

PHOTOCOPIABLE ACTIVITIES

| | |
|----------------------------|--------------|
| Grammar teacher's notes | T-178 |
| Grammar activities | T-185 |
| Vocabulary teacher's notes | T-209 |
| Vocabulary activities | T-217 |
| Speaking teacher's notes | T-241 |
| Speaking activities | T-245 |

- 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

1.1 WHO'S WHO?

page T-185

Be; possessive adjectives

35 minutes

- **Prepare** Make one copy of the chart for each student. Cut out the sentences, one sentence for each student. Students can share sentences or have several sentences, depending on the size of the class.
- **Introduce** Ask Ss some questions about their apartment/house and neighbors. *Is your apartment big? Are your neighbors nice?*
- **Do the task** Give each S a sentence strip.
- Ss go around the class, reading aloud their sentences and filling in the chart. The first S to complete the chart correctly is the winner.
- Circulate and answer any language questions.
- **Review** Go through the chart with Ss for them to make sentences about each person without reading the sentences.
- Say some sentences about the chart. Ask Ss to say if they are true or false, correcting the false ones. *Pablo is Russian.* (No, he isn't. He's Mexican.)

Answers

Maria: 8; yes; Argentinian; actress
David: 9; yes; American; student
Pablo: 6; no; Mexican; teacher
Carmen: 5; no; Spanish; doctor
Anton: 7; yes; Russian; office worker

1.2 WHOSE IS THIS?

page T-186

Possession

35 minutes

- **Prepare** Make one copy of the worksheet for each group of three students.
- **Introduce** Ss come to the front of the class and put some objects on the desk. Ask Ss questions about the objects. *Whose pink cell phone is this? Is the apple Alex's?*
- **Do the task** Put Ss into groups of three and give each S a card. Tell Ss that the family is at the airport, but their bag is too big for the plane.
- Ss ask one another questions to find out what belongs to whom. For example: *Whose book is it?* (It's Maria's/the mother's.) *Is it Maria's book?* (Yes, it's hers.)
- Circulate and make sure Ss are using possessive forms correctly.

- When Ss have finished, tell them the family can only take six things in their bag. Ss must decide what the family can take.
- **Review** Tell Ss to cover up the completed chart. Ask Ss questions to see how much they can remember. *Whose driver's license is it? Is it Maria's hairbrush?*

2.1 SIMPLE PRESENT DOMINOES

page T-187

Simple present for habits and routines

35 minutes

- **Prepare** Make one copy of the worksheet for each group of three students. Cut up the squares into dominoes. To save cutting up, students could take turns making connections between the starts and ends of sentences. For example: *A lot of people don't ... eat in bed.* Then cross out the ones that they use. The last student to make a connection is the winner.
- **Introduce** Tell the class some simple present sentences about yourself and ask them to say if they are true or false. For example: *My son often has eggs for breakfast. My daughter helps me.*
- **Do the task** Give each group a set of dominoes to divide equally among them.
- Ss take turns putting a domino next to another so that the start of the sentence at the bottom of one combines with the end of the sentence at the top of the next, and so on. The combination must make sense and be grammatical.
- The first player to use all his/her dominoes is the winner. Circulate and make sure Ss are making meaningful and grammatical sentences.
- **Review** Tell Ss to take turns taking a domino and making a new start of the sentence for the top and a new end of the sentence for the bottom. *(I sometimes) drink tea. / A lot of people (work on the weekend).*

2.2 THIS ONE OR THAT ONE?

page T-188

This / that one; these / those ones

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Point to the nearest corner of the room and say *Go to this corner if the grammar in the sentence is OK.* Point to the farthest corner of the room and say *Go to that corner if the grammar in the sentence is not OK.*
- Say aloud correct/incorrect sentences. For example: *I want these water* (incorrect – this water). See if Ss move to the right corner. Correct the sentences when necessary.

- If the classroom is small, rather than go to corners, tell Ss to *Raise this hand* (left) for correct sentences and *Raise that hand* (right) for incorrect sentences.
- Ask Ss what is important to have in an office (e.g., good Wi-Fi) and what is nice but not as important (e.g., a TV).
- **Do the task** Put Ss into pairs. Explain that they have \$2,000 to buy things for their new office.
- Ss go through the pairs of pictures and choose whether they will buy *this/that one* or *these/those ones*. Monitor and make sure Ss are using the target language.
- Pairs explain their choices to another pair.
- **Review** Tell Ss to draw a picture of their new office and then present it to the class using the target language. For example: *This is our computer, and that is our desk in the corner.*

3.1 IS PABLO PLAYING SOCCER?

page T-189

Present continuous

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of students. Cut into A and B parts.
- **Introduce** Tell Ss to write down five things that their family and friends are doing now. For example: *My brother is playing tennis*. Put Ss into pairs to compare sentences and ask follow-up questions. *Is he a good tennis player?*
- **Do the task** Put Ss into pairs and give each half a worksheet.
- Tell Ss they must choose the words in italics from the left chart to make a present continuous sentence to answer their partner. For example: (Student A) *Pablo is playing basketball*.
- Ss take turns guessing their partner's sentence by making a present continuous question from the right chart by choosing the words in italics. For example: (Student B) *Is Pablo playing basketball?* If a S guesses correctly, he/she puts a check mark by his/her partner's sentence. If he/she guesses incorrectly, he/she puts X next to his/her partner's sentence.
- Monitor and make sure Ss are using the present continuous correctly. The winner is the S who has the most check marks.
- **Review** Ss turn over their papers. Read aloud the subjects of the sentences. For example: *Kim and I*. Ss try to remember the end of the sentence.

3.2 GRAMMAR RACE

page T-190

Simple present and present continuous

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** Read aloud some simple present and present continuous sentences that are grammatically incorrect. For example: *She plays soccer now*. Tell Ss to write down the sentences in the correct form. For example: *She is playing soccer now*.
- **Do the task** Put Ss into pairs.
- Ss take turns going through the game board.
- At each square, Ss say the sentence, and their partner should check the answer. (If there is disagreement, they should ask the teacher.)
- Monitor and make sure Ss are choosing the right sentences, using the correct form, and checking answers.
- The first pair to finish the race with all sentences correct is the winner.
- **Review** Read aloud some sentences from the game and ask Ss to put them into either the simple present or present continuous and explain why.

4.1 WHAT ARE YOU DOING ON MONDAY?

page T-191

Present continuous for future plans

35 minutes

- **Prepare** Make one copy of the worksheet for each group of three students. Cut into A, B, and C parts.
- **Introduce** Put Ss into pairs. Ss ask each other five questions to guess what activities their partner is doing this weekend. For example: *Are you going to the gym?* See which S gets the most "yes" answers.
- **Do the task** Put Ss into groups of three.
- Tell Ss they need to meet at the shopping center to buy a present for another friend. This will take one hour, and the stores are open from 9 a.m. to 7 p.m.
- Ss try to find a time when they can all meet by asking each other questions using the present continuous for future plans. For example: *What are you doing on Monday at 3 o'clock?* Monitor and make sure Ss are using the present continuous correctly. Check that Ss have found a time when they can all meet. (4 p.m. on Thursday)
- **Review** Ss look at all the information. Read aloud a student letter, day, and time, for example: *C, Friday, 10 a.m.* Ss must say what they are doing at that time. For example: *I'm seeing my doctor*. As an extension, Ss can make their own real timetables for next week and decide when to meet.

4.2 ARE YOU KIND?

page T-192

Object pronouns

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Introduce the idea of being kind by asking Ss: *What do you do on your best friend's birthday? Do you buy him/her a present? Send him/her a card? Do nothing? Ask What does a kind person do?*
- **Do the task** Ss work individually to complete the answers with the correct object pronouns.
- Check answers with the class.
- Ss work in pairs to take turns reading the situations and the possible answers to each other. Each S should circle the letter that corresponds to their partner's answer.
- Monitor and make sure Ss are using the right form in their answers.
- At the end, Ss count up the number of A, B, and C answers and check what this means in the key.

Answers

- 1 A him B him C him
- 2 A her B her C her
- 3 A her B her C her
- 4 A him B him C him
- 5 A her B her C her
- 6 A it; him B it; him C him; it
- 7 A it; her B it C it; her
- 8 A it; them B them C them; it

- **Review** Put Ss into groups to go through the questions one by one, covering up the three answers and trying to remember them. As an extension, ask Ss to write two more questions for the quiz with a set of answers and ask other Ss.

5.1 FIVE YEARS AGO ...

page T-193

Simple past

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students. Cut into A and B parts.
- **Introduce** Write this chart on the board and fill it in with information that is true about you.

| | Now | Five years ago |
|--------------|-----|----------------|
| Where I live | | |
| Where I work | | |
| Music I like | | |
| Free time | | |

- Ask Ss to use the information to make sentences about your life now and five years ago. For example: (free time) *Now you play the guitar. Five years ago you learned French.*

- **Do the task** Put Ss into A and B pairs.
- Ss take turns reading aloud sentences about Carlos and Lorenza now and then reply by saying what their life was like five years ago. For example:
Student A: *Now Carlos lives in Lisbon.*
Student B: *Five years ago he lived in Porto.*
- Monitor and make sure Ss are using the simple past correctly.
- **Review** Ss tell each other what their life was like five years ago. Ss must find and tell the class three things that were the same for both of them. For example: *I had a car, and Mario had a car.*

5.2 THE LIFE OF TARSILA DO AMARAL

page T-194

Simple past negative and questions

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of students. Cut into A and B parts. If possible, find pictures of Tarsila do Amaral's art on the internet to show students.
- **Introduce** Put Ss into pairs to tell each other about the life of someone in their family.
- **Do the task** Give out the worksheets and put Student As together and Student Bs together in small groups.
- Ss read their texts and work in their groups to make the six simple past questions. Tell Ss that they should write *yes/no* questions. Circulate and help with any problems. If Ss are struggling, give them the key words in the questions. For example: *Tarsila / born / small town.*

Questions

Student A

Was Tarsila born in a small town?

Did she learn French in Brazil?

Did she love European art?

Was Oswald her future teacher?

Did they travel together to many places in Brazil?

Did she buy a house in 1938?

Student B

Was Tarsila born in 1886?

Did she move to Madrid in 1920?

Did she visit many countries in Europe?

Did she meet Oswald in 1923?

Was Oswald a good photographer?

Did she use bright colors in her art?

- Put Ss into pairs. Ss ask each other the six questions to choose the correct word or phrase. Demonstrate with a stronger S. Monitor and make sure Ss are forming simple past questions correctly.
- **Review** Ss cover up the text. Ask Ss questions about the text: *Did Tarsila come from São Paulo?*

6.1 ARE YOU GOING TO HAVE AN AMAZING WEEKEND?

page T-195

Be going to

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss to write down three things that they are going to do the next day and three things they are not going to do. Put Ss into pairs to compare.
- **Do the task** Give each S a worksheet. Explain that (+) points are for interesting plans, and (-) points are for boring plans.
- Ss add four more possible plans for the weekend to the bottom of the chart. They should put a check mark in the *You* column if they are going to do these things this weekend.
- Put Ss in groups of four. (Columns can be added or taken away from the chart to make groups bigger or smaller.)
- Ss ask each other questions to complete their charts. For example: *Dima, are you going to go shopping?* Ss should use short answers, *Yes, I am* or *No, I'm not*. Monitor and make sure Ss are asking questions with *be going to* and answering with short answers. At the end, see which S in the group has the most points and is going to have the most interesting weekend.
- **Review** Ask Ss to report about other Ss in their group. For example: *Gabriella isn't going to order a pizza.*

6.2 WHAT DID YOU BUY?

page T-196

Determiners

35 minutes

- **Prepare** Make one copy of the worksheet for each group of six students. Cut into six parts.
- **Introduce** Put Ss into large groups. Ask *Who likes coffee?* Ss ask each other and then report back to the class using determiners. For example: *Some of us like it.* Repeat with other questions.
- **Do the task** Put Ss into groups of six and give each a shopping card. Each S asks all other Ss in the group: *What did you buy?*
- Ss put a check each time another S in their group says one of the items on their list. For example: If three Ss bought a video game, they should put three checks.
- When Ss have asked all members of their group what they bought, they should make sentences using determiners. For example: *All of us bought candy.*

Suggested answers

All of us bought candy. (six checks)
Most of us bought headphones. (five checks)
Many of us bought perfume/a sweatshirt. (four checks)
Some of us bought a video game. (three checks)
None of us bought a TV.

- **Review** Ss ask their group about things they bought on their last trip to the grocery store and then, using determiners, report back to the class. For example: *All of us bought bread.*

7.1 TOO MANY CHILIES

page T-197

Quantifiers

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Put Ss into large groups. One S should begin, *I went to the store and I bought (some lettuce).* The next S should repeat the sentence, adding a quantifier and food item, *I went to the store and I bought some lettuce (and a few chilies).* Ss take turns repeating and extending the sentence with a quantifier and food item until one S can't remember the whole sentence or makes a mistake with the quantifiers or nouns.
- **Do the task** Give each S a worksheet. With weaker groups, go through all the food words and make sure Ss know whether they are count or non-count nouns.
- Say *avocados, salt, corn, burgers, jam, and eggs* and ask *Which number is this? (7)*
- Repeat with different combinations of food words to match the eight patterns until Ss understand how the chart works.
- Put Ss into pairs. Ss take turns reading aloud to each other six food words that match one of the eight patterns. Their partner gets one point for saying the correct number; two points for repeating back the list of food words with these quantifiers; and five points for making a sentence with one of these food words and quantifiers.
- The first S to get 40 points is the winner.
- Monitor and help as necessary.
- **Review** Say a number and ask Ss to tell you six food items that match that line number in the chart. To extend the task, introduce new count and non-count nouns (not just food) from earlier in the book.

