16 You are really cool and you always have time for fun!

6–11 You work / study a lot, but you still have fun.

0–5 You don't have free time.

5.2 VOCABULARY

TELLING THE TIME

Student A and Student B

1:00	i	1:05	n	1:15	e	1:25	v	1:30	l	1:35	s	1:40	e	1:55	a
2:00	a	2:10	s	2:15	b	2:20	o	2:25	e	2:45	a	2:50	n	2:55	l
3:00	k	3:15	d	3:20	c	3:25	n	3:30	a	3:35	d	3:40	e	3:50	h
4:00	n	4:10	d	4:15	i	4:30	t	4:35	d	4:45	f	4:50	u	4:55	a
5:00	o	5:05	t	5:10	n	5:20	t	5:25	h	5:35	k	5:40	r	5:45	i
6:00	t	6:20	w	6:25	e	6:30	e	6:35	i	6:40	n	6:50	f	6:55	p
7:00	e	7:05	k	7:15	o	7:25	e	7:30	r	7:40	d	7:45	s	7:50	w
8:00	r	8:15	e	8:20	o	8:30	d	8:35	t	8:40	d	8:50	c	8:55	n
9:00	w	9:05	g	9:10	y	9:20	m	9:25	r	9:35	s	9:40	l	9:45	k
10:00	m	10:05	r	10:15	e	10:25	t	10:30	a	10:40	i	10:50	e	10:55	t
11:00	u	11:10	n	11:15	o	11:20	n	11:35	e	11:45	m	11:50	a	11:55	i
12:00	o	12:20	s	12:25	r	12:30	i	12:40	r	12:45	f	12:50	s	12:55	y



Student A

A Say the times to Student B. Student B finds the times and letters in the table, then they use the letters to spell a word.

2:15	7:30	10:15	3:30	7:05	6:50	1:55	1:35	5:05	(breakfast)
4:35	12:40	5:45	11:10	5:35					(drink)
9:00	10:50	7:25	9:45	6:25	1:05	3:35			(weekend)
9:20	1:00	8:40	11:20	6:35	9:05	3:50	4:30		(midnight)
8:50	1:30	12:00	3:20	5:35					(clock)
12:25	8:20	4:50	6:00	10:40	5:10	2:25			(routine)
7:50	11:35	8:30	6:40	7:00	2:10	7:40	10:30	12:55	(Wednesday)
3:20	2:55	11:50	2:10	9:35	2:25	12:50			(classes)

B Listen to Student B. Find each of the times and letters in the table. Then say the words each group of letters spell.



Student B

A Listen to Student A. Find each of the times and letters in the table. Then say the words each group of letters spell.

B Say the times to Student A. Student A finds the times and letters in the table, then they use the letters to spell a word.

4:10	11:55	4:00	2:50	6:30	10:05				(dinner)
12:50	7:15	10:00	1:40	10:55	4:15	11:45	8:15	9:35	(sometimes)
10:30	12:45	10:25	1:15	8:00	3:25	11:15	2:20	8:55	(afternoon)
8:35	5:25	11:00	5:40	12:20	3:15	4:55	9:10		(Thursday)
4:45	11:50	1:25	5:00	9:25	12:30	5:20	3:40		(favorite)
1:55	9:40	6:20	2:00	12:55	7:45				(always)
3:40	1:25	8:15	1:05	11:55	11:10	9:05			(evening)
6:55	10:30	9:25	1:15	4:00	5:05	1:35			(parents)

6.1 VOCABULARY

PLACES IN CITIES

GROUP WORK Take turns choosing a card. Work together to write down where the people are.



Person	Place	Person	Place
Steve		Richard and Megan	
Haruka		Ming	
Fabio		Ivan and Marina	
Santiago		Carlos and Rosa	
Lucas and Paula		Amanda	
Ana		Yejoon	
Felipe		Antonia and Manuel	


6.2 VOCABULARY

NATURE

A **PAIR WORK** Take turns asking and saying where these are in the picture.

mountains snow river island beach ocean lake hill
 tree forest flower plant grass desert lake
 hill

Where are the mountains? The mountains are in B8 and H7.

8								
7								
6								
5								
4								
3								
2								
1								
	A	B	C	D	E	F	G	H

B **Work alone.** Draw an empty table A-H/1-8 in your notebook. Write all the nature words in different places in your table.

C **PAIR WORK** Ask each other where the words are.

Where's your lake?


My lake is in A2.


You get one point if you both have any word in the same place.
 You get two points if you have the same word in the same place.


7.1 VOCABULARY


ACTIVITIES AROUND THE HOUSE

GROUP WORK Take turns taking a card and saying the word that goes with the word in bold.

brush	cook	wash	take	do	help 
the dishes	breakfast	your teeth	dinner	your homework	your hair
your teeth	the car	your homework	a bath	your car	your room
breakfast	your homework	your hair	a kitchen	your lunch	your sister

clean	brush	cook	wash	take	help 
your room	the bath	the dishes	the dog	breakfast	your teeth
your lunch	dinner	your room	breakfast	a shower	your mom
your bath	your hair	lunch	the bath	the dishes	your car

breakfast	the car	a bath	my teeth	my room	my hair 
wash	help	take	take	clean	wash
do	wash	help	brush	take	clean
cook	brush	do	wash	brush	take

homework	the dishes	your brother	dinner	the kitchen	your dog 
take	do	do	cook	clean	do
help	brush	help	clean	take	go
do	cook	brush	take	help	wash

7.2 VOCABULARY

TRANSPORTATION

PAIR WORK You need to get from your home to the office by 9:00. Start at card 1.
Use the choices on the cards to decide what you will do. Then go to that card and choose again.

<p>1</p> <p>Walk to the bus station. Go to 11. Drive. Go to 4. Ride your bike. Go to 18. Take the train. Go to 8.</p>	<p>2</p> <p>You are waiting. What do you do? Chat with a friend. Go to 20. Listen to music. Go to 9.</p>	<p>3</p> <p>Where is the train station?! Turn left. Go to 17. Turn right. Go to 14.</p>	<p>4</p> <p>There are a lot of cars on the road. Go back to 1. No problem! Go to 6.</p>	<p>5</p> <p>You are both having a coffee in the café. Go to 16.</p>
<p>6</p> <p>Oh no! It is now 9:00 and you are not at work! Go to 1.</p>	<p>7</p> <p>Your boss is not happy! You aren't very smart today. Take the train home ...</p>	<p>8</p> <p>You are walking to the train station. Go to 3.</p>	<p>9</p> <p>You are listening to some cool music and waiting. Go to 12.</p>	<p>10</p> <p>You are at work before 9:00!</p>
<p>11</p> <p>You are waiting. There is no bus. Go back to 1.</p>	<p>12</p> <p>You take the train. Go to 19.</p>	<p>13</p> <p>You are walking to the office. Go to 10.</p>	<p>14</p> <p>You are walking and walking ... Go to 6.</p>	<p>15</p> <p>Why are you riding your bike with a big bag? Go to 1.</p>
<p>16</p> <p>The coffee is good and you have a nice chat but ... Go to 6.</p>	<p>17</p> <p>You are at the train station. Go to 2.</p>	<p>18</p> <p>Are you carrying a big bag? Yes – Go to 15. No – Go to 4.</p>	<p>19</p> <p>You see your boss. She tells you, "I don't like Mondays." What do you say? "I do!" – Go to 13. "Me neither – it's work again!" Go to 7.</p>	<p>20</p> <p>You are chatting with your friend. She wants a coffee. What about you? Yes – Go to 5. No – Go to 12.</p>

8.1 VOCABULARY

VERBS TO DESCRIBE SKILLS

Work in groups. Ask questions, for example, *Do you (draw)?*

	You			
 dance				
 draw				
 fix things				
 read music				
 paint				
 play the guitar				
 sing				
 skateboard				
 snowboard				
 speak two languages				
 surf				
 swim				

8.2 VOCABULARY

WORK



Student A

- A **PAIR WORK** Read your text to Student B. Pause for the underlined words.