7.2 THE DINNER PARTY

page T-198

Verb patterns

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Tell Ss to write a chart with two columns in their notebooks: verb + *to* + verb and verb + verb + *-ing*. Dictate to them the verbs *forget, enjoy, would like, hate, love, can't stand, hope, prefer, want, don't mind*, and ask Ss to write them in one or both columns. (verb + *to* + verb: *forget, would like, hate, love, hope, prefer, want*; verb + verb + *-ing*: *enjoy, hate, love, can't stand, prefer, don't mind*)

- **Do the task** Ask Ss if they like dinner parties and who they would like to invite to their next party.
- Ss work in pairs to complete the profiles with the correct verb forms.
- Check answers with the class.

Answers

1 exercising 2 stretching 3 listening/to listen
 4 going * 5 going/to go 6 to get 7 having/to have
 8 spending/to spend 9 shopping/to shop
 10 walking/to walk 11 driving/to drive 12 going / to go
 13 to learn 14 watching 15 working
 16 helping/to help 17 choosing/choose*
 18 going/to go 19 playing/to play 20 to meet

*to does not need to be repeated here if used in the previous answer.

- Ss work with their partners to write their own short profiles. Ss should use the verbs *like, love, etc.*, from 7.2.
- Tell Ss that they are going to have a dinner party with the six people from the profiles. They should decide who is going to sit next to whom around the table.
- Give an example: *Pablo loves to go to the movies and prefers seeing movies in English. Ask Ss, What kind of person would like to sit next to Pablo?*
- **Review** Pairs share their seating plans with the class. Ask Ss to give reasons for their answers.

8.1 WHAT DO YOU DO WHEN THE WEATHER IS BAD?

page T-199

If and when

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of students. Cut into A and B parts.
- **Introduce** Say some sentence headers with *if/when* and ask Ss to continue them. For example: *If I go on vacation in summer, ... When it is my birthday, ...*
- **Do the task** Put Ss into pairs. Tell them to take turns asking and answering questions. When they answer, they should use *if/when* sentences. Ss may choose from the phrases in the box if they want to. Demonstrate with a stronger S:
 T: *What do you do when the weather is bad?*
 S: *When the weather is bad, I lie in bed.*
- Monitor and make sure Ss are using the grammar correctly.
- **Review** Ss make three sentences about their partner using *if or when* and tell the class.

8.2 TIC-TAC-TOE

page T-200

Giving reasons using to and for

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** Ask Ss to write down six reasons why tourists would like to visit their town/country. For example: *They come to visit the sights / They come for the good food.* Put Ss into groups to compare.
- **Do the task** Elicit the rules of the game tic-tac-toe by drawing a grid on the board.
- Put Ss into pairs and give them a copy of the worksheet.
- The two Ss choose X or O and take turns choosing a square and completing the sentence with *to + verb* or *for + noun* (sometimes both are possible). For example: *We're going to the café to have a drink / We're going to the café for coffee.*
- If the S completes the sentence correctly, he/she writes X or O in the square.
- The first S with three Xs or Os in a row, horizontally, vertically, or diagonally, is the winner.
- Ss play two more games to decide on an overall winner.
- **Review** Pairs work together to write three sentences with *to + verb* and three with *for + noun*. They present the sentences to the class.

9.1 WHICH IS BETTER?

page T-201

Comparative adjectives

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of students. Cut up into cards.
- **Introduce** Put Ss into pairs. Ask them to talk about where they work or study and make comparisons. For example: *The dress code in my office is more formal.*
- **Do the task** Put Ss into pairs and give each pair a set of cards. Tell Ss to put cards upside down in a pile.
- Explain that the cards are all different companies and that the cards have categories showing what it is like to work there.
- Write the categories on the board (with supporting language, if necessary): (has) *casual dress code*, (has) *nice manager*, (has) *friendly coworkers*, (has) *modern office*, (there is) *interesting work* (at my company), and (is) *near the subway*. Explain that each category has a star rating (*) on the card, so having more stars is better.
- Tell each S to take one card from the upside-down pile. Ss must not look at the cards yet.
- One S chooses a category and guesses how the company is better than his/her partner's company. For example: *My company has a nicer manager.*

- Both Ss then turn over their cards and check the star ratings to see who is right. For example: Delia and Daughter (***) would beat Business Brothers (**).
- If the S is right, he/she keeps both cards. If the S is wrong, his/her partner keeps both cards. If the categories have the same rating, the Ss put both cards back.
- Ss continue to take turns selecting cards, choosing a category, saying how their company is better, and then checking.
- Monitor and make sure Ss are using comparatives correctly. The winner is the S who has the most cards when all the cards have been used.
- **Review** Ask Ss to work in groups with all the cards and choose which company is better than the others.

9.2 THE BEST DAY OF MY LIFE

page T-202

Superlative adjectives

35 minutes

- **Prepare** Make one copy of the game board for each group of four students. Enlarge the board if possible. Each group will need a dice. If you don't have dice, use coins – one side of the coin = move one square, the other side = move two squares.
- **Introduce** Read aloud some of the adjectives from the worksheet on the board. Ss must repeat and add the superlative form. For example: *long – longest, beautiful – most beautiful.*
- **Do the task** Put Ss into groups of four. Tell groups to take turns rolling the dice, moving forward on the board, and using the superlative form of the adjectives to make and answer the questions using superlative forms. For example: *What is the worst picture of me? My worst picture is my passport photo. It's terrible!*
- If the S gets the superlative form wrong in his/her question or answer, he/she has to move back to his/her original square. Monitor and make sure Ss are using superlatives correctly.
- **Review** Ask Ss some of the questions on the board, and ask follow-up questions. For example: *A: My proudest moment was when I graduated from college. B: Great! How did you celebrate?*

10.1 DO YOU HAVE TO WORK OUTDOORS?

page T-203

Have to

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students. Cut up the job cards.
- **Introduce** Say some statements about a job with *have to / don't have to*. Ss have to guess the job. *I have to work long hours. I don't have to work outdoors. I have to be friendly. I have to go to college and have special training. I have to work with children and adults.* (a nurse)

- **Do the task** Put Ss into pairs. Give each pair a question card and a set of job cards placed face down. Ss take turns taking a jobs card.
- One S chooses from his/her list of questions and asks the other S ten questions with *have to* to guess the job on the jobs card. The other S answers *Yes, I (sometimes) do, or No, I don't (usually)* for each question. *A: Do you have to drive a lot? B: No, I don't.*
- At the end of the ten questions, the S asking questions must name the job.
- Monitor and make sure Ss are using *have to* and short forms correctly.
- **Review** Ss take a jobs card and make five statements about their job with *have to / don't have to*. (*I have to sit down a lot.*) The other Ss have to guess the job.

10.2 DO YOU WORRY ABOUT THE FUTURE?

page T-204

Making predictions

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Read aloud these future predictions. Ss should give their opinion using *will, won't, may, might; probably, possibly, maybe*.
Everyone in the world will speak English.
We will be healthier.
There won't be any paper books.
- **Do the task** Ss work individually to write the sentences in the correct order.
- Check answers with the class.

Answers

- A We will work 15 hours a day.
B Technology might make work easier.
C We won't work at all.
- A We won't have any free time.
B It will probably be the same.
C We will do what we want.
- A There won't be any cars.
B Maybe we will use buses and trains more.
C Everyone will have their own airplane.
- A There probably won't be any food in the stores.
B We might do all our shopping online.
C We won't need to go shopping at all.
- A It will be very expensive to go to college.
B More people will probably study in another country.
C School and college will be free for everyone.

- Put Ss into pairs. Tell them to take turns reading aloud the future predictions and listening to their partners' opinions about them.
- Ss work with their partners to make more predictions about vacations, health, homes, and movies and music.
- **Review** Pairs tell the class their predictions. Do they all agree?

11.1 HAVE YOU EVER ... ?

page T-205

Present perfect for experience

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** Put Ss into pairs. Ask them to talk together and find three things that they have both done and three things that they have both never done.
- **Do the task** Put Ss into pairs. Tell them to take turns starting from *play a video game* and asking each other questions using the present perfect of the phrases in the flowchart. For example: *Have you ever played a video game?* Their partner should reply in the present perfect: *Yes, I have.*
- If the answer is yes, they follow the *yes* arrow in the flowchart to the next diamond and ask that question. If the answer is no, they follow the *no* arrow to the circle and see how many points their partner has.
- Continue until both partners have a points total. The S with the most points has done the most in his/her life. See which S in the class has the most points/experience.
- **Review** Ask Ss some questions and follow-up questions from the flowchart.

11.2 FIND SOMEONE WHO ...

page T-206

Present perfect and simple past

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Write this dialog on the board:
 - *Have you ever seen a basketball game?*
 - *Yes, I have.*
 - *Did you enjoy it?*
- Explain that *Did you enjoy it?* is a follow-up question.
- Elicit other possible follow-up questions.
- **Do the task** Give each S a worksheet. Briefly elicit the question form needed to find the information: *Have you ever messaged the wrong person?* Tell Ss that when they find someone who has done the things on the worksheet, they should write the S's name and ask a follow-up question.
- Elicit possible follow-up questions for two more questions.
- Ss work in pairs to write follow-up questions. Circulate and answer language questions.
- Ss walk around the class asking questions and writing the names and extra information.
- **Review** Ask Ss to give you information about their classmates. For example: *Carlos has never missed a plane, but he has traveled to another country. He visited the U.S. with his sister last summer.*

12.1 WHAT'S IT LIKE?

page T-207

Be like

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Say some replies to *What (be) _____ like?* questions. Ss must say a *What (be) _____ like?* question that matches.
 - It's nice and hot.* (What's the weather like?)
 - It was fantastic! I had a great time.* (What was your last vacation like?)
 - She spoke English really well, and we all loved her lessons.* (What was your English teacher like?)
- **Do the task** Ss read the topics individually and put X next to ten topics that they would like to ask their partner about.
- Ss take turns asking *What (be) _____ like?* questions about the ten topics and giving answers.
- Monitor and make sure Ss are using the grammar correctly. If Ss finish early, tell them to choose more questions. To extend the activity, put Ss into new pairs and tell them to choose new questions to ask each other.
- **Review** Ask Ss to report back what they learned from their partners. *Andrei's cell phone is quite old, but he likes it and doesn't want a new one.*

12.2 GUESS MY WORD

page T-208

Relative pronouns: *who, which, that*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of students. Cut into cards.
- **Introduce** Tell Ss some definitions with the relative pronouns *who, which, and that*. Ss must guess the word.
 - This is something that opens a door.* (a key)
 - This is a thing for sports that you hit or throw.* (a ball)
 - This is a person who learns something in school or college.* (a student)
- **Do the task** Put Ss into groups. Give each group a set of cards.
- Ss take turns taking a card and giving a definition of that word, using the relative pronouns *who, which, and that*. For example: *This is something that you drink. It is a thing that is in rivers and seas.* (water) The S who guesses the word takes the card.
- Monitor and make sure Ss are using relative pronouns accurately.
- Ss continue until there are no more cards left. The S who has the most cards at the end is the winner.
- **Review** Choose some words and ask Ss to give definitions. Ask Ss how the definitions could be clearer. As an extension, ask Ss to think of their own words and explain them to other Ss.

1.1 GRAMMAR

WHO'S WHO?

Read your sentence to your classmates. Listen to their sentences and complete the chart.

| Name | Maria | David | Pablo | Carmen | Anton |
|------------------|-------|-------|-------|--------|-------|
| Apartment number | | | | | |
| Is it nice? | | | | | |
| Nationality | | | | | |
| Job | | | | | |



The student is American.

The woman from Spain is a doctor.

Anton is Russian.

Apartment 8 is nice because it is big.

Carmen is from Spain.

The office worker is Russian.

Maria is in apartment 8.

Apartment 9 is fantastic!

The name of the man in apartment 6 isn't David or Anton.

Pablo is Mexican.

Anton is a close neighbor of Pablo and Maria.

Apartment 6 isn't nice. It's very small.

The person in apartment 9 is from Detroit.

Apartment 5 isn't nice. It's very old.

David is a close neighbor of Maria.

The actress is Argentinian.

The Mexican is a teacher.

The name of the person in apartment 5 is Carmen.

Maria is an actress.

Apartment 7 is great.

1.2 GRAMMAR

WHOSE IS THIS?

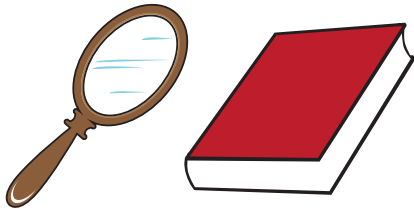
Student A

A Ask questions to find out what belongs to who.

Whose umbrella is this?

Who does the gum belong to?

B The family can only take six things. Decide what they can take.



| | Maria (mom) | Paul (dad) | Roberto (son) | Antonia (daughter) |
|--------------------|-------------|------------|---------------|--------------------|
| a driver's license | X | | | |
| a computer | | | | |
| an umbrella | | | | |
| candy bars | | | | X |
| tissues | | | | |
| a hairbrush | | | | |
| hand lotion | | | X | |
| a bottle | | | | |
| gum | | | | |
| a phone | | | | |
| a book | | | | |
| a mirror | | X | | |

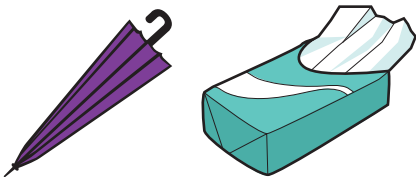
Student B

A Ask questions to find out what belongs to who.

Whose computer is this?

Who does the hand lotion belong to?

B The family can only take six things. Decide what they can take.



| | Maria (mom) | Paul (dad) | Roberto (son) | Antonia (daughter) |
|--------------------|-------------|------------|---------------|--------------------|
| a driver's license | | | | |
| a computer | | | | |
| an umbrella | | X | | |
| candy bars | | | | |
| tissues | | | | |
| a hairbrush | | | | X |
| hand lotion | | | | |
| a bottle | | | | |
| gum | | | X | |
| a phone | | | | |
| a book | X | | | |
| a mirror | | | | |

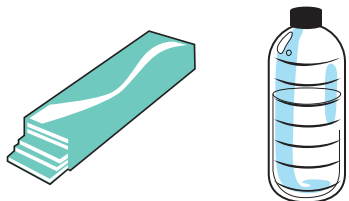
Student C

A Ask questions to find out what belongs to who.

Whose gum is this?

Who does the mirror belong to?

B The family can only take six things. Decide what they can take.



| | Maria (mom) | Paul (dad) | Roberto (son) | Antonia (daughter) |
|--------------------|-------------|------------|---------------|--------------------|
| a driver's license | | | | |
| a computer | | | X | |
| an umbrella | | | | |
| candy bars | | | | |
| tissues | X | | | |
| a hairbrush | | | | |
| hand lotion | | | | |
| a bottle | | X | | |
| gum | | | | |
| a phone | | | | X |
| a book | | | | |
| a mirror | | | | |

2.1 GRAMMAR

SIMPLE PRESENT DOMINOES

| | | | | | | |
|-----------------------------|-------------------------|----------------------|----------------------|-----------------------|---------------------------|----------------------------|
| need more exercise. | loves parties. | work on the weekend. | make the bed. | go by train? | read English books. | has eggs for breakfast. |
| A baby usually | Carla never | My son often | Does Sam usually | Samantha usually | My mother doesn't usually | Sixty percent of Americans |
| sleeps 16 hours a day. | eats chocolate. | do the dishes? | work in the evening. | sends me a text. | drinks a lot of tea. | have big parties. |
| Doctors don't usually | People usually | I sometimes | My English teacher | Do they sometimes | He often | My best friend |
| like fast food. | sleeps at night. | usually calls me. | works at night. | have snacks. | drink tea. | makes plans. |
| I never | Does your boss | Children usually | They usually | My daughter | A lot of people | Does he |
| do anything on the weekend. | help us. | meets me. | calls us. | works every day. | speak English there. | helps me. |
| Nice people usually | Our neighbor usually | Our grandson often | She never | My classmate | My boss often | He never |
| has snacks. | work at night? | have an umbrella? | have fast food. | sometimes visits me. | do the housework. | does the housework. |
| Fifty percent of women | Andrei never | Tom sometimes | I sometimes | A lot of people don't | Diana never | Does your sister usually |
| say please. | have tea for breakfast? | has breakfast. | reads my messages. | eat in bed. | watch TV. | has tissues. |
| Maria sometimes | You never | They often | Our cat never | Does she often | John never | I usually |

2.2 GRAMMAR

THIS ONE OR THAT ONE?

You have \$2,000 to buy things for your new office. Look at the pictures and prices, and decide which ones you want.

| This one / these ones? | or | That one / those ones? |
|---|----|---|
| <p>\$400</p>  | | <p>\$600</p>  |
| <p>\$100</p>  | | <p>\$50</p>  |
| <p>\$500</p>  | | <p>\$350</p>  |
| <p>\$100</p>  | | <p>\$50</p>  |
| <p>\$200</p>  | | <p>\$300</p>  |
| <p>\$250</p>  | | <p>\$350</p>  |
| <p>\$20</p>  | | <p>\$100</p>  |
| <p>\$100</p>  | | <p>\$300</p>  |

3.1 GRAMMAR

IS PABLO PLAYING SOCCER?



Student A

Choose one of the words in *italics* for each box in the “You” chart. Then use the words in the “Your partner” chart to make questions in the present continuous. Can you guess your partner’s sentences?

You

| | |
|------------|---|
| Pablo | <i>play basketball / soccer</i> |
| Teresa | <i>watch / play tennis</i> |
| I | <i>look for / drive to the gym</i> |
| Jo and Tom | <i>go to / go home from the gym</i> |
| We | <i>win / lose the match</i> |
| You | <i>run home / up the stairs</i> |
| The fan | <i>watch / take a photo of the team</i> |
| They | <i>listen to / talk about the match</i> |

Your partner

| | |
|-------------|---------------------------------------|
| The manager | <i>meet / call the athlete</i> |
| Ronaldo | <i>read / write a book</i> |
| Kim and I | <i>play soccer / basketball</i> |
| She | <i>buy / sell a Barcelona shirt</i> |
| You | <i>lose / win the race</i> |
| They | <i>leave the court / field</i> |
| I | <i>do / think about some exercise</i> |
| The athlete | <i>take a photo / have lunch</i> |



Student B

Choose one of the words in *italics* for each box in the “You” chart. Then use the words in the “Your partner” chart to make questions in the present continuous. Can you guess your partner’s sentences?

You

| | |
|-------------|---------------------------------------|
| The manager | <i>meet / call the athlete</i> |
| Ronaldo | <i>read / write a book</i> |
| Kim and I | <i>play soccer / basketball</i> |
| She | <i>buy / sell a Barcelona shirt</i> |
| You | <i>lose / win the race</i> |
| They | <i>leave the court / field</i> |
| I | <i>do / think about some exercise</i> |
| The athlete | <i>take a photo / have lunch</i> |

Your partner

| | |
|------------|---|
| Pablo | <i>play basketball / soccer</i> |
| Teresa | <i>watch / play tennis</i> |
| I | <i>look for / drive to the gym</i> |
| Jo and Tom | <i>go to / go home from the gym</i> |
| We | <i>win / lose the race</i> |
| You | <i>run home / up the stairs</i> |
| The fan | <i>watch / take a photo of the team</i> |
| They | <i>listen to / talk about the match</i> |

3.2 GRAMMAR

GRAMMAR RACE

Work in pairs. Take turns going through the board, completing the sentences with the simple present or present continuous of the verbs in parentheses.

| | | | | | |
|---|---|--|---|---|--|
| START  | Tim _____ up at 6:00 every morning. (wake) | We _____ hot in the gym now. (get) | Tom _____ he is a great player. (think) | Oh, no! My team _____! (lose) | Manuel _____ to the pool again. (go) |
| I _____ to the gym now. (go) | Athletes _____ a lot. (stretch) | They _____ badly today. (play) | He always _____ down after lunch. (lie) | She _____ six steps and jumps. (take) | I usually _____ to my coach. (listen) |
| She _____ well today. (play) | Messi _____ from Argentina. (come) | The players _____ English and Spanish. (speak) | The players _____ lunch now. (have) | Goal! Mexico _____! (win) | It _____, and there is no match. (rain) |
| Shhh! We _____ tennis! (watch) | I _____ about the game. (think) | My parents _____ a lot of sports on TV. (watch) | Guess what! I _____ next to Roger Federer! (sit) | I _____ golf a lot. (play) | The fans _____ a lot of noise today. (make) |
| Maria _____ to podcasts about sports. (listen) | They _____ to the game on the radio now. (listen) | We usually _____ the bus to the game. (take) | He _____ right now! (jump) | I _____ my coach every week. (call) | People _____ to the match now. (drive) |
| It _____ hot on the court now. (get) | Dima _____ he is a good player. (think) | They _____ well today. (play) | She usually _____. (win) | She _____ down now. (lie) | I _____ to a very good gym. (go) |
| I _____ ten miles every morning. (run) | We _____ for the fitness class. (look) | The athletes _____ now. (stretch) | She is tired and she _____ down. (lie) | Athletes _____ a lot. (practice) | FINISH  |

4.1 GRAMMAR

WHAT ARE YOU DOING ON MONDAY?

Student A

Your friend's birthday is coming soon. You want to meet your other friends to buy a present. The stores are open from 9:00 a.m. to 7:00 p.m. Find a time in the day when you can all meet for one hour to buy the present.

What are you doing on Monday at 3 o'clock?

I'm working.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--|----------------------------|--|--|--|----------------------------|----------|
| 9 a.m.–3 p.m. college 5 p.m. movies | 10 a.m.–2 p.m. help mom | 9 a.m.–3 p.m. college 4–8 p.m. homework | 10 a.m.–1 p.m. library 6 p.m. college soccer match | 9 a.m.–3 p.m. college 6 p.m. dinner party | 10 a.m.–1 p.m. homework | no plans |

Student B

Your friend's birthday is coming soon. You want to meet your other friends to buy a present. The stores are open from 9:00 a.m. to 7:00 p.m. Find a time in the day when you can all meet for one hour to buy the present.

What are you doing on Monday at 3 o'clock?

I'm working.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------------------------|------------------------|------------------------|--|----------------------------------|----------|----------------|
| 10 a.m.–5 p.m. work | 10 a.m.–5 p.m. work | 10 a.m.–5 p.m. work | 9–11 a.m. housework 1 p.m. lunch with Tim | 3–5 p.m. tennis with Sarah | | music festival |

Student C

Your friend's birthday is coming soon. You want to meet your other friends to buy a present. The stores are open from 9:00 a.m. to 7:00 p.m. Find a time in the day when you can all meet for one hour to buy the present.

What are you doing on Monday at 3 o'clock?

I'm working.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------------------------------|-----------------------------------|---|---|---|----------|-----------------|
| visit grandfather (all day) | visit grandfather (all day) | 1 p.m. Jane (lunch) 4 p.m. gym | 10 a.m. laundry 2 p.m. coffee with Astrid | 10 a.m. doctor 3 p.m. movies | no plans | 10 a.m. pool |

4.2 GRAMMAR

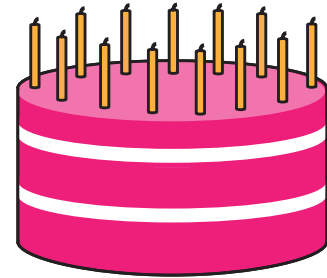
ARE YOU KIND?

Work in pairs. Complete the sentences with object pronouns (*me, you, him, her, it, us, them*). Then ask your partner the questions.

Are you kind?

1 It's your grandfather's 100th birthday tomorrow! What do you do?

- A Give _____ a cake with 100 candles.
- B Call _____ and say "Happy Birthday!"
- C Make _____ a cup of tea. Maybe.



2 Your friend Karen's smartwatch breaks. What do you do?

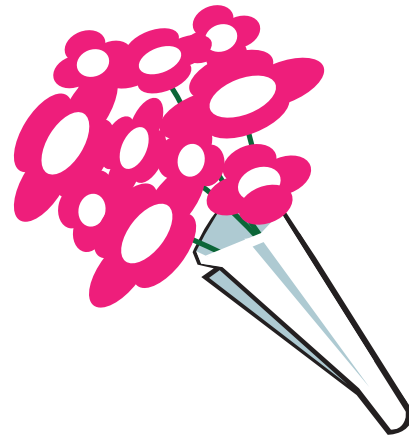
- A Get a new one for _____.
- B Give _____ your old one.
- C Laugh at _____.

3 Your sister wants to go to a music festival, but the tickets are expensive. What do you do?

- A Buy _____ a ticket.
- B Give _____ some money.
- C Send _____ a selfie from the music festival.

4 Your friend Tim is sick in the hospital. What do you do?

- A Send some flowers to _____.
- B Email _____.
- C Invite _____ to a party.



5 Your old teacher, Ms. Green, is leaving school. What do you do?

- A Buy a big present for _____.
- B Make _____ a card.
- C Ask _____ "How old are you?"

6 Your brother wants a book in English. What do you do?

- A Order _____ for _____ now.
- B Give _____ to _____ on his birthday.
- C Tell _____ to go to the library and read _____.

7 It's raining. You have an umbrella, but your friend Sally doesn't. What do you do?

- A Give _____ to _____.
- B Both go under _____.
- C Sell _____ to _____.

8 You are in a café with two friends. They want to have coffee. What do you do?

- A Get _____ for _____.
- B Order two small coffees for _____.
- C Ask _____ to get _____ for you.



What does your score mean?

Mostly As: You are really kind! I'm sure everyone wants to be your friend. But think about yourself more sometimes.

Mostly Bs: You are quite kind. Not everyone likes you, but your friends say nice things about you.

Mostly Cs: You are not kind at all! You probably eat all the food at parties and don't speak to anybody there.

5.1 GRAMMAR

FIVE YEARS AGO ...



Student A

- A Complete the information about Carlos and Lorenza by saying how their lives are now and how they were five years ago.

Now Carlos lives in Lisbon.

Five years ago he lived in ...

Carlos

| Now | Five years ago |
|-------------------|------------------|
| lives in Lisbon | |
| | a girlfriend |
| is a bank manager | |
| | French |
| has a lot of work | |
| | bed at 1:00 a.m. |
| plays video games | |

Lorenza

| Now | Five years ago |
|------------------------|----------------|
| lives with her husband | |
| | at school |
| goes to the pool | |
| | a bike |
| likes classical music | |
| goes to concerts | |
| | basketball |

- B Tell your partner how your life was five years ago. Find three things that were the same for you.



Student B

- A Complete the information about Lorenza and Carlos by saying how their lives are now and how they were five years ago.

Now Lorenza is an office worker.