I work for ABC in Boston. ABC is a computer ¹ company with about two hundred ² workers. People from many countries work for ABC. My three ³ coworkers are from Mexico, Russia, and Honduras. Today we ⁴ have a meeting about the new ABC laptop. They all ⁵ think it is a great laptop, and I agree. After a meeting, we usually ⁶ take a break, drink coffee, and chat in our ⁷ office. At ABC, we ⁸ work hard every day. We like our jobs and are very happy here.



- B Listen to Student B. Write down the words from the box that you hear.

company	coworkers	have a meeting	office
take a break	think	work hard	workers

- 1 _____ 3 _____ 5 _____ 7 _____
 2 _____ 4 _____ 6 _____ 8 _____



Student B

- A **PAIR WORK** Listen to Student A. Write down the words from the box that you hear.

company	coworkers	have a meeting	office
take a break	think	work hard	workers

- 1 _____ 3 _____ 5 _____ 7 _____
 2 _____ 4 _____ 6 _____ 8 _____

- B Read your text to Student A. Pause for the underlined words.

It is Monday and I ¹ have a meeting at 10:00 with Maria and Daniel in our ² office on London Road. Maria and Daniel are my ³ coworkers. I really enjoy working with them. Our ⁴ company is not very big. There are about 60 ⁵ workers. It is a great job. I meet a lot of very interesting people at work and I ⁶ think they are happy too. Yes, I ⁷ work hard, sometimes ten hours a day, but it is fun. I can always ⁸ take a break and chat with the people next to me.



9.1 VOCABULARY

TRAVEL

A Complete each text with the travel vocabulary.

Victor and Adelia

We are on ¹ *vacation / plane* in Tokyo and it's great! Tokyo is a very big ² *city / country* and we love it! We go shopping every day, and there are a lot of really good restaurants. Now we are on a river ³ *tour / ticket* and we're having lunch on the ⁴ *farm / boat*.



Isabelle and Mateo

Wow! This is the famous Bolshoi theater in Moscow and we have two ⁵ *vacation / tickets*! Moscow is great! There are a lot of museums and nice cafés. There are also big parks with trees and plants. Sometimes we think we're in the ⁶ *country / city*.



Ella and Daniel

We are in Mexico City! We took a ⁷ *boat / plane* from Washington in the United States. We live on a ⁸ *ranch / country* near Ellensburg (which is a small ⁹ *town / vacation*, not a city). We work hard on the ranch. Now we are ready for a fun ¹⁰ *tour / ticket*. We are very excited to see all the important places in this great city!



B Which vacation do you like?

C **PAIR WORK** What do you like about these vacations? What don't you like? Discuss with a partner.

9.2 VOCABULARY

TRAVEL ARRANGEMENTS



Student A

A Complete the questions with the words in the box. You won't use all the words.

airport arrive buy check in destination flight
flying leave online stay traveling trip



B Work with a partner. Ask each other the questions.

	You	Student B
Where are you _____ from?	Osaka	
What is your _____ ?	Beijing	
Can you _____ a ticket _____ for the trip?	yes	
What time do you have to _____ home?	7:00 in the evening	
What time do you have to be at the _____ ?	5:30 in the morning (the next day)	
Do you need to _____ in a hotel the night before?	yes	
When do you have to _____ ?	6:00 in the morning	
How long is your _____ ?	3 hours 20 minutes	
When does the plane _____ ?	10:00 in the morning	



Student B

A Complete the questions with the words in the box. You won't use all the words.

airport arrive buy check in destination flight
flying leave online stay traveling trip



B Work with a partner. Ask each other the questions.

	Student A	You
Where are you _____ from?		Lima
What is your _____ ?		Machu Picchu
Can you _____ a ticket _____ for the trip?		don't know
What time do you have to _____ home?		3:00 in the afternoon
What time do you have to be at the _____ ?		4:30 in the afternoon
Do you need to _____ in a hotel the night before?		no
When do you have to _____ ?		5:00 in the afternoon
How long is your _____ ?		1 hour
When does the plane _____ ?		8:00 in the evening

10.1 VOCABULARY

GOING OUT

PAIR WORK Ask your partner questions.

- 1 Where do you like to go shopping?
 - A At the mall.
 - B Online.
 - C I don't like shopping!
 - D Other answer.
- 2 Where do you take a walk?
 - A In the park.
 - B In the forest.
 - C In town.
 - D Other answer.
- 3 When do you look at art?
 - A On the weekend.
 - B On vacation.
 - C Never.
 - D Other answer.
- 4 Who do you meet at the airport?
 - A Friends.
 - B Family.
 - C Coworkers.
 - D Other answer.
- 5 Do you like to have picnics?
 - A Yes, I love picnics!
 - B Sometimes I like to have picnics.
 - C I hardly ever have picnics.
 - D Other answer.
- 6 Do you like to eat inside or outside?
 - A Inside.
 - B Outside.
 - C Both.
 - D Other answer.
- 7 Where do you get together with friends?
 - A At a restaurant.
 - B At a café.
 - C At home.
 - D Other answer.
- 8 Who do you take out for dinner?
 - A My parents.
 - B My best friend.
 - C Other English students.
 - D Other answer.



10.2 VOCABULARY

CLOTHES; SEASONS

PAIR WORK Take an A card. What is the person wearing? What season is it? Then take a B card. Do the cards match? Keep any matching cards.

A Cards



B Cards

Summer shoes, shorts, T-shirt	Summer jeans, shoes, T-shirt	Rainy season pants, shirt, shoes
Winter coat, shoes, skirt, sweater	Rainy season boots, jeans, shirt	Spring coat, dress, hat, shoes
Winter coat, jeans, shoes, sweater	Spring shirt, shoes, shorts	Fall shirt, shoes, skirt
Dry season boots, hat, pants, shirt	Summer shoes, skirt, T-shirt	Winter boots, coat, jeans, sweater

11.1 VOCABULARY

DESCRIBING PEOPLE, PLACES, AND THINGS

GROUP WORK Take a card and read it to the other students. The other students say which adjective is correct.

The food is <i>awful / fast!</i> I'm not going to eat here again!	My aunt is wearing a <i>quiet / beautiful</i> dress.	The computer game is expensive because it is <i>slow / new</i> .	I can swim, but I am <i>slow / wonderful</i> .
I need a new laptop. My old laptop is <i>slow / exciting</i> now.	Usain Bolt was very <i>new / fast</i> in the 100 meters.	The children are <i>old / noisy</i> today.	Our vacation in Acapulco was <i>exciting / cute</i> .
The children in the photo were really <i>cute / new</i> .	The soccer game was <i>awful / exciting</i> . It was great.	The trip was <i>awful / wonderful</i> . I never want to go back there.	Alex is a really <i>awful / wonderful</i> friend. I like him a lot.
My jeans are <i>new / noisy</i> . Do you like them?	I live in a village. It is nice and <i>noisy / quiet</i> .	I am a <i>fast / cute</i> swimmer. I can swim 50 meters in 35 seconds.	The children are <i>exciting / quiet</i> in school.
I was a <i>noisy / fast</i> boy at school. I wasn't a good student.	An 89% on your English test is <i>awful / wonderful!</i> You are a very good student.	The flowers in spring are <i>beautiful / fast</i> .	She was a really <i>new / cute</i> two-year-old girl then.
The video is <i>awful / wonderful</i> . Don't watch it!	Barcelona is a <i>cute / beautiful</i> city. Let's go there on vacation.	My sister is really <i>awful / cute</i> . She's a lovely girl.	The concert wasn't <i>exciting / slow</i> . It was very boring.
There is a <i>fast / cute</i> train to London.	I have a <i>new / fast</i> friend. Her name is Karla.	The music is very <i>slow / noisy</i> . Can you hear me?	We had a <i>quiet / new</i> walk in the park.
The bus is very <i>fast / slow</i> . I'm going to drive.	The book is <i>awful / wonderful</i> . I love it.	The party wasn't <i>exciting / noisy</i> . It wasn't fun.	It's a <i>cute / beautiful</i> day. Let's go to the park.