Five years ago she was ...

Lorenza

| Now | Five years ago |
|---------------------|------------------|
| | with her parents |
| is an office worker | |
| | the gym |
| has a car | |
| | pop music |
| | festivals |
| watches soccer | |

Carlos

| Now | Five years ago |
|---------------------------|--------------------|
| | Porto |
| has a wife | |
| | a student |
| learns English | |
| | a lot of free time |
| goes to bed at 11:00 p.m. | |
| | tennis |

- B Tell your partner how your life was five years ago. Find three things that were the same for you.

5.2 GRAMMAR

THE LIFE OF TARSILA DO AMARAL



Student A

Read the text about the life of Tarsila do Amaral. Your partner has the correct information. Ask your partner six questions to find out which word or phrase in *italics* is correct.



Was Tarsila born in a small town?

Tarsila do Amaral was a famous Brazilian artist. She was born in a *small / big* town near São Paulo in 1886, and her parents were rich coffee farmers. Tarsila learned *French / to paint* in Brazil but then moved to Paris in 1920. She studied art there for two years. She visited many countries in Europe, and she loved *European / French* art, but she wanted to paint about Brazilian people and life in Brazil. In 1923 Tarsila met Oswald de Andrade. Oswald was her future *teacher / husband*. He was a very good artist and wanted to work with Tarsila. They traveled together to *many / famous* places in Brazil and painted. Tarsila used bright colors in her art, and it was very beautiful. Tarsila became famous and she traveled all over the world with her art. In *1938 / 1940* Tarsila bought a house in São Paulo and lived and worked there until she died in 1973.



Student B

Read the text about the life of Tarsila do Amaral. Your partner has the correct information. Ask your partner six questions to find out which word or phrase in *italics* is correct.



Was Tarsila born in 1886?

Tarsila do Amaral was a famous Brazilian artist. She was born in a small town near São Paulo in *1886 / 1896*, and her parents were rich coffee farmers. Tarsila learned to paint in Brazil but then moved to *Madrid / Paris* in 1920. She studied art there for two years. She visited many *countries / artists* in Europe, and she loved European art, but she wanted to paint about Brazilian people and life in Brazil. In *1923 / 1925* Tarsila met Oswald de Andrade. Oswald was her future husband. He was a very good *photographer / artist* and wanted to work with Tarsila. They traveled together to many places in Brazil and painted. Tarsila used *bright / dark* colors in her art, and it was very beautiful. Tarsila became famous and she traveled all over the world with her art. In 1938 Tarsila bought a house in São Paulo and lived and worked there until she died in 1973.

6.1 GRAMMAR

ARE YOU GOING TO HAVE AN AMAZING WEEKEND?

- A Add four more possible plans for the weekend to the chart. A lot of (+) points means very interesting plans. A lot of (-) points means very boring plans!
- B Write check marks in the *You* section. Then ask three other students about their weekend plans.



| Plan for weekend | You | Student 2 | Student 3 | Student 4 |
|-------------------------------|-----|-----------|-----------|-----------|
| go shopping (+3) | | | | |
| spend time with friends (+5) | | | | |
| order a pizza (+3) | | | | |
| do housework (-5) | | | | |
| go to the office (-5) | | | | |
| go to the gym (+5) | | | | |
| watch TV (+3) | | | | |
| play computer games (+3) | | | | |
| have a birthday (+10) | | | | |
| go to a party (+5) | | | | |
| buy or sell a car (+5) | | | | |
| do your English homework (+5) | | | | |
| get married (+20) | | | | |
| (+5) | | | | |
| (-5) | | | | |
| (+10) | | | | |
| (-10) | | | | |

- C Add up the points and see who is going to have an amazing weekend.

| Points | |
|--------------|---|
| 30 + | You are going to have an amazing weekend! |
| 20–29 | You are going to have a fun time. |
| 10–19 | Your weekend is not going to be excellent, but it's going to be OK. |
| Fewer than 9 | This weekend is going to be horrible, but maybe next weekend is going to be good? |

6.2 GRAMMAR

WHAT DID YOU BUY?



A You bought these things on a shopping trip.

- some candy
- a video game
- a sweatshirt
- some headphones

Ask your group what they bought. Write a check each time they say one of these things:

a video game _____
some perfume _____
some candy _____
a sweatshirt _____
some headphones _____
a TV _____

Make sentences about what your group bought. Use *all*, *most*, *many*, *some*, and *no/none*.

B You bought these things on a shopping trip.

- some perfume
- a sweatshirt
- some candy
- some headphones

Ask your group what they bought. Write a check each time they say one of these things:

a video game _____
some perfume _____
some candy _____
a sweatshirt _____
some headphones _____
a TV _____

Make sentences about what your group bought. Use *all*, *most*, *many*, *some*, and *no/none*.

C You bought these things on a shopping trip.

- some perfume
- a sweatshirt
- some candy
- some headphones

Ask your group what they bought. Write a check each time they say one of these things:

a video game _____
some perfume _____
some candy _____
a sweatshirt _____
some headphones _____
a TV _____

Make sentences about what your group bought. Use *all*, *most*, *many*, *some*, and *no/none*.

D You bought these things on a shopping trip.

- some perfume
- a video game
- some candy
- some headphones

Ask your group what they bought. Write a check each time they say one of these things:

a video game _____
some perfume _____
some candy _____
a sweatshirt _____
some headphones _____
a TV _____

Make sentences about what your group bought. Use *all*, *most*, *many*, *some*, and *no/none*.

E You bought these things on a shopping trip:

- a hat
- a sweatshirt
- some candy
- a video game

Ask your group what they bought. Write a check each time they say one of these things:

a video game _____
some perfume _____
some candy _____
a sweatshirt _____
some headphones _____
a TV _____

Make sentences about what your group bought. Use *all*, *most*, *many*, *some*, and *no/none*.

F You bought these things on a shopping trip:

- some perfume
- some headphones
- some candy
- a hat

Ask your group what they bought. Write a check each time they say one of these things:

a video game _____
some perfume _____
some candy _____
a sweatshirt _____
some headphones _____
a TV _____

Make sentences about what your group bought. Use *all*, *most*, *many*, *some*, and *no/none*.

7.1 GRAMMAR

TOO MANY CHILIES

Choose a row from the chart below. Think of six food words that you can use for each quantifier in that row. Your partner has to say the line number. See the points box for how to score extra points.

burgers, peanut butter, lettuce, chilies, strawberries, pasta

It's row 4!

1 point for saying the correct number
 2 points for repeating back the list of food words with these quantifiers (*too many burgers, not much peanut butter, etc.*)
 5 points for making a sentence with one of these food words and quantifiers (*I eat too many burgers.*)

| | | | | | | |
|---|----------|----------|----------|----------|----------|----------|
| 1 | how many | too much | a little | not much | many | a few |
| 2 | a few | too many | too much | how much | a little | not many |
| 3 | how many | a few | too many | a little | not much | too much |
| 4 | how many | a little | too much | not many | a few | how much |
| 5 | too much | how many | not much | too many | a few | a little |
| 6 | how much | a little | not much | a few | not many | too many |
| 7 | too many | not much | a little | how many | how much | a few |
| 8 | a little | a few | too much | how many | not much | too much |



7.2 GRAMMAR

THE DINNER PARTY

A Read the profiles and choose the correct form of the verbs (*to + verb* or *verb + -ing*).



Sophie Chen

"I'm a soccer player. I don't mind
1 _____ (exercise) a lot,
but I can't stand 2 _____
(stretch). I like 3 _____
(listen) to new music and 4
_____ (go) to concerts."



Marco Silva

"I'm an artist. I like
5 _____ (go) parties. I
don't want 6 _____ (get)
a job. I prefer 7 _____
(have) free time."



Susan Rogers

"I am an actor. I like
8 _____ (spend) money on
clothes. I prefer 9 _____
(shop) in stores rather than online. I
hate 10 _____ (walk). I
love 11 _____ (drive) my
new car."



Pablo Garcia

"I'm a singer. In my free time I love
12 _____ (go) to the
movies. I watch American movies
because I want 13 _____
(learn) more English. I can't stand
14 _____ (watch) sports."



Tanya Petrova

"I'm a department store manager.
I enjoy 15 _____
(work) in a store because I love
16 _____ (help) customers
and 17 _____ (choose)
clothes to sell in my store. In my free
time I like 18 _____ (go)
to art festivals."



Greg Tate

"I'm an English teacher. I hate
19 _____ (play) sports.
I want 20 _____ (meet)
someone famous."

B You and your partner invited these six people to your dinner party. Who is going to sit next to whom around the table?

8.1 GRAMMAR

WHAT DO YOU DO WHEN THE WEATHER IS BAD?



Student A

Ask and answer the questions with a partner. You can use the phrases in the box in your answers.

- 1 What do you do when the weather is bad?
- 2 If you want to go shopping, where do you go?
- 3 When you don't have a guidebook, what do you do?
- 4 What do you do if you don't know where the sights are?
- 5 If the Wi-Fi connection is terrible, what do you do?
- 6 When you have some free time, how do you spend it?
- 7 If there is no phone in your hotel room, what do you do?
- 8 Where do you go when you want to see something really interesting?
- 9 If you don't like the food in the hotel, what do you do?
- 10 When you get home, what do you do?



| | | | |
|----------------------|---------------------------|----------------------|----------------------|
| ask someone | borrow it | do nothing | explore the city |
| feel great/sad/tired | go hiking | go to a café | go to the pool |
| lie in bed | plan another vacation | spend time in nature | take a lot of photos |
| use my cell phone | visit some unusual sights | | |



Student B

Ask and answer the questions with a partner. You can use the phrases in the box in your answers.

- 1 If your flight is late, what do you do?
- 2 When it rains, what do you do?
- 3 What do you do when you go to a new place?
- 4 If your phone charger doesn't work, what do you do?
- 5 When you want to contact your friends at home, what do you do?
- 6 Where do you go if you want to have a snack?
- 7 What do you do when you have some free time?
- 8 What do you do if you don't have much money?
- 9 When you want to meet new people, what do you do?
- 10 When the vacation ends, how do you feel?

| DESTINATION | TIME | STATUS |
|-------------|------|-----------|
| NEW YORK | 1200 | LAST CALL |
| LONDON | 1205 | LAST CALL |
| PARIS | 1210 | BOARDING |
| SYDNEY | 1210 | BOARDING |
| HONG KONG | 1215 | DELAYED |
| FRANKFURT | 1220 | BOARDING |
| JAKARTA | 1325 | DELAYED |

| | | | |
|----------------------|---------------------------|----------------------|----------------------|
| ask someone | borrow it | do nothing | explore the city |
| feel great/sad/tired | go hiking | go to a café | go to the pool |
| lie in bed | plan another vacation | spend time in nature | take a lot of photos |
| use my cell phone | visit some unusual sights | | |

8.2 GRAMMAR

TIC-TAC-TOE

Choose a square and finish the sentence with *to* + verb or *for* + noun. If the sentence is correct, put an X or O. The first person to get three in a row is the winner.

You can go to the mall to buy a new shirt.

| | | |
|--------------------------|--------------------------|----------------------------|
| You can go to the mall | Lisa went home | You can borrow my umbrella |
| She took a taxi | Come with me | I changed trains |
| We returned to the hotel | Amanda traveled by train | I rented a room |

| | | |
|--------------------------------|--------------------------|-----------------------------|
| We are waiting | I took some cash | The bus stopped |
| The tour guide got off the bus | They are visiting Madrid | How about meeting later |
| We went to the beach | The tourists stopped | We stayed in someone's home |

| | | |
|----------------------|--------------------------|-------------------------|
| Borrow some money | I'm studying Spanish | She's at the pool |
| I take a train | I went back to the hotel | We took some cash |
| I got off the subway | They took a taxi | We're going to the park |

9.1 GRAMMAR

WHICH IS BETTER?