11.2 VOCABULARY

COLORS

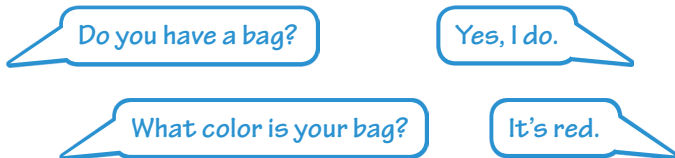
A Change the order of the letters to make words for colors.

- | | |
|----------------------|----------------|
| 1 reneg <u>green</u> | 7 yrag _____ |
| 2 lowley _____ | 8 pruelp _____ |
| 3 kablcl _____ | 9 gearno _____ |
| 4 dre _____ | 10 norbw _____ |
| 5 thiew _____ | 11 kipn _____ |
| 6 lebu _____ | |

B Make true sentences with the words from exercise A. Compare your sentences with a partner. Which ones are the same? Which ones are different?

- 1 My eyes are _____.
- 2 My phone is _____.
- 3 My first phone was _____.
- 4 Today my shoes are _____.
- 5 Yesterday my shoes were _____.
- 6 My favorite color is _____.
- 7 My partner's favorite color is _____.
- 8 My bedroom walls are _____.
- 9 The couch in my living room is _____.
- 10 My neighbor's car is _____.

C **GROUP WORK** Ask questions and put a check mark (✓) when you find a match.



Find someone who has ...	✓	Student's name
... a red bag		
... a green watch		
... a yellow tablet		
... a blue phone		
... a gray car		
... a brown dog		
... a black cat		
... a purple couch		
... a white refrigerator		

12.1 VOCABULARY

SNACKS AND SMALL MEALS

Student A

Tell the other students what Miranda ate yesterday.



Student B

Tell the other students what Boris ate yesterday.



Student C

Tell the other students what Ming ate yesterday.



Student D

Tell the other students what Dan ate yesterday.



	Fruit and vegetables	Meat	Dairy products	Grains	Small meals
Miranda					
Boris					
Ming					
Dan					

12.2 VOCABULARY

FOOD, DRINK, AND DESSERTS

- A Fill in the words on the menu.
- B You have \$30. Choose what to eat and drink at the café.
- C **GROUP WORK** Tell the other students what you want.
- I want the ...
- D **GROUP WORK** What is the total price for your group?

Sam's Café

	\$15		\$7
	\$20		\$5
	\$17		\$3
	\$8		\$3
	\$5		\$4
	\$5		\$2
	\$6		

Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 ROLL A ROLE

page T-254

Pair work activity

Unit 1 vocabulary: Countries and nationalities; the alphabet; personal information; numbers; jobs

Unit 1 grammar: *I am, you are; What's ... ? It's ...*

35 minutes

- **Prepare** Copy one worksheet for each pair of Ss.
- **Introduce** Write ONE question on the board
(_____ nationality?,
or _____ job, or
_____ college?)
- Elicit the full version of the question.
- Ss circulate asking and answering the question with each other.
- **Do the task** Hand out the worksheets. Variation: Cut up the worksheets and ask Ss to order the dialogue. Elicit any words they don't know. Tell Ss to write four numbers in the "password" line (each number should be between 1 and 6).
- Ask Ss to follow the prompts and use the numbers from their password to choose their answers. (e.g., if the password is 4516, then they should choose option 4 in the first question, option 5 in the second question, etc.)
- Tell Ss they don't have to share their personal information and can make things up instead.
- Allow about ten minutes for the activity.
- Rearrange Ss into new pairs and tell them to summarize the facts they learned about their partners.
- **Review** Divide the class into student A and student B. Ss A have to find Ss from the same country as them. Ss B have to find Ss who have the same job as them.
- Ss do a mingling task using their NEW personality details.
- Ss return to their original groups/pairs and report their findings.

UNIT 2 QUESTION MAZE

page T-255

Pair work activity

Unit 2 vocabulary: Family; numbers; describing people; really / very

Unit 2 grammar: *Is / are* in statements and *yes/no* questions; *is not / are not*

35 minutes

- **Prepare** Copy one question maze for each pair of Ss.
- **Introduce** Divide the class into small groups and ask them to make three information questions about their family or friends using the adjectives from the unit.

- To help less confident Ss, write the question structure on the board: *Is / are + your + subject + adjective? Is your brother married?*
- Elicit questions and write correct versions on the board.
- Ask Ss to take turns asking and answering those questions.
- **Do the task** Put Ss into pairs. Hand out the question maze. Tell Ss they will make questions by combining the words in the maze. They can start anywhere they want and may move in any direction in the maze, even in zigzags. You may limit the number of questions to five.
- Give Ss two to three minutes to plan their questions. Monitor and help as Ss make questions.
- Elicit corrections and sentences and display them on the board.
- Tell Ss that their partners should then answer the questions in a way which is true for them.
- If Ss run out of questions too soon, an optional extension could be to ask them to stand up and mingle with their list of questions.
- **Review** The class plays a game of "question tennis" where one S directs a question to another S, who answers it and then asks a different S a question, who answers it ... and so on.

UNIT 3 HOUSE SHARE

page T-256

Group work activity

Unit 3 vocabulary: Rooms in a home; furniture

Unit 3 grammar: Possessive adjectives; possessive 's and s'; *it is*

35 minutes

- **Prepare** Copy and cut up one set of cards for each group of four Ss.
- **Introduce** Tell Ss they are looking for an apartment or a house to share. Scramble the following questions on the board and ask Ss to copy them.
Is it a house or an apartment?
Is the living room big?
How many bedrooms are in the house?
What is in the kitchen?
Where is the fridge?
- Draw a simple bird's eye view of a small apartment to include the items mentioned in the questions. Tell your Ss about it using the target language on page 25 of the Student's Book. Ss ask and answer the questions in pairs. Monitor and check for pronunciation.

- **Do the task** Before you give out the worksheet, put Ss into groups of three or four.
- Give out the worksheets. Each S in the group draws a house or apartment any way they wish. They also make correct questions from the prompts at the bottom.
- Variation: Ask Ss to make two extra questions.
- Without showing their plans, each S in the group draws a house or apartment any way they wish. Ss take turns asking and answering questions about their plans in their groups.
- Ask for some answers from the whole class. Are their houses/apartments the same or different? Which house do Ss want to live in?
- **Review** Drill the correct sentences from the prompts at the bottom of Ss' worksheets aloud.
- Ss stick their plans on the walls of the classroom and discuss which one is best.

UNIT 4 THE DIGI-CHALLENGE

page T-257

Pair work activity

Unit 4 vocabulary: Technology; using technology

Unit 4 grammar: Simple present statements with *I, you, we*; simple present *yes/no* questions with *I, you, we*

40 minutes

- **Prepare** Copy one worksheet for each pair. Ss will need a stopwatch. They can use their phones for this.
- **Introduce** Write cell phone, computer, and laptop on the board. Ask Ss to think of three different uses for each in two minutes. Elicit ideas from the whole class.
- **Do the task** Ss play a speaking game with three levels. Each level has similar tasks and increases in difficulty.
- Hand out one worksheet per pair.
- Tell players that they should take turns moving from one square to another to complete the tasks. They can move to the next square only if they complete the task. They score one point for each completed task. In each level, they can ask their partner or the teacher for help, or pass.
- A task is completed if the student has answered all parts of the question.
- **Review** Monitor the task closely and note down any errors.
- Write Ss' sentences on the board, keeping them anonymous. Underline errors. Elicit the correct form and drill.
- Write some correct sentences on the board. Show Ss how these sentences can be improved, for example by adding adjectives or using a wider range of verbs.
- In pairs, ask Ss to:
 - Choose two questions and ask another pair to answer them.
 - Write one more question for each round and nominate other pairs to respond.

UNIT 5 ASK ME ABOUT ... ME

page T-258

Group work activity

Unit 5 vocabulary: Days and times of day; everyday activities; telling the time

Unit 5 grammar: Simple present statements with *he, she, they*; questions in the simple present

35 minutes

- **Prepare** Copy one worksheet for each group of four Ss.
- **Introduce** On the board, write two question words, two verbs, and two time expressions from one of the task cards.
- Elicit questions containing the words. Answer them and ask *How about you?*
- Optional question frame:

(Question word)	do does	you your friend	(verb)	(time word)?
-----------------	------------	--------------------	--------	--------------

- **Do the task** Divide Ss into two groups. The first group sits in a circle facing outward. The second group sits in another circle outside, facing the first group. The Ss in the second circle should move clockwise every three to five minutes. Alternatively, Ss can work with partners sitting on their right/left/opposite them.
- Hand out one card per S.
- Give Ss one to two minutes to read the prompts. Encourage them to ask their partner or teacher about any words they don't know.
- Ss ask their partners different questions using the prompts. Allow three to five minutes before each pair moves on. Repeat up to four times.
- Variation for stronger Ss: listening partners should give their speaking partners one point every time they use an expression they learned in Unit 5.
- **Review** Monitor the task closely and note down any errors. Write some example sentences on the board. Change some factual details. Ask Ss to guess which sentences are true or false. Ask Ss to guess who said each sentence.
- Write some incorrect sentences on the board. Elicit the corrections. Drill the sentences.

UNIT 6 LOCATION TIC-TAC-TOE

page T-259

Pair work activity

Unit 6 vocabulary: Places in cities; nature

Unit 6 grammar: *There's, There are; a lot of, some, no; count and non-count nouns*

40 minutes

- **Prepare** Copy one worksheet per pair.
- **Introduce** Write the word neighborhood on the board and draw a tic-tac-toe grid underneath the word. Ask Ss to shout out things they find in their neighborhood. Write these into the square.
- Put Ss into teams. They take turns to choose a square and make a sentence with the word.
- Place an X or O in the square if the sentence is correct.
- The team which connects three Xs or Os in a row (vertically, horizontally, or diagonally) wins.
- **Do the task** Put the Ss into pairs and hand out the grids. Ss take turns choosing squares and making sentences to score three in a row. Continue until all the grids have been used.
- **Variation:** instead of making a single sentence, Ss have to speak non-stop for 20 seconds, using the word in the square at least once.
- **Review** Monitor the task closely and note examples of good and bad examples of language. Write the sentences on the board. Underline errors (with verb forms, question structure, auxiliary verbs) and ask Ss to correct as a class.

UNIT 7 FIND SOMEONE WHO ...

page T-260

Group work activity

Unit 7 vocabulary: Activities around the house; transportation

Unit 7 grammar: Present continuous statements; present continuous questions

35 minutes

- **Prepare** Copy and cut up one worksheet for each group of 6 Ss.
- **Introduce** Write some actions on the board (e.g., clean, drive to school, cook dinner). Mime an action and ask *What am I doing?* Elicit answers from Ss (*You're cooking dinner*). Say *I'm cooking dinner*. Repeat with other verbs and write the sentences on the board. (*I'm driving to school. I'm cleaning.*)
- Scramble the following sentences on the board and ask Ss to unscramble them.
 - 1 you / carrying / bag / a / Are / ? (Are you carrying a bag?)
 - 2 English / you / speaking / Are / ? (Are you speaking English?)
 - 3 you / Are / messages / text / sending / ? (Are you sending text messages?)
 - 4 friend / a / Are / talking / you / to / ? (Are you talking to a friend?)

- Elicit the short answers for the questions.
 - *Yes, I am. / No, I'm not.*
- **Do the task** Hand out the cards. Explain to Ss that they will write five sentences about activities they are doing. Then, they will write questions about what their group members are doing.
- Ss take turns asking and answering the questions to identify who in their group is doing each activity. When they identify someone who is doing an activity, they write the card number by the question.
- **Variation:** Groups compete to complete all their cards first.
- **Review** Monitor the task. Identify common errors. Write statements and questions on the board with common mistakes in them and ask Ss to correct the mistakes. For example, write *Are you take a shower?* Elicit *Are you taking a shower?*

UNIT 8 THE SPINNING "CAN" S

page T-261

Pair work activity

Unit 8 vocabulary: Verbs to describe skills; work

Unit 8 grammar: *Can and can't for ability; well; can and can't for possibility*

35 minutes

- **Prepare** Make enough copies of the game board for every pair/small group. Each group needs one pen or pencil to spin.
- **Introduce** Write *Work and Hobbies* on the board and elicit one example of a skill for each category, e.g.,
 - *work – use a computer / drive / speak English*
 - *hobbies – play the guitar / dance / cook*
- Elicit one *Can you + [skill]?* question per category, and then the positive and negative answer e.g., *Can you use a computer? Can you dance? Yes, I can. / No, I can't.*
- Ask Ss to take turns asking and answering the questions.
- **Do the task** Divide the class into pairs or small groups and hand out the game board. Model the task. Tell Ss to place a pencil in the first square (WORK) and ask one S to spin the pencil. Ss should ask their partner the question *Can you + (option)?* to elicit *Yes, I can* or *No, I can't*.
- For every answer Ss answers *Yes, I can*, they receive a point.
- The winner is the S who has the most points.
- **Review** Ss summarize each other's skills by saying what their partner can do that they can't, e.g., *Juan can read blogs in English, but I can't.*
- Ask Ss to choose one skill they want to learn and one skill they can teach.

UNIT 9 TRIP PLANNERS

page T-262

Pair work activity

Unit 9 vocabulary: Travel; travel arrangements

Unit 9 grammar: *this* and *these*; *like to*, *want to*, *need to*, *have to*

40 minutes

- **Prepare** Copy one worksheet per pair of Ss.
- **Introduce** Dictate or show the following questions to the class.
 - *What is your destination?*
 - *How do we travel?*
 - *How long is the flight?*
 - *Where can you stay?*
 - *What languages do people speak there?*
- Write the following words on the board in random order. Ask Ss to match them to the questions.
 - *New York*
 - *By plane*
 - *Seven hours*
 - *Hotel*
 - *English, Spanish, and other languages.*
- **Do the task** Cut up and give out the worksheets. In pairs, Ss use the worksheets to role play making travel plans. Encourage Ss to use full sentences in their answers.
- After Ss have done the first two role plays, they work together to make a third role play by writing in questions and answers. Ss choose a location they want to visit or a country from the list on page 2 of the Student's Book. They can use their phones to research any information they need.
- Rearrange Ss into new pairs and have them do the role play again.
- Ss then go back to their original partners and discuss the similarities and differences between their plans and the others' plans.
- **Review** Listen and note down good and bad examples of sentences. Share these with Ss and ask them to correct the mistakes.
- In small groups, Ss create (and record on their cell phones) a one-minute vlog about that place. Each S should have a part in the video, e.g., one S speaks about hotels, another S about getting to the destination, etc.