| | | | |
|--|---|--|--|
| <p>ABC Company</p> <p>Casual dress code ★★★★★</p> <p>Nice manager ★★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★★★★</p> <p>Interesting work ★★★</p> <p>Near the subway ★★</p> | <p>Jones and Son</p> <p>Casual dress code ★★</p> <p>Nice manager ★★★★★</p> <p>Friendly coworkers ★★★★★</p> <p>Modern office ★</p> <p>Interesting work ★</p> <p>Near the subway ★★★★★</p> | <p>Richard's</p> <p>Casual dress code ★★★</p> <p>Nice manager ★★</p> <p>Friendly coworkers ★★★★★</p> <p>Modern office ★★</p> <p>Interesting work ★★★★★</p> <p>Near the subway ★</p> | <p>Wilson's</p> <p>Casual dress code ★</p> <p>Nice manager ★★★★★</p> <p>Friendly coworkers ★</p> <p>Modern office ★★★★★</p> <p>Interesting work ★★</p> <p>Near the subway ★★★★★</p> |
| <p>Tomson's</p> <p>Casual dress code ★</p> <p>Nice manager ★★★★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★★★★</p> <p>Interesting work ★★★★★</p> <p>Near the subway ★★★</p> | <p>Company X</p> <p>Casual dress code ★★★★★</p> <p>Nice manager ★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★</p> <p>Interesting work ★★</p> <p>Near the subway ★★</p> | <p>Arnold's</p> <p>Casual dress code ★★</p> <p>Nice manager ★★★★★</p> <p>Friendly coworkers ★★★★★</p> <p>Modern office ★</p> <p>Interesting work ★★★</p> <p>Near the subway ★★★</p> | <p>The Firm</p> <p>Casual dress code ★★★</p> <p>Nice manager ★★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★★★★</p> <p>Interesting work ★★★</p> <p>Near the subway ★★★★★</p> |
| <p>Your Company</p> <p>Casual dress code ★★</p> <p>Nice manager ★★★★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★</p> <p>Interesting work ★★★★★</p> <p>Near the subway ★★★★★</p> | <p>Company Y</p> <p>Casual dress code ★★</p> <p>Nice manager ★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★★★★</p> <p>Interesting work ★★</p> <p>Near the subway ★★</p> | <p>Brown's</p> <p>Casual dress code ★★★★★</p> <p>Nice manager ★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★★★★</p> <p>Interesting work ★★★★★</p> <p>Near the subway ★★★</p> | <p>Business Brothers</p> <p>Casual dress code ★★★</p> <p>Nice manager ★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★★</p> <p>Interesting work ★★★★★</p> <p>Near the subway ★</p> |
| <p>Company Z</p> <p>Casual dress code ★★</p> <p>Nice manager ★★★★★</p> <p>Friendly coworkers ★</p> <p>Modern office ★</p> <p>Interesting work ★★★★★</p> <p>Near the subway ★★★★★</p> | <p>Green's</p> <p>Casual dress code ★★</p> <p>Nice manager ★★★★★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★</p> <p>Interesting work ★★</p> <p>Near the subway ★★</p> | <p>Samuel's</p> <p>Casual dress code ★★★</p> <p>Nice manager ★</p> <p>Friendly coworkers ★★</p> <p>Modern office ★★★★★</p> <p>Interesting work ★★★</p> <p>Near the subway ★</p> | <p>Delia and Daughter</p> <p>Casual dress code ★★★★★</p> <p>Nice manager ★★★</p> <p>Friendly coworkers ★★★★★</p> <p>Modern office ★★★</p> <p>Interesting work ★★</p> <p>Near the subway ★★★★★</p> |




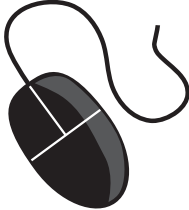


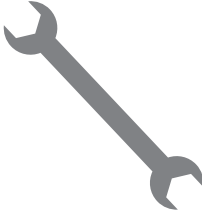


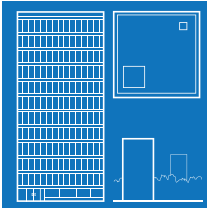

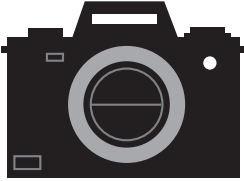
9.2 GRAMMAR

THE BEST DAY OF MY LIFE

| | | | | |
|--|---|---|--|---|
| 40 What is <i>important</i> day of the year? | 41 Who is your <i>big</i> fan? | 42 What was your <i>proud</i> moment? | 43 What is the <i>good</i> picture of you? | FINISH |
| 39 Who is the <i>old</i> person in your family? | 38 What is the <i>strange</i> name you know? | 37 Where was your <i>good</i> vacation?  | 36 What is the <i>funny</i> joke you know? |  | 35 Which student is wearing the cool clothes? |
| 30 What is the <i>boring</i> movie you know? | 31 Who has the <i>long</i> hair in the class?  | 32 What is the <i>old</i> place in your town? | 33 What is the <i>dangerous</i> animal? | 34 Who is the <i>interesting</i> person you know? |
| 29 Where can you buy the <i>fresh</i> food? | 28 What is the <i>big</i> thing in this room? | 27 Who is the <i>beautiful</i> actor? | 26 What is the <i>interesting</i> place to have a snack? | 25 What is the <i>expensive</i> restaurant in your town?  |
| 20 Who was the <i>great</i> writer?  | 21 What is the <i>good</i> time of the year? | 22 What was the <i>happy</i> day of your life? | 23 Who was your <i>good</i> teacher? | 24 Who has the <i>beautiful</i> hair in the class? |
| 19 What is the <i>good</i> day of the week? | 18 Who has the <i>cool</i> sneakers in the class? | 17 What was your <i>bad</i> subject at school? | 16 What is the <i>beautiful</i> place in your town? | 15 What is the <i>dangerous</i> sport? |
| 10 What is the <i>strange</i> story you know? | 11 What is the <i>big</i> mountain in your country? | 12 What is the <i>expensive</i> store in your town?  | 13 Who is the <i>young</i> person in your family? | 14 Who is your <i>good</i> friend? |
| 9 Who is the <i>good</i> singer in your country?  | 8 What is the <i>beautiful</i> thing in your home? | 7 What is the <i>cool</i> car? | 6 What is the <i>small</i> thing in this room? | 5 Who is the <i>nice</i> person in your family? |
| START | 1 What is the <i>bad</i> picture of you? | 2 Who was the <i>cute</i> baby in the class? | 3 What is the <i>good</i> football team in the world? | 4 Who was the <i>great</i> athlete?  |

10.1 GRAMMAR

DO YOU HAVE TO WORK OUTDOORS?

| | | | |
|---|--|--|---|
| chef  | doctor  | police officer  | IT specialist  |
| taxi driver  | paramedic  | mechanic  | accountant  |
| zookeeper  | architect  | call center worker  | photographer  |

QUESTION CARD

Ask your partner ten questions with *have to* and guess which of these jobs they have. After the ten questions, you must name the job.

| | | | | | |
|------------|--------------|--------------------|-------------|---------------|-----------|
| accountant | architect | call center worker | chef | IT specialist | mechanic |
| paramedic | photographer | police officer | taxi driver | teacher | zookeeper |

QUESTIONS

- work in an office / outdoors?
- wear special clothes?
- go to college to do this?
- have special training?
- have a license?
- work long hours?
- start work very early?
- work with children / animals?
- use computers a lot?
- face dangers?
- drive a lot?
- stand up / sit down a lot?
- speak English?

Do you have to work outdoors?

10.2 GRAMMAR

DO YOU WORRY ABOUT THE FUTURE?

Put the words in the correct order to make sentences.

Then ask your partner which predictions he/she agrees with.

1 Work

A work / will / We / 15 hours a day.

B work / Technology / make / might / easier.

C won't / We / work / at all.

2 Free time

A won't / have / We / any free time.

B be / probably / It / will / the same.

C will / do / We / what we want.

3 Transport

A be / There / won't / any cars.

B we / Maybe / use / will / buses and trains more.

C have / Everyone / will / their own airplane.

4 Shopping

A won't / There / be / probably / any food in the stores.

B We / do / might / all our shopping online.

C need to / We / won't / go shopping / at all

5 Education

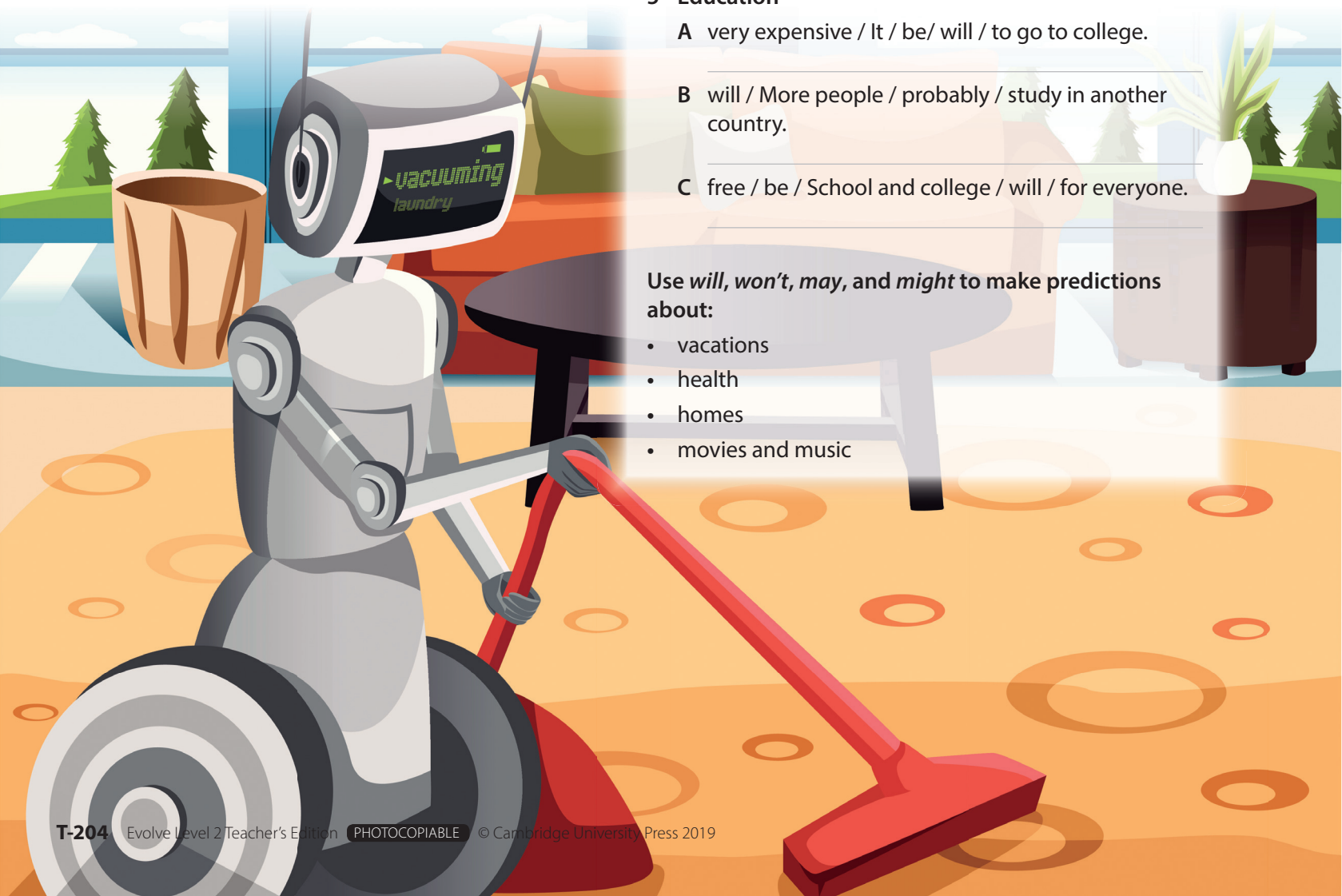
A very expensive / It / be / will / to go to college.

B will / More people / probably / study in another country.

C free / be / School and college / will / for everyone.


Use *will*, *won't*, *may*, and *might* to make predictions about:

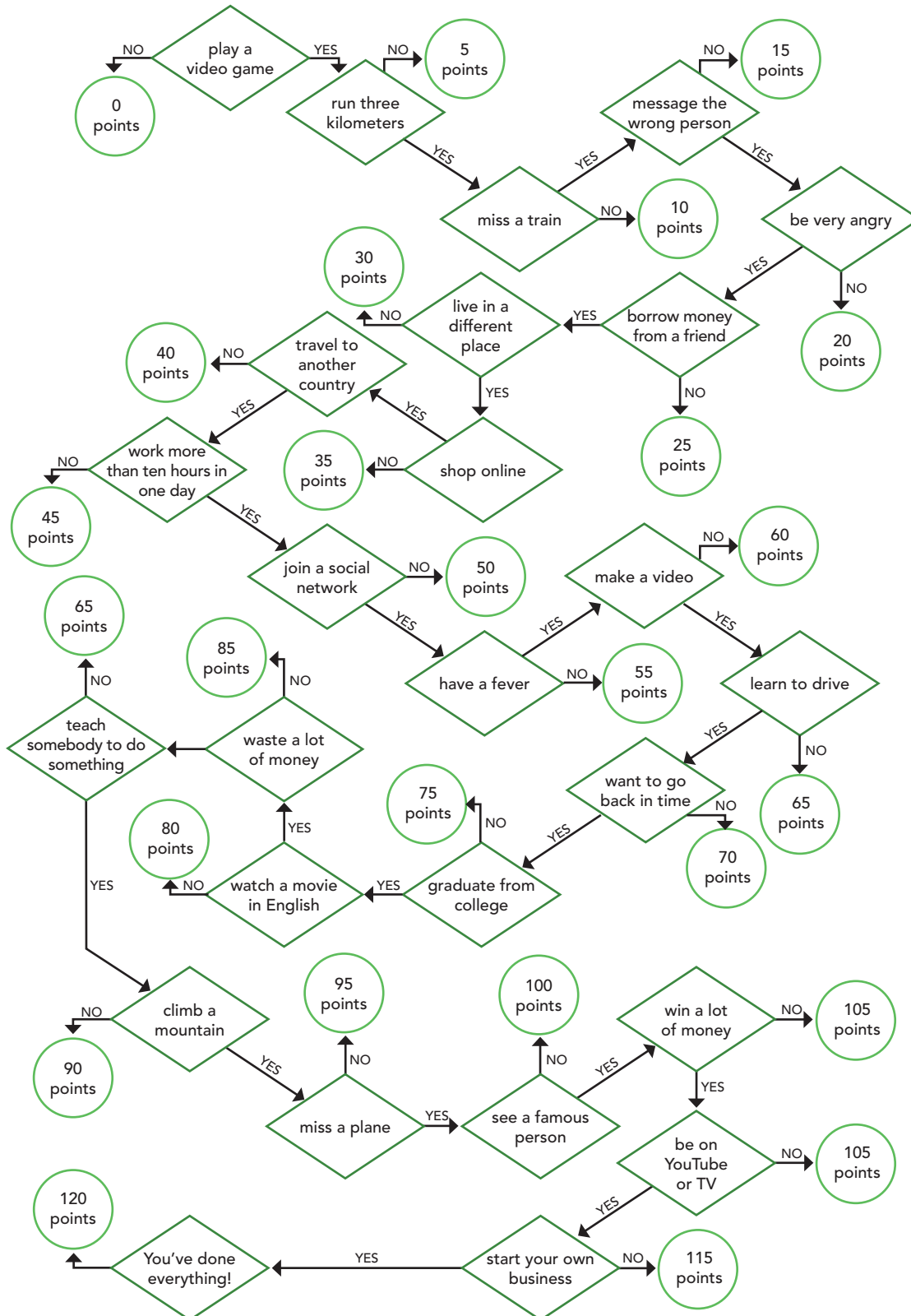
- vacations
- health
- homes
- movies and music



11.1 GRAMMAR

HAVE YOU EVER ... ?