UNIT 10 PACK YOUR BAGS

page T-263

Pair work activity

Unit 10 vocabulary: Going out; clothes; seasons

Unit 10 grammar: Statements with *be going to*; questions with *be going to*

40 minutes

- **Prepare** Copy one worksheet per student.
- **Introduce** Do an image search for open suitcase and display to Ss. Ask Ss what they always take with them on any trip, e.g., cell phone, their favorite book, a coat, etc. Elicit ideas and write them on the board. Ss can refer to them throughout the activity.
- In pairs, ask Ss to choose a destination for a trip or vacation they want to go on together and in which season they want to go.
- **Do the task** Hand out the worksheet and tell Ss that they will each pack their own suitcase. They can take ten things. Allow individual Ss two to three minutes to write down the things they are going to take with them on their trip. They should write their list in the suitcase. Ss should also write the destination and season. Encourage Ss to include the objects and the clothes they need.
- In pairs, Ss explain their choices to their partner. Model an example with a confident Ss, e.g., *I'm going to take a sweater. It's cold in (Canada).* or *I'm not going to take my laptop. I'm not going to work.*
- Then, tell Ss that there is a new baggage restriction: they can only take one suitcase between two Ss or five things each. In pairs, Ss discuss which items to remove, explaining their choices. *I'm not going to take my book. I'm not going to read. / I'm going to read on my phone.*
- The same pairs now explain the contents of their new bag to the class using *He / she is going to ...*
- **Review** As a whole class, find out what the most popular items were for Ss to take.

UNIT 11 THE CROSSWALK

page T-264

Pair work activity

Unit 11 vocabulary: Adjectives to describe people, places, and things; colors

Unit 11 grammar: Statements with *was* and *were*; questions with *was* and *were*

40 minutes

- **Prepare** Make one copy of the worksheet per pair. Use three coins: one to flip, two to use as counters. Ss can use their cell phone as a timer.
- **Introduce** Write *yesterday*, *last week*, and *last year* on the board. Ask Ss to share three memories in pairs: one about yesterday, one about last week, and one about last year, e.g. *Last week my neighbor was friendly; My vacation was wonderful last year.*
- Ask Ss to share their memories with the class. Elicit follow up questions. If Ss use vocabulary from the unit, write it on the board.
- **Do the task** Hand out the worksheets. The useful language box can be left open or folded away, depending on the Ss' confidence levels.
- Ss move along the board by flipping a coin (Heads = 1 move, Tails = 2 moves). They should try to cross "the road" before their partner. When a S lands on a word, he/she must make a sentence with that word about memories, using *was* or *were* (and an adjective). If the S says the sentence correctly in the time limit, he/she takes another turn. If not, the partner takes his/her turn. Each turn should last 30 seconds (20 seconds for stronger groups, 1 minute for weaker groups). The first S to cross the road to the other side is the winner.
- Ss play the game again with a different partner but without the useful language.
- **Variation:** Each turn should be followed by one question from the listening partner. (e.g., *Are you speaking to her these days? Where is ... now? Why was he there? When was this?*)
- **Review** As Ss speak, make notes on good or bad examples you can give as feedback at the end of the task.
- As a class, ask Ss to share some of their best memories or their partner's memories.

UNIT 12 THE FOODIE SURVEY

page T-265

Pair/group work activity

Unit 12 vocabulary: Snacks and small meals; food, drinks, and desserts

Unit 12 grammar: Simple past statements; simple past questions; *any*

35 minutes

- **Prepare** Copy and cut up one set of cards per 12 Ss.
- **Introduce** Ask Ss to write one question about food using *Did you eat/drink ... yesterday?* Ss ask and answer the question in pairs. Ask for some feedback as a class.
- **Do the task** Tell Ss they are going to ask each other questions about what they eat and what they know about food. Lots of the questions will practice the past tense.
- Hand out cards. Allow Ss time to figure out the questions they need to ask. Help Ss and write any corrections on the board so that everyone can see and use them.
- Have Ss write a national food on the question 4 line on their card. It can be from their country or another country.
- Ask Ss to circulate asking their questions. They can ask one question at a time before they move on to the next partner.
- Ss write the names of people who give them the answers they need on their card.
- **Review** Using the notes on their cards, Ss write the names of classmates on a separate piece of paper and show it to their partner. The partner asks *What did ... say?*, and the S should explain using the information from their card.
- Ss write five more questions in the past simple and interview their partner.

UNIT 1 SPEAKING

ROLL A ROLE

Password _____

Student A Hi! Are you ... (nationality)?

Student B No, I'm not.

Student A Where are you from?

Student B I'm from ...

- | | | |
|----------|----------|---------------------|
| 1 Brazil | 3 Japan | 5 Spain |
| 2 Chile | 4 Mexico | 6 The United States |

Student B And where are you from?

Student A I'm from ...

- | | | |
|----------|-----------|---------------|
| 1 Russia | 3 Ecuador | 5 South Korea |
| 2 France | 4 Peru | 6 China |

Student B You're from ... Wow!

Student A What's your name?

Student B My name is ...

- | | | |
|-------------|--------|-----------|
| 1 Francisco | 3 Eric | 5 Sam |
| 2 Julieta | 4 Fay | 6 Kaitlin |

Student A How do you spell it?

Student B It's ... (spell your name).

Student A Thanks.

Student B And what's your name?

Student A My name is ...

- | | | |
|----------|-----------|----------|
| 1 Mara | 3 Ruby | 5 Yasmin |
| 2 Emilio | 4 Cameron | 6 Sergei |

Student B And how do you spell it?

Student A It's ... (spell your name).

Student B Thanks. Are you a student?

Student A No, I'm not. I'm ...

- | | | |
|-------------|------------|-----------------|
| 1 an artist | 3 a doctor | 5 a hotel clerk |
| 2 a chef | 4 a server | 6 a salesperson |

Student B What's the name of your company?

Student A It's ...

- | | |
|--------------------|---------------|
| 1 Bradley Books | 4 Pak Grill |
| 2 Empire One Café | 5 Ethan Hotel |
| 3 Clinton Hospital | 6 ABC-TV |

What's your job?

Student B I'm ...

- | | | |
|-------------|-------------|-----------------|
| 1 a teacher | 3 a doctor | 5 a director |
| 2 a student | 4 an artist | 6 a salesperson |

And my company is ...

- | | |
|--------------------|----------------------|
| 1 Evolve English | 4 Destination Design |
| 2 Jodi College | 5 Travel Smart |
| 3 General Hospital | 6 Carter Cars |

Student A Thanks! What's your phone number?

Student B It's ...

And what's your number?

Student A It's ...

UNIT 2 SPEAKING

QUESTION MAZE

how	best friend	shy	is	Brazilian	uncle	is	are
18	old	your	teacher	in class	your	you	children
you	friendly	is	John	are	where	dad	boring
brother	are	at work	your	you	American	from	tall
your	grandparents	here	parents	mother	in June	student	young
is	smart	when	your	birthday	funny	aunt	your
what	job	are	is	cousins	from	Russia	is

UNIT 3 SPEAKING

HOUSE SHARE



Student A

- A Draw a plan of your house.
- B Make questions using the prompts.
- 1 Is / home / apartment?
 - 2 Is / bedroom / big?
 - 3 How many / bathrooms / in house?
 - 4 What / in / the kitchen?
 - 5 Where / the house?

Student B

- A Draw a plan of your house.
- B Make questions using the prompts.
- 1 Is / home / apartment?
 - 2 Is / kitchen / big?
 - 3 How many / bedrooms / in house?
 - 4 What / in / the bedroom?
 - 5 Where / living room?

Student C

- A Draw a plan of your house.
- B Make questions using the prompts.
- 1 Is / home / apartment?
 - 2 Is / living room / small?
 - 3 How many / tables / in house?
 - 4 What / in / the bathroom?
 - 5 Where / bedroom?

Student D

- A Draw a plan of your house.
- B Make questions using the prompts.
- 1 Is / home / apartment?
 - 2 Is / living room / big?
 - 3 How many / sofas / in house?
 - 4 What / in / the living room?
 - 5 Where / the kitchen?

Student E

- A Draw a plan of your house.
- B Make questions using the prompts.
- 1 Is / home / apartment?
 - 2 Is / bathroom / small?
 - 3 How many / TVs / in house?
 - 4 What / in / the dining area?
 - 5 Where / the shower?

Student F

- A Draw a plan of your house.
- B Make questions using the prompts.
- 1 Is / home / apartment?
 - 2 Is / dining area / big?
 - 3 How many / bathrooms / in house?
 - 4 What / in / the living room?
 - 5 Where / the kitchen?

UNIT 4 SPEAKING

THE DIGI-CHALLENGE



Level 1

Ask your partner

Do you have a favorite app?



Three things

Work alone.
Write a list of apps you like.
Compare ideas with your partner.



Ask your partner

Do you post comments on Twitter?



Ask your partner

Do your parents use social media?



Race your partner

Work alone. How many different websites and apps do you know? Write notes. You have 1 minute. Then compare your ideas.



Level 1 COMPLETE. Move to the NEXT LEVEL.

Level 2

Ask your partner.

Do you like internet shopping?



Three things

Work alone.
Write a list of things you post on the internet.
Compare ideas with your partner.



30 Seconds

Speak for 30 seconds. Use the words **use / comments / post.**



Discuss with your partner

Do you take photos? What do you take photos of? You have 1–2 minutes.



Race your partner

Work alone. How many words about technology do you know? List them. You have 1 minute. Then compare your ideas.



Level 2 COMPLETE. Move to the NEXT LEVEL.

Level 3

Ask your partner

a question about technology. Begin with *Do you ... ?*



Three things

Say three things you like and three things you don't like about technology.



30 Seconds

Speak for 30 seconds. Use the words **friends / chat / want / app / laptop.**



Discuss with your partner

Do you play games? What games do you play? You have 1–2 minutes.



Race your partner

Work alone. How many **verbs** about technology do you know? Write notes. You have 1 minute. Then, compare your ideas.

Level 3 COMPLETE.



UNIT 5 SPEAKING

ASK ME ABOUT ... ME

Ask me about ... me

Student 1

Question words

What ... ? Do you ... ? Does your best friend ... ?
Do your parents ... ? Where ... ? What time ... ?
When ... ?

Verbs

go to work watch movies drink tea chat with
friends online make breakfast see your family
use a cell phone post comments on social media

Days and times of day

always on Tuesdays at night at 1 p.m. on
Sunday morning

Answers

Me, too. Me, neither.
Yeah, I know. That's true. And what about you?
How about you?

Ask me about ... me

Student 2

Question words

What ... ? Do you ... ? Does your best friend ... ?
Do your parents ... ? Where ... ? What time ... ?
When ... ?

Verbs

run go out with friends use a tablet do
homework get up late drink water have dinner
eat a cookie

Days and times of day

usually in the morning every day on Fridays
on the weekend

Answers

Me, too. Me, neither.
Yeah, I know. That's true. And what about you?
How about you?

Ask me about ... me

Student 3

Question words

What ... ? Do you ... ? Does your best friend ... ?
Do your parents ... ? Where ... ? What time ... ?
When ... ?

Verbs

stay at home play soccer use social media drink
coffee study have breakfast read books send
emails have fun

Days and times of day

never on Monday evenings at night in the
afternoon on the weekend

Answers

Me, too. Me, neither.
Yeah, I know. That's true. And what about you?
How about you?

Ask me about ... me

Student 4

Question words

What ... ? Do you ... ? Does your best friend ... ?
Do your parents ... ? Where ... ? What time ... ?
When ... ?

Verbs

go out buy apps watch TV write product
reviews on the internet have lunch play video
games go to work see friends

Days and times of day

sometimes at noon on weekdays after school
on Sunday evenings

Answers

Me, too. Me, neither.
Yeah, I know. That's true. And what about you?
How about you?

UNIT 6 SPEAKING

LOCATION TIC-TAC-TOE

Card 1
snow
mountain
supermarket
desert
museum
in my neighborhood
grass
interesting
have dinner

Card 2
on the right
plants
hill
boring
ocean
... in your city?
see friends
a lot of
There are no ...

Card 3
river
big store
There is a ...
restaurant
hospital
on my street
go shopping
nice
flowers

Card 4
park
forest
... is near ...
go out
café
bookstore
there are some
tall
There isn't a ...

Card 5
beach
tree
close to nature
very
a lot of
great stores
on the right
interesting
movie theater

Card 6
learn
lake
school
mall
park
zoo
Where ... ?
There are no ...
beautiful

Card 7
ocean
Where are ... ?
on the left
mall
park
zoo
lake
There are no ...
big

Card 8
old
Where is ... ?
on the left
really
cool
There are some ...
island
hotel
... on your street?

UNIT 7 SPEAKING

FIND SOMEONE WHO ...



Card 1

A Write sentences in the present continuous.

- 1 I am _____ (work)
- 2 _____ (wait for a bus)
- 3 _____ (drive home)
- 4 _____ (do homework)
- 5 _____ (carry a bag)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (take a shower)
- 2 _____ (help children)
- 3 _____ (learn English)
- 4 _____ (shop)
- 5 _____ (drink milk)

Card 2

A Write sentences in the present continuous.

- 1 I am _____ (text a friend)
- 2 _____ (take a shower)
- 3 _____ (watch TV)
- 4 _____ (clean)
- 5 _____ (drink milk)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (carry a bag)
- 2 _____ (talk to a friend)
- 3 _____ (eat lunch)
- 4 _____ (shop)
- 5 _____ (work)

Card 3

A Write sentences in the present continuous.

- 1 I am _____ (take a bath)
- 2 _____ (go for a walk)
- 3 _____ (text your mom)
- 4 _____ (text a friend)
- 5 _____ (carry a bag)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (ride bike)
- 2 _____ (take a shower)
- 3 _____ (eat lunch)
- 4 _____ (shop)
- 5 _____ (help children)

Card 4

A Write sentences in the present continuous.

- 1 I am _____ (speak Spanish)
- 2 _____ (drive home)
- 3 _____ (help children)
- 4 _____ (brush teeth)
- 5 _____ (ride bike)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (do homework)
- 2 _____ (talk to a friend)
- 3 _____ (speak English)
- 4 _____ (shop)
- 5 _____ (drive to school)

Card 5

A Write sentences in the present continuous.