Work in pairs. Follow the flowchart and ask each other questions in the present perfect with the words in the boxes that look like this: 



11.2 GRAMMAR

FIND SOMEONE WHO ...

| Find someone who ... | Name | Follow-up question |
|---|------|----------------------|
| has messaged the wrong person. | | Who did you message? |
| has eaten something strange. | | |
| has missed a plane. | | |
| has broken an arm or leg. | | |
| has traveled to another country. | | |
| has been to a festival. | | |
| has written an email in English. | | |
| has broken his/her phone. | | |
| has taken a selfie with someone famous. | | |
| has read a whole book in one day. | | |

12.1 GRAMMAR

WHAT'S IT LIKE?

Choose ten topics to ask your partner a question about. Use *What (be) _____ like?*

What was your last birthday like?

It was cool! I had a big dinner with my family.

the weather today

your apartment / house

your last birthday

your trip here

your last vacation

your weekend

your best friend

The weather in October

the public transportation in your town

your job / college

your passport photo

your favorite teacher

the food in your country

your cell phone

your favorite restaurant

your boss

the weather yesterday

you / five years ago

your first day in this class

your grammar

your office / classroom

your grandmother

your car

the last concert you went to

your neighbors

12.2 GRAMMAR

GUESS MY WORD



| | | | | |
|------------|----------------|----------|------------|---------------|
| water | teacher | sneakers | dentist | shelf |
| athlete | strawberry | tourist | price | house |
| tour guide | finger | train | architect | laundry |
| burger | police officer | socks | beard | grandson |
| artist | backpack | taxi | cash | umbrella |
| tissues | photographer | bracelet | sweatshirt | customer |
| mirror | scarf | musician | textbook | corn |
| keyboard | earrings | belt | purse | phone charger |

Teacher's notes for photocopiable activities:

VOCABULARY

1.1 DESCRIBING PEOPLE YOU KNOW

page T-217

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Introduce the idea of anagrams by writing *cehtera* (teacher) on the board. Ask Ss *Is this an English word?* Start to rearrange the letters and encourage Ss to shout out the word when they see it. Hand out the worksheets.
- **Do the task** A Ss rearrange the letters to make words individually and then check with a partner.
- Check answers with the class. Check pronunciation of words, especially those with silent letters, such as *neighbors*, *friends*, and *granddaughter*.

Answers

1 neighbors 2 couple 3 girlfriend 4 boss
5 roommates 6 boyfriend 7 grandson
8 granddaughter 9 close friends 10 classmates
11 grandchildren

- B Ss complete the sentences using the words in exercise A and then check with a partner.

Answers

1 couple 2 grandchildren 3 close friends 4 neighbors
5 boss 6 girlfriend 7 classmates 8 boyfriend
9 granddaughter 10 roommates 11 grandson

- C Ss work with a partner to match the pictures to the sentences.

Answers

a7 b11 c5 d8

- **Review** Ask pairs who they think the people are. Ask them how they know (age/gender of people, setting, etc.).

1.2 NAMING EVERYDAY THINGS

page T-218

45 minutes

- **Prepare** Make one copy of the worksheet for each student. Put some of the items from the lesson vocabulary in your bag, for example: tissues, cash, a keychain.
- **Introduce** Elicit the lesson language by asking Ss to guess what is in your bag.
- **Do the task** A Ss work with a partner to match the words with the pictures.

- Check answers with the class.

Answers

candy bar 3 cash 12 gum 10 hairbrush 4
hand lotion 5 keychain 8 mirror 11 receipt 6 tissues 9
umbrella 7 water bottle 2

- B Ss cover or fold over the top of the worksheet so that they can't see the words in A.
- Ss take turns testing each other on the words.
- C Ss work in groups of three or four to discuss what they need in the three different situations. Circulate and check that Ss are giving reasons for their choices. Tell Ss that they should come to an agreement with their group about three items for each situation.
- **Review** Each group presents their choices from exercise C, giving reasons. Give positive feedback to groups in areas such as sensible choices, unusual choices, interesting reasons, etc.

2.1 EXPRESSIONS WITH DO, HAVE, AND MAKE

page T-219

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *plans*. Ask *Do we do plans, have plans, or make plans?*
- Give a worksheet to each S.
- **Do the task** A Ss complete the chart alone and then check answers with a partner.
- Check answers with the class.

Answers

make plans have a snack have free time do the dishes
do the housework make the bed do the laundry have a party
have something to drink do some work

- B Ss work in pairs to correct the sentences.
- Check answers with the class.

Answers

1 I usually have a snack when I come home in the evening.
2 correct
3 I do the dishes after dinner. Then I relax.
4 I don't usually have a party on my birthday.
5 correct
6 I do the laundry every week.
7 I do the housework on the weekend.
8 I need to do some work this evening.
9 When I eat a meal, I have something to drink.
10 Sometimes I make the bed before I go to school.

- **C** Model the first sentence with the class. Say *I usually have a snack when I come home in the evening.* Give more information, for example: *I have a sandwich / some cookies.*
- Ss work in groups of four to discuss their answers. Monitor and encourage Ss to ask questions and give more details.
- **Review** Ask Ss to say interesting facts they learned about the others in their group.

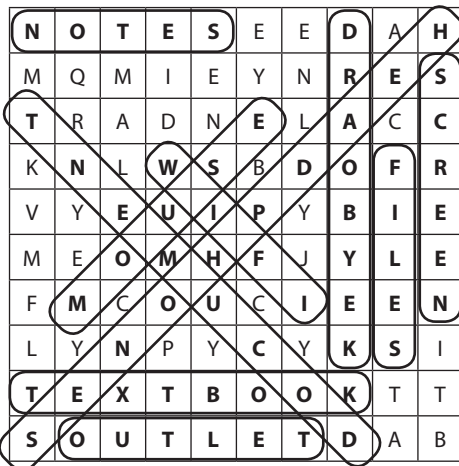
2.2 NAMING WORK AND STUDY ITEMS

page T-220

40 minutes

- **Prepare** Make one copy of the worksheet for each student. Fold or cut the worksheet so that half of the students have a Student A part and half have a Student B part for exercise C.
- **Introduce** Elicit the lesson vocabulary by asking Ss what they can see in the classroom. Give a worksheet to each S.
- **Do the task** **A** Ss find the ten work and study words in the word search. Explain that the words can be found going up, down, backward, forward, and diagonally.

Answers



- **B** Give Ss one minute to memorize the ten words.
- Ss turn over the worksheet and work with a partner to recall all ten words as quickly as possible.
- **C** Ss take turns reading their sentences aloud and give the answers to their partners.
- Check answers with the class.

Answers

Student A: calendar, screen, textbook, files, document
Student B: mouse, notes, headphones, Wi-Fi, keyboard, outlet

- **Review** Say words from exercise A to the class. Ss give the definitions from exercise C.

3.1 SPORTS

page T-221

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students. Cut the bottom part of the worksheet into Student A and Student B parts.
- **Introduce** Choose a word from the word cloud, for example, *mirror.* Ask *Is this a sports word?* (no) Tell Ss that they should only circle sports words in the word cloud.
- **Do the task** **A** Ss work in pairs to find and circle the sports words in the word cloud.
- Check answers with the class.

Answers

athlete, court, fans, field, goal, gym, lose, player, pool, race, team, win

- **B** Ss take turns reading their sentences aloud to a partner. Their partner says whether the sentences are true or false.

Answers

Student A: 1 true 2 false 3 false 4 false
Student B: 1 false 2 false 3 true 4 true

- **C** Ss describe one of the sports words for their partners to guess.
- If Ss have trouble describing the words, remind them of the categories from lesson 3.1. Is the word an event, a person, a place or a result?
- **Review** Ask pairs to tell the class their favorite description from exercise C. Other Ss in the class have to guess the word.

3.2 EXERCISING

page T-222

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Mime one of the movements from lesson 3.2. Ask Ss *What am I doing?* Ss work in pairs to mime and guess the movements.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers with the class.

Answers

a lift b jump c stand up d sit down, e stretch
f lie down g throw h push i turn j climb

- **B** Ss complete the sentences individually and then read them aloud to a partner to check.
- Check answers with the class.

Answers

1 Throw 2 lie down 3 climb 4 jump 5 sit down
6 lift 7 turn 8 stretch 9 sit down 10 push

- **D** Ss ask and answer the questions in pairs and compare answers.

- **C** Ss write their own answers to the questions. Circulate and answer language questions.
- **D** Ss discuss their answers in pairs.
- **Review** Ask Ss about their partners' answers. While one S is talking, the others in the class should raise their hand when they hear them say one of the words from exercise A.

4.1 DESCRIBING POP CULTURE

page T-223

50 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Elicit from Ss the five vowels (A, E, I, O, U) and write them on the board. On the board, write *TV SH_W*. Ask Ss which vowel completes the word.
- **Do the task** **A** Ss complete the task, inserting the correct vowel for each of the words. Monitor and help with any difficulties.
- While Ss are completing the task, write each word on the board with the vowels missing.
- Ss come to the board and write the vowels in the spaces. Ask Ss to underline the stress in each word.

Answers

1 TV u show 2 director 3 actor 4 video games
5 concert 6 band 7 musician 8 singer 9 festival
10 artist

- **B** Ss work with a partner to match the descriptions with words from A.
- Check answers with the class.

Answers

1 singer 2 festival 3 video games 4 artist 5 concert
6 musician 7 TV show 8 director 9 band 10 actor

- **C** On the board, write *Find someone who watches the same TV show every week. Ask What question do I need to ask to find this information? (Do you watch the same TV show every week?)* Briefly elicit the questions for the other statements.
- Explain that Ss should walk around the class asking questions until they find a person who matches the description. When they find someone, they should write his/her name and ask follow-up questions, for example: *What show do you watch every week?*
- Ss walk around asking each other questions. Circulate and help with language questions.
- **Review** Each S tells the class three interesting facts they have learned about their classmates.

4.2 NAMING GIFT ITEMS

page T-224

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Tell Ss that they are going to have a race, and they need to find the ten gifts in the word snake. Hand out the worksheets face down.
- **Do the task** **A** Ss all turn over the paper at the same time and work individually to find the words. The first to find all the words wins the race.
- Check answers with the class. Focus on pronunciation.

Answers

giftcard/avb/**candle**/nhlopkuc/**jewelry**/**perfume**/rmp/
bouquetofflowers/dal/**phonecharger**/**speakers**/djuep/
candy/rsecpj/**sweatshirt**

- **B** Ss complete the chart individually with the words from exercise A. Remind them that they are giving their opinions, so there are no right or wrong answers.
- **C** Ss share their answers with a partner. Encourage them to give reasons for their answers.
- **Review** Ask Ss about their answers to exercise C. Did all Ss give the same answers? Why or why not?

5.1 DESCRIBING OPINIONS AND FEELINGS

page T-225

55 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Use gestures or facial expressions to elicit feelings. Say *I feel ... (angry / tired)*. Ask Ss if this is a positive or negative feeling.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers with the class.

Answers

1 N 2 N 3 N 4 P 5 N 6 N 7 P 8 P 9 P
10 P 11 N 12 P

- **B** Ss complete the sentences individually and then check with a partner.
- Ss practice the conversations in pairs.

Answers

1 angry 2 amazing 3 fun 4 proud 5 dangerous
6 cool 7 horrible 8 tired 9 strange 10 perfect
11 loud 12 crazy

- **C** Give Ss five minutes to memorize the conversations.
- Ss fold the worksheet in half. They take turns reading the first half of one of the conversations aloud. Their partners have to remember the second half.
- **Review** Ss work in pairs to create five more conversations like the ones in C.

5.2 DESCRIBING LIFE EVENTS

page T-226

50 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *One baby is born every _____ in the United States*. Ask Ss what they think the figure is. Give them the options: five minutes, 30 seconds, or eight seconds. The answer is eight seconds.
- **Do the task A** Ss read the sentences and complete them individually. Circulate and help with any new vocabulary, such as *average*. Remind Ss that they may have to change the form of the verbs.
- **B** Ss compare with a partner. Do they have the same answers?
- Check answers with the class. Were Ss surprised about any of the figures?

Answers

1 are born 2 become a grandparent 3 learn to drive; buy a car 4 got married; met their future husband/wife 5 start school 6 graduate from college 7 retire 8 get a job

- **C** Give Ss two minutes to read the sentences again. Then tell them to fold over the page so they can't see the sentences, only the number cloud.
- Ss work in pairs to remember as many of the facts as they can.
- Say a number from the cloud to the class and choose a pair to give the fact. The same pair says another number, and another pair gives the fact.
- **D** Ss work in groups to discuss if any of the facts are the same in their countries. If possible, Ss can find information using their phones. Alternatively, this can be assigned for homework.
- **Review** Discuss the facts that Ss found in exercise D. Were any of the facts surprising?

6.1 USING MONEY

page T-227

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *money...*. Elicit different verbs that can be used before this word (*spend, save, lend, waste, borrow*).
- **Do the task A** Ss work individually to match the sentence beginnings and endings and then check with a partner.
- Check answers with the class.

Answers

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

- **B** Ss complete the sentences individually. Remind them that they may have to change the form of the verbs.

- Ss check answers in pairs and then with the class.

Answers

1 lend 2 saving 3 waste 4 borrow 5 shop online 6 spend 7 return 8 sell 9 pay back 10 cost

- **C** Ss work in pairs to ask and answer their questions from exercise B. Circulate and answer any language questions.
- **Review** Ask Ss three things they found out about their partners' money habits in exercise C.

6.2 SHOPPING

page T-228

40 minutes

- **Prepare** Make one copy of the worksheet for each student. Cut the bottom of the worksheet so that half of the students have a Student A part and half have Student B. Give each student a copy of exercise A.
- **Introduce** Tell Ss about your last shopping trip. Use some of the vocabulary items from lesson 6.2. Ss should raise their hands when they hear the vocabulary items.
- **Do the task A** Ss write words in the chart individually and then check with a partner.
- Check answers with the class.

Answers

People: customers, salesperson
Types of stores: department store, grocery store
Things in a store: (shopping) cart, cash register, checkout, shelf
Money words: price, sale

- **B** Put Ss into pairs. Ss take turns reading the descriptions aloud to their partners and guessing the words their partners are describing.
- Read the descriptions aloud to the class. Choose pairs to say the words.
- **C** Ss tell their partners about their last shopping trip. While they are doing this, their partners should take notes. Circulate and answer any language questions.
- **Review** Ss tell the class about their partners' last shopping trip.

7.1 NAMING FOOD

page T-229

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *odacvao*. Tell Ss that this is a food word with the letters scrambled. Can they guess what it is? (avocado)
- **Do the task A** Ss work in pairs to make the food words. This can be a competition, with the winners being the first pair to write all 16 words correctly.

Answers

1 avocado 2 burger 3 pasta 4 cereal 5 peanut butter 6 chili pepper 7 pepper 8 corn 9 salmon 10 jam 11 salt 12 lettuce 13 strawberry 14 noodles 15 yogurt 16 onion

- **B** Ss work individually to write count words in the strawberry shape and non-count words in the corn shape. Words that can be both should go in the interlocking space between the two shapes.
- Check answers with the class. To explain the different uses of the words that fit both categories, write the following sentences on the board: *I bought two lettuces, three onions, and some chilies at the grocery store. I made a salad with a lot of lettuce, some onion, and a little chili.*

Answers

Count: avocado, burger, strawberry
 Non-count: pasta, cereal, peanut butter, pepper, corn, salmon, jam, salt, noodles, yogurt
 Both: chili / chili pepper, lettuce, onion

- **C** Ss complete the sentences individually. Remind them that *much* can only be used with non-count nouns.
- **D** Ss share their answers with a group. Do any of them have the same answers?
- **Review** Groups share their answers with the class. Make sure Ss use the plural of count nouns, for example: *I eat a lot of strawberries.*

7.2 DESCRIBING FOOD

page T-230

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *vowels*. Elicit the five vowels in the English language.
- **Do the task** **A** Ss work individually to write the missing vowels into the words and then check with a partner.
- Check answers with the class.

Answers

1 spicy 2 fresh 3 fried 4 grilled 5 boiled
 6 delicious 7 raw 8 sour 9 roasted 10 bitter

- **B** Ss complete the task individually. Circulate and answer any vocabulary or spelling questions.
- **C** Ss share their answers with a partner. How many answers are the same?
- Make a list of foods on the board for each description.
- Ask Ss if they could use the same word for more than one description, for example: Lettuce is bitter, and you eat it raw.
- **D** Ss work individually to think about three types of food they like and three they don't. They should think about how to describe them.
- Circulate and answer any language questions.
- Ss work with a new partner to describe their six types of food. Their partner has to guess what they are.
- **Review** Ss tell the class about one food their partners like and one that they don't like. Ask them if they agree with their partners.

8.1 TRAVELING

page T-231

35 minutes

- **Prepare** Make one copy of the worksheet for each student. Cut the bottom of the worksheet so that half of the students have an A part and half have B.
- **Introduce** Ss look at the pictures. Ask *Where are the people? What are they doing?*
- **Do the task** **A** Ss work in pairs to look at the pictures and complete the travel words.
- Check answers with the class.

Answers

1 suitcase 2 backpack 3 airplane 4 check-in counter
 5 tourists 6 tour guide 7 bus station 8 tour bus
 9 guidebooks 10 maps

- **B** Put Ss into pairs. Ss take turns reading their descriptions aloud to a partner. The partner has to guess the word.
- Check answers with the class. Read a description aloud for each pair to answer.

Answers

Student A: 1 bus station 2 maps 3 airplane
 4 backpack 5 check-in counter
 Student B: 1 tour bus 2 tour guide 3 guide books
 4 suitcase 5 tourists

- **C** Ss work in small groups to talk about what they do before a vacation, when they're traveling, and when they arrive. If Ss have difficulty thinking of what to say, ask questions, such as: *Do you pack a suitcase? Do you buy a map when you arrive, or do you just use your phone?*
- **Review** Have a class discussion about Ss' answers to exercise C.

8.2 USING TRANSPORTATION

page T-232

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Describe how you came to class, for example *I took a bus. I got off the bus at the corner and walked here.*
- **Do the task** **A** Ss complete the sentences individually and then check with a partner.
- Check answers with the class

Answers

1 catch 2 pick; up 3 get on 4 miss 5 get out of
 6 get into 7 get off 8 drop; off 9 take 10 change

- **B** Ss work individually to determine which sentences are incorrect and then work with a partner to write the correct sentences.
- Check answers with the class.

Answers

- 1 I have to go to the restaurant to pick **up** my brother.
- 2 I want to get up early so I won't **miss** the bus.
- 3 The subway didn't stop, so I didn't **get** off.
- 4 correct
- 5 I don't want to go by bus. Let's **take** a taxi.
- 6 I want to get **out of** the car so I can walk in the city.
- 7 correct
- 8 I **catch/take** the bus to work every day.
- 9 I can't find my keys. How can I get **into** my car?
- 10 correct

- **C** Ss work with a partner to describe how they got to class. Did they get here the same way?
- **Review** Ss describe their partners' trips to class. When they use one of the phrases from exercise A, write it on the board.

9.1 NAMING ACCESSORIES

page T-233

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ss look at the picture in exercise A. Ask *Is this event formal or casual? What are the people doing?*
- **Do the task** **A** Ss work individually to find the accessories in the picture and then check with a partner.
- Check answers with the class.

Answers

a earrings b necklace c gloves d sunglasses
e tie f belt g socks h sneakers i scarf j bracelet

- **B** Ss work in pairs. One S puts the sentence parts together to describe the accessories. His/her partner has to guess.
- Ss should count how many accessories they guess correctly in one minute. They score a minus point if they give an incorrect answer.
- Ss change roles.
- Ask pairs how many words they guessed in one minute. Ask each pair to give a description.
- **C** Ss complete the three sentences individually and then work in groups of four to talk about their answers. Circulate and encourage Ss to ask follow-up questions, for example: *Do you have a favorite pair of sneakers/earrings? Why do you never wear a tie?*
- **Review** Ask Ss what they can remember about their groups from the discussions in exercise C.

9.2 DESCRIBING APPEARANCE

page T-234

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ss look at the picture. Ask *Where are the people? What are they wearing? What do you wear when you go to the movies?*
- **Do the task** **A** Ss look at the picture and complete the descriptions of the people.
- Check answers with the class.

Answers

1 beard, light hair 2 dark straight hair, pierced ear
3 curly gray hair 4 bald mustache

- **B** Ss work in pairs to say what they remember about the people in the picture.
- Ask each pair for a detail they remember about the picture. Work as a class to create a full description.
- **C** Ss complete the sentences individually and then check with a partner.
- Check answers with the class.

Answers

1 dark straight hair 2 light hair 3 curly gray hair
4 beard 5 pierced ear 6 mustache 7 bald

- **D** Ss work in pairs to describe friends and family members.
- Circulate and answer any language questions.
- **Review** Ask each S to describe one of their partner's friends or family members.

10.1 DESCRIBING JOBS

page T-235

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Give Ss one minute to write as many jobs as they can remember. Write jobs on the board.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers with the class.

Answers

1 police officer 2 photographer 3 lawyer 4 nurse
5 call center worker 6 physical therapist 7 dentist
8 receptionist 9 IT specialist 10 mechanic
11 architect 12 engineer 13 paramedic
14 project manager 15 accountant

- **B** Ss complete the chart with their own ideas.
- **C** Ss tell their groups their answers. Circulate and encourage Ss to give reasons for their answers.
- **Review** Ask groups about their answers. Did all Ss in the group agree?
- Decide as a class on the three most interesting jobs.

10.2 DESCRIBING HEALTH PROBLEMS

page T-236

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Mime some of the health problems for Ss to guess. For example, hold your cheek to demonstrate toothache.
- **Do the task** **A** Ss reorder the letters to make the phrases and then check with a partner.
- Check answers with the class.

Answers

1 hurt your back 2 cut your finger 3 cut yourself shaving 4 break your leg 5 twist your ankle 6 have a headache 7 have a toothache 8 have a stomachache 9 catch a cold 10 catch the flu 11 have a fever 12 have a sore throat 13 bang your head

- **B** Ss work individually to complete the chart and then check in pairs.
- Check answers with the class.

Answers

Head and neck: bang your head, catch a cold, cut yourself shaving, have a headache, have a sore throat, have a toothache

Stomach, chest, and back: have a stomachache, hurt your back

Arms and legs: break your leg, cut your finger, twist your ankle

Everywhere: have a fever

- **C** Ss work in groups to discuss what to do if they have the problems from exercise A. Circulate and answer any language questions.
- **Review** Discuss Ss' answers from exercise C. Do they all agree? For example, does everyone in the group do the same thing when they catch a cold?

11.1 USING VERB-NOUN INTERNET PHRASES

page T-237

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss *Did you use the internet before class today? What did you do?*
- **Do the task** **A** Ss match the verbs with the nouns individually and then check with a partner.
- Check answers with the class.

Answers

1 check 2 make 3 open 4 message 5 swipe 6 click 7 build 8 add 9 change 10 join

- **B** Ss complete the questions individually.
- Ask Ss to read the questions aloud to check answers.

Answers

1 changed your password 2 made; video 3 swipe left; right 4 checked your messages 5 clicked; link 6 joined; group 7 message someone 8 built; website; app 9 added someone; friend 10 opened; account

- **C** Ss walk around the class and ask their classmates questions.
- **Review** Ask Ss what they have learned about their classmates.

11.2 USING SOCIAL MEDIA VERBS

page T-238

40 minutes

- **Prepare** Make two copies of the worksheet for each pair of Ss. Cut along the lines and give half the class a Student A part and half a Student B part. Give all Ss a part with exercise A.
- **Introduce** On the board, draw three icons from lesson 11.2 for Ss to guess.
- **Do the task** **A** Ss work in pairs to find the words in the snake.
- Check answers with the class.

Answers

block/tie/**upload**/shirt/**goviral**/corn/**like**/belt/**searchfor**/rice/**bookmark**/chili/**share**/noodles/**login**/vacation/**follow**/hair/**download**

- **B** Put Ss into pairs and give each a Student A and a Student B part. Ss should not show their papers to each other, as the answers are in bold.
- Ss take turns reading the sentences aloud. They should read each sentence twice: once with the first option and once with the second.
- Ss cover their papers. Read the sentences aloud, this time leaving out the social media verbs. Ask Ss to say the missing words.
- **C** Ss write three questions to ask their partners. Circulate and answer any language questions.
- Ss ask and answer questions in pairs.
- **Review** Each pair chooses their favorite question from exercise C to write on the board. Use the questions for a class discussion.

12.1 DESCRIBING WEATHER

page T-239

45 minutes

- **Prepare** Make one copy of the worksheet for each student. Check the weather for the next two days in Toronto, Canada, and Melbourne, Australia.
- **Introduce** Ask Ss what they know about the weather in Canada and Australia. Which is more similar to the weather in their country?
- **Do the task** A Ss complete the task individually and then check in pairs. Check answers with the class.

Answers

1 flood 2 hurricane 3 blizzard 4 boiling 5 drought
6 windy 7 rainy 8 foggy 9 snowy
10 thunder and lightning 11 humid 12 snowstorm
13 sunny 14 cloudy

- **B** Ss guess what the weather is like in Toronto and Melbourne and then draw icons to show it.
- Ss write sentences about the weather in the two cities. Circulate and answer any language questions.
- **C** Ss read their sentences aloud to a partner. Are their answers the same?
- **Review** If possible, Ss use their phones to find out what the weather is like in the two cities. Did any Ss guess the weather correctly?

12.2 DESCRIBING LANDSCAPES AND CITYSCAPES

page T-240

40 minutes

- **Prepare** Make one copy of the worksheet for each student. Cut along the lines and give half the class a Student A part and half a Student B part. Give all Ss a sheet with exercise A.
- **Introduce** Tell Ss to close their eyes and imagine they are in their favorite place. It could be somewhere in their city, or somewhere they visited on vacation. What can they see?
- Ss describe the place to a partner.
- **Do the task** A Ss look at the pictures in pairs and complete the descriptions. Check answers with the class.

Answers

Photo 1: cave, rainforest, waterfall, rocks, stream

See query on p. T-240 re: numbering in exercise and photo 2.