- 1 I am _____ (learn English)
- 2 _____ (take a bath)
- 3 _____ (brush teeth)
- 4 _____ (carry a bag)
- 5 _____ (cook dinner)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (text your mom)
- 2 _____ (speak Spanish)
- 3 _____ (eat lunch)
- 4 _____ (clean)
- 5 _____ (work)

Card 6

A Write sentences in the present continuous.

- 1 I am _____ (talk to a friend)
- 2 _____ (drive to school)
- 3 _____ (eat lunch)
- 4 _____ (speak English)
- 5 _____ (shop)

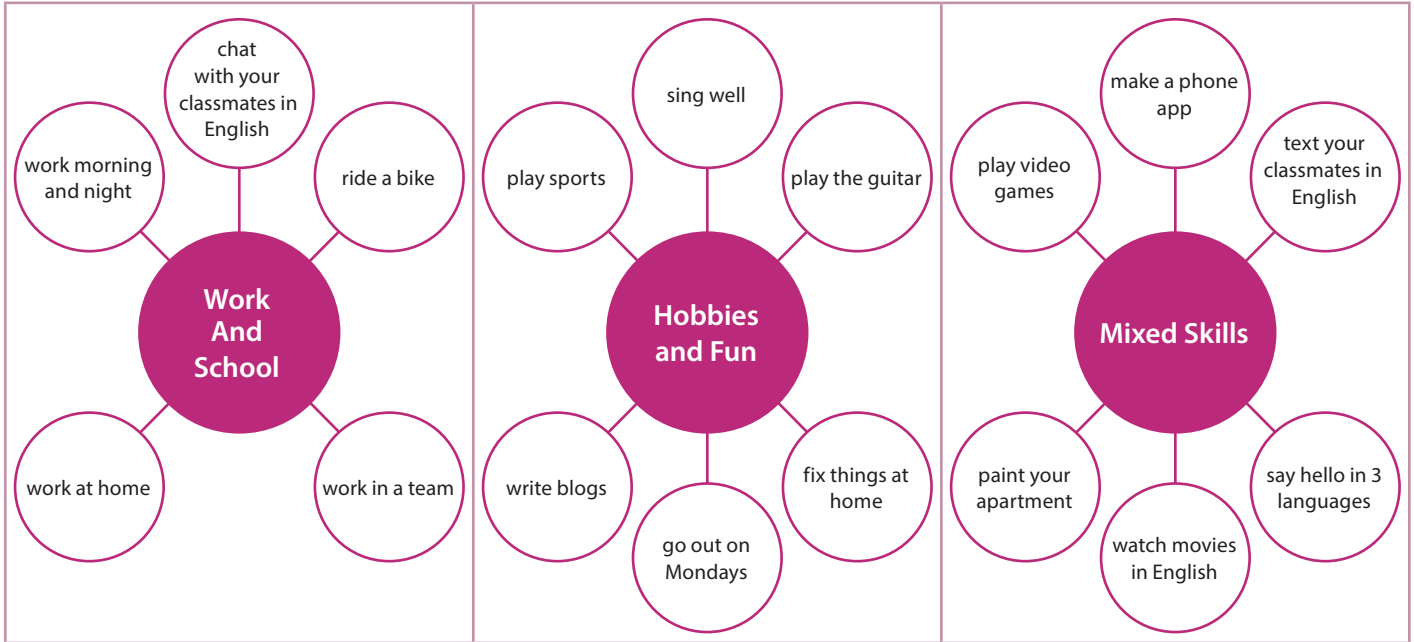
B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (carry a bag)
- 2 _____ (go for a walk)
- 3 _____ (wait for a bus)
- 4 _____ (take a bath)
- 5 _____ (work)

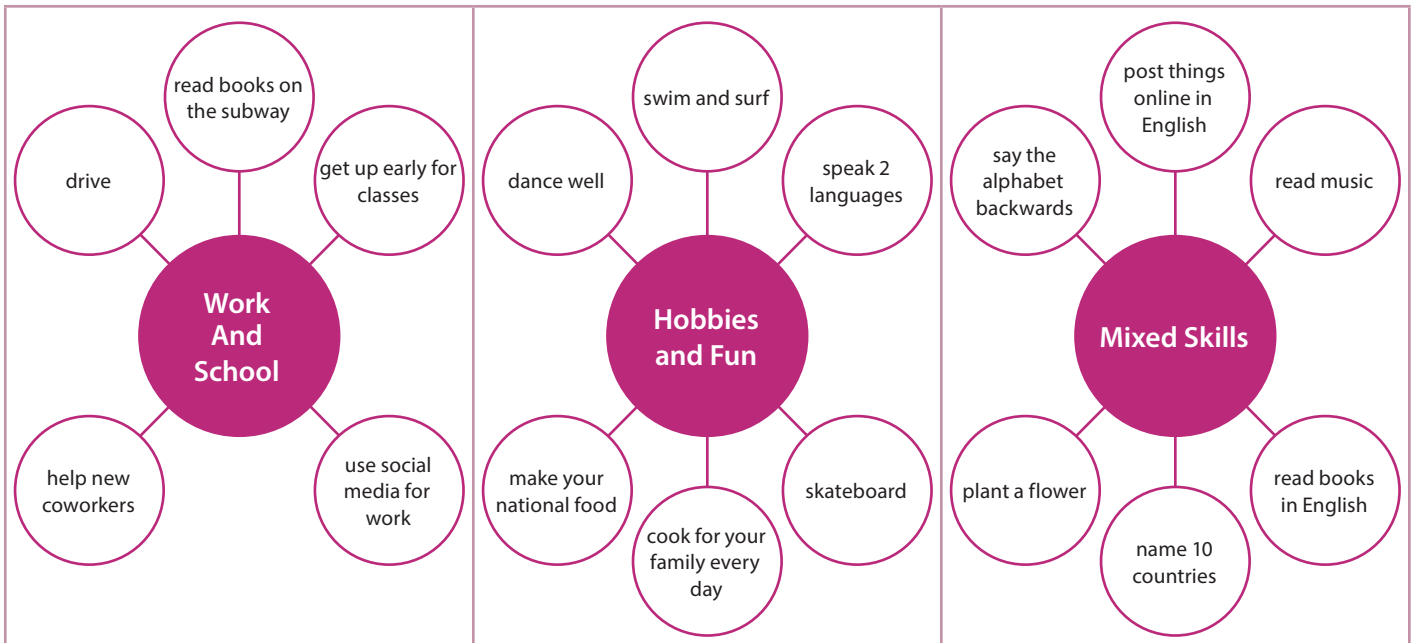
UNIT 8 SPEAKING

THE SPINNING "CAN"S

Student A



Student B



UNIT 9 SPEAKING

TRIP PLANNERS

Student A – Travel agent	Student B – Traveler
What is your destination?	New York
By plane	How can we travel?
7 hours	How long is the trip from here?
The airport	Where do we leave from?
English and Spanish	What language do they speak there?
Warm clothes, it's winter	What do we need to buy before the trip?
Yes, you can.	Can I buy a ticket online for the trip?
7:00 a.m.	What time do we have to be at the airport?
Student A – Traveler	Student B – Travel agent
San Diego	What is your destination?
How can we travel?	By bus
How long is the trip from here?	5 hours
Where do we leave from?	The bus station
What language do they speak there?	English and Spanish
What do we need to buy before the trip?	Summer clothes, it's hot
Can I buy a ticket online for the trip?	Yes, you can.
What time do we have to be at the bus station?	12:00 p.m.
Student A	Student B

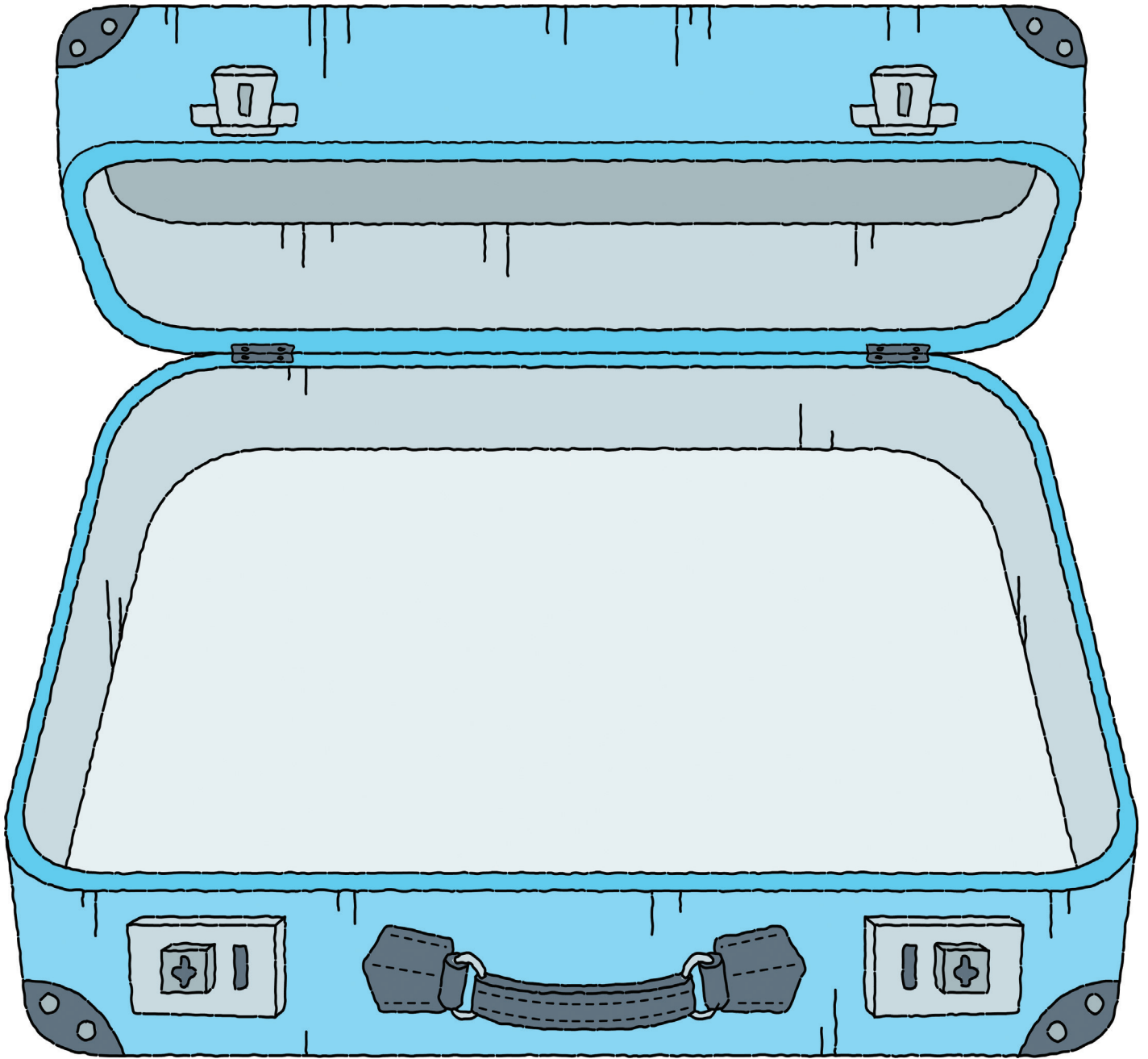


UNIT 10 SPEAKING

PACK YOUR BAGS

Name: _____

What are you going to take with you?



Destination: _____

Season: _____

UNIT 11 SPEAKING

THE CROSSWALK

I remember ...

Useful language:

red	white	orange	yellow	green
blue	pink	purple	brown	gray
black	(not) awful	(not) cute	(not) slow	(not) fast
(not) quick	(not) new	(not) old	(not) noisy	(not) quiet
(not) cool	(not) boring	(not) good	(not) bad	(not) smart
(not) nice	(not) small	(not) big	(not) friendly	(not) great
(not) short	(not) funny	(not) shy	(not) tall	(not) young
(not) famous	(not) cheap	(not) expensive	(not) popular	(not) exciting
(not) beautiful	(not) wonderful	(not) interesting	favorite	really
very	I think ...	I don't think ...	because	and
also	but	so	I mean	No way!
Was it ... ?	Were they ... ?	When / Where / What / Who / Why / was / were ... ?		
How old ... ?	How much ... ?	I remember ...	I have no idea	I'm not sure
I don't know	I think maybe it was ...	Let me think		

UNIT 12 SPEAKING

THE FOODIE SURVEY



Card 1. Find someone who ...

- 1 knows great restaurants
- 2 had lunch, breakfast, and dinner yesterday
- 3 ate all the food in the refrigerator
- 4 knows which country _____ comes from
- 5 likes to make international food

Card 7. Find someone who ...

- 1 knows 3 good food stores
- 2 had lunch at work/school last week
- 3 took their friend out for breakfast
- 4 knows which country _____ comes from
- 5 likes to write restaurant reviews

Card 2. Find someone who ...

- 1 knows 3 fast food restaurants
- 2 had 3 snacks yesterday
- 3 bought expensive food last month
- 4 knows which country _____ comes from
- 5 likes TV shows about food

Card 8. Find someone who ...

- 1 knows 3 drinks in English
- 2 had a good meal on airplane
- 3 went to a big supermarket yesterday
- 4 knows which country _____ comes from
- 5 doesn't like ice cream

Card 3. Find someone who ...

- 1 knows 3 fruits in English
- 2 had a picnic last month
- 3 didn't like vegetables before
- 4 knows which country _____ comes from
- 5 likes to post photos of their food on social media

Card 9. Find someone who ...

- 1 knows 3 breakfast foods
- 2 drank lot of soda on the weekend
- 3 took their friend out for dinner
- 4 knows which country _____ comes from
- 5 likes to read restaurant reviews

Card 4. Find someone who ...

- 1 knows 3 vegetables names in English
- 2 had a meal with their family last month
- 3 ate on a bus or train this month
- 4 knows which country _____ comes from
- 5 likes to eat outside

Card 10. Find someone who ...

- 1 can cook 3 meals
- 2 had fish last week
- 3 bought a lot of snacks yesterday
- 4 knows which country _____ comes from
- 5 doesn't like dairy products

Card 5. Find someone who ...

- 1 knows 3 words for meat
- 2 had a lot of cake last week
- 3 went to a bad restaurant last month
- 4 knows which country _____ comes from
- 5 likes to eat meals in the living room

Card 11. Find someone who ...

- 1 knows 3 snacks
- 2 didn't have dessert last night
- 3 ate food from another country this month
- 4 knows which country _____ comes from
- 5 likes to read food blogs

Card 6. Find someone who ...

- 1 knows 3 words for dairy products
- 2 didn't have dinner last night
- 3 bought food online last week
- 4 knows which country _____ comes from
- 5 likes to eat meals on the couch

Card 12. Find someone who ...

- 1 knows 3 verbs that go with food
- 2 drank a lot of coffee yesterday
- 3 visited a farm
- 4 knows which country _____ comes from
- 5 has a food app on their phone