- **B** Put Ss into pairs. Remind Ss not to show their pictures to their partners.
- Student A describes the picture while Student B draws.
- Circulate and answer any language questions.
- When they have finished drawing, Bs show their pictures to As.
- Ss change roles.
- **Review** Ss display their drawings to the class. Ss vote for the one that looks most like the original picture.

1.1 VOCABULARY

DESCRIBING PEOPLE YOU KNOW

A Change the order of the letters to make words for people and connections.

- | | | | | | |
|---|------------|------------------|----|---------------|-------|
| 1 | resohgnib | <u>neighbors</u> | 7 | nosdargn | _____ |
| 2 | lopcue | _____ | 8 | dertgnauhdrag | _____ |
| 3 | frelginrid | _____ | 9 | esloc iferdns | _____ |
| 4 | sosb | _____ | 10 | tasslescam | _____ |
| 5 | momorsate | _____ | 11 | nanedilhrcgrd | _____ |
| 6 | yobneridf | _____ | | | |

B Complete the sentences with the words from exercise A.

- 1 Sara and Rafael are very happy together. They are a nice _____.
- 2 Floyd and Olivia are 85 years old. They have four _____.
- 3 I know a lot of people, but I only have a few _____.
- 4 My cousins are also my _____. They live on the same street as me!
- 5 I work in a supermarket, and Steve is the manager. He is my _____.
- 6 I love my _____. One day I want to marry her.
- 7 Nina and Roberto are my _____ at college.
- 8 I often go the movies with my _____. He loves action movies.
- 9 I take my _____ to dance classes. She's a great dancer.
- 10 Paola and Lisa are my _____. Our apartment is small but nice.
- 11 I give my _____ candy when he comes to visit.

C Match the pictures below to the sentences in exercise B.



1.2 VOCABULARY

NAMING EVERYDAY THINGS

A Work in pairs. Match the words with the pictures.

candy bar ___

cash ___

driver's license 1

gum ___

hairbrush ___

hand lotion ___

keychain ___

mirror ___

receipt ___

tissues ___

umbrella ___

water bottle ___



B Test your partner. Cover the words in exercise A and say a number (1–12).

Can your partner remember the word?

C Think of three things from exercise A that you need in the situations below.

Give reasons for your answers.

1 at the movies

2 in the winter

3 on a shopping trip

I need tissues in the winter because I often have a cold.

2.1 VOCABULARY

EXPRESSIONS WITH *DO*, *HAVE*, AND *MAKE*

A Match the words with *do*, *have*, and *make*.

| <i>do / have / make</i> | |
|--------------------------|------------------|
| _____ plans | _____ a snack |
| _____ free time | _____ the dishes |
| _____ the housework | _____ the bed |
| _____ the laundry | _____ a party |
| _____ something to drink | _____ some work |

B Find the mistakes and write the sentences correctly.
Not all sentences have a mistake.

- 1 I usually do a snack when I come home in the evening.

- 2 I work and study a lot. I never have free time.

- 3 I make the dishes after dinner. Then I relax.

- 4 I don't usually make a party on my birthday.

- 5 In January I make plans for the year.

- 6 I make the laundry every week.

- 7 I have the housework on the weekend.

- 8 I need to make some work this evening.

- 9 When I eat a meal, I do something to drink.

- 10 Sometimes I do the bed before I go to school.

C Which sentences are true for you? Tell your group.
Give more information.

I don't usually have a party on my birthday. I usually go to a restaurant with my close friends.



2.2 VOCABULARY

NAMING WORK AND STUDY ITEMS

A Find ten words connected with work and study.

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



B In pairs, try to remember all the words in one minute. Turn over the worksheet. Write as many words as you can remember.

Student A

C Read the sentences to your partner. Ask him/her to tell you the word. Write his/her answer in the space.

- You use this when you make plans. _____
- You look at this part of a computer. _____
- You use this in class. It has articles and questions in it. _____
- This is a place to keep your documents. It can be on a computer. _____
- You write this piece of text on a computer. _____

Student B

C Read the sentences to your partner. Ask him/her to tell you the word. Write his/her answer in the space.

- You move things on the screen with this part of the computer. _____
- You write these in class. _____
- You use these to listen to music. _____
- This is a way to connect to the internet. _____
- You write with this part of the computer. _____
- Electricity comes from this place. _____

3.1 VOCABULARY

SPORTS

A Circle the sports words in the word cloud.



Student A

B Read the statements to your partner. Ask them if they are true or false.

- 1 You can play football on a field.
- 2 A team always has 11 players.
- 3 An athlete talks about sports for a job.
- 4 You can play soccer on a court.

C Choose a sports word from exercise A and describe the word to your partner. Can they guess the word?

A person on a team.

A player!

Student B

B Read the statements to your partner. Ask them if they are true or false.

- 1 You can score a goal in tennis.
- 2 You can't have a race in a pool.
- 3 You lose a soccer game when the other team scores more goals.
- 4 Fans are happy when their favorite team wins.

C Choose a sports word from exercise A and describe the word to your partner. Can they guess the word?

A person on a team.

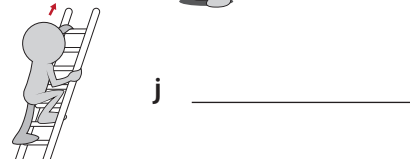
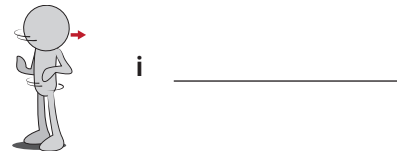
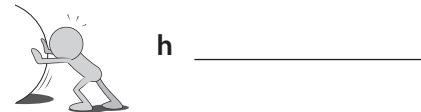
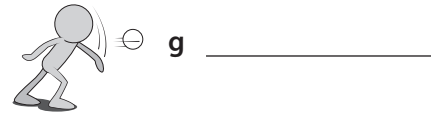
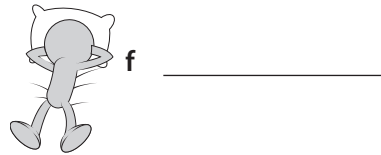
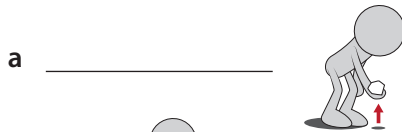
A player!

3.2 VOCABULARY

EXERCISING

A Write the words and phrases in the box under the correct pictures.

| | | | | |
|----------|----------|----------|-------|------|
| climb | jump | lie down | lift | push |
| sit down | stand up | stretch | throw | turn |



B Circle the correct words to complete the sentences.

- 1 Elise! *Lift* / *Throw* me the ball!
- 2 I'm tired. I want to *turn* / *lie down*.
- 3 Cats like to *climb* / *stretch* trees.
- 4 Let's *push* / *jump* into the pool.
- 5 We *jump* / *sit down* in class at school.
- 6 It's very heavy. I can't *stretch* / *lift* it.
- 7 When someone calls my name, I *turn* / *climb* to see who it is.
- 8 When I get up in the morning I *stretch* / *push* my body.
- 9 After a long day at work, I *stand up* / *sit down* and watch TV.
- 10 The car isn't working. Let's *throw* / *push* it to the side of the road.

C Write answers to the questions using the words from exercise A.

- 1 What do you do in the morning?
- 2 How do you play basketball?
- 3 What do you do in the afternoon?
- 4 What do you do at the gym?
- 5 What do you do when you come home from work?
- 6 How do you do yoga?

D Ask your partner the questions. Do you have the same answers?

What do you do in the morning?
I stand up and stretch my arms.

4.1 VOCABULARY

DESCRIBING POP CULTURE

A Complete the words with the missing vowels (A, E, I, O, U).

- | | |
|--------------|------------|
| 1 TV SH_W | 6 B_ND |
| 2 D_R_CT_R | 7 M_S_C__N |
| 3 _CT_R | 8 S_NG_R |
| 4 V_D__G_M_S | 9 F_ST_V_L |
| 5 C_NC_RT | 10 _RT_ST |

B Work in pairs. Match the descriptions with words from exercise A.

- 1 You hear this person's voice in a song. _____
- 2 At this special weekend event, you can eat, drink, and watch people playing music. _____
- 3 You can play these on a computer. _____
- 4 This person paints pictures. _____
- 5 You see people singing at this event. _____
- 6 This person plays a guitar or piano. _____
- 7 This is something you watch on television. _____
- 8 This person makes movies and TV shows. _____
- 9 This group of people plays music together. _____
- 10 You see this person on TV and in the movies. _____

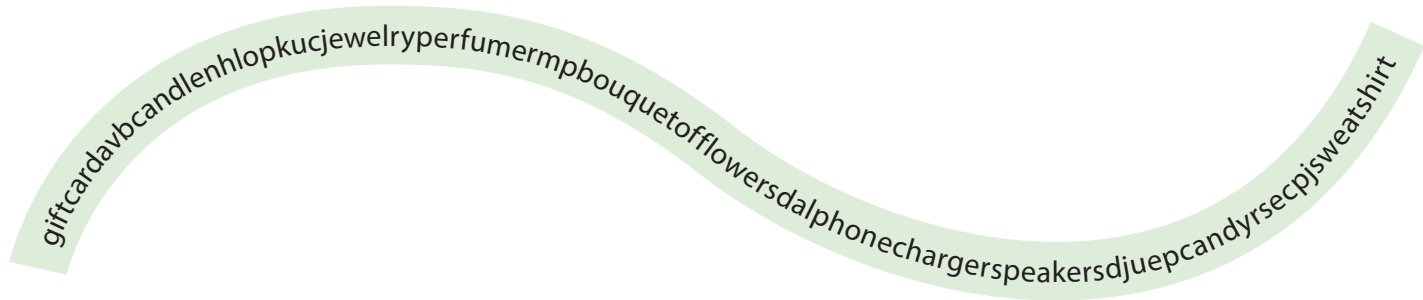
C Find someone who ...

| Find someone who ... | Name | More information |
|---------------------------------------|------|------------------|
| 1 watches the same TV show every week | | |
| 2 often goes to concerts | | |
| 3 has a favorite band | | |
| 4 knows a musician | | |
| 5 often plays video games | | |
| 6 is an artist | | |
| 7 has a favorite director | | |
| 8 knows an actor | | |
| 9 goes to festivals | | |
| 10 is a good singer | | |






4.2 VOCABULARY

NAMING GIFT ITEMS

A Find and circle the words related to gifts in the word snake.



B What do you think of the gifts? Complete the chart with words from exercise A.

|  Interesting |  Boring |    Romantic |
|---|--|--|
| | | |

C Tell your partner why you put the gifts in each category.

I put *watch* here because... I think candles are romantic because... I think candles are romantic because...

I put *candy* here because

 I put *watch* here because ...

   I think *candles* are romantic because ...

 I put *candy* here because ...

5.1 VOCABULARY

DESCRIBING OPINIONS AND FEELINGS

A Work in pairs. Do these sentences have a positive or negative meaning? Write *P* (positive) or *N* (negative).

- 1 The cars went very fast. It was very **dangerous**. ___
- 2 My parents were **angry** because I didn't finish my homework. ___
- 3 When my neighbor plays her music really **loud**, I can't read. ___
- 4 The concert last night was **amazing**. ___
- 5 He is a **strange** person. I don't like him. ___
- 6 The weather last week was **horrible**. It rained every day. ___
- 7 I passed my driving test. My parents are very **proud**. ___
- 8 My high school graduation party was really **fun**! ___
- 9 My best friend always makes me laugh. She is **crazy**! ___
- 10 I went to a restaurant for my birthday. The food was **perfect**. ___
- 11 I'm always **tired** when I get home from work. ___
- 12 I really like my English classes. My teacher is so **cool**. ___

B Complete the conversations with the bold words from exercise A.

- | | | |
|----|--|---|
| 1 | I was late for class today. | Oh, no! Was your teacher _____ ? |
| 2 | Brazil played a great game against Chile last night. | I know. They were _____ ! |
| 3 | This place is great. I love the music. | Yes. This party is really _____ . |
| 4 | My brother started college this year. | I know. Your mom was so _____ . |
| 5 | I don't go to that part of town late at night. | I know. It's very _____ . |
| 6 | Do you like my new sweatshirt? | Yes. It's really _____ . |
| 7 | I don't like that restaurant. | I agree. The food there is _____ . |
| 8 | That trip was really long. | I know. I'm _____ now. |
| 9 | This movie is really different from the others. | I agree. It's _____ . |
| 10 | How was your vacation? | It was _____ ! The weather was hot, and the food was great. |
| 11 | There was a street party in our neighborhood on the weekend. | I know. It was really _____ . |
| 12 | That dog is wearing a hat! | Wow! That's _____ . |

C Fold the paper in half. Take turns saying the first part of a conversation. Can your partner remember the second part?

5.2 VOCABULARY

DESCRIBING LIFE EVENTS

A Complete the facts below with the correct form of the phrases in the box.

| | | | |
|----------------|-------------------------------|-----------------------|--------------------------|
| be born | become a grandparent | buy a car | buy a house or apartment |
| get a job | get married | graduate from college | have a baby |
| learn to drive | meet your future husband/wife | start school | retire |

In the United States ...

- 1 More than 10,000 babies _____ every day. That's one every eight seconds!
- 2 The average age to _____ is 48.
- 3 In some states, you can _____ at the age of 15, but you can't _____ before you're 18.
- 4 More than two million couples _____ in 2015. Seven percent of them _____ online.
- 5 Children _____ at the age of five or six.
- 6 Students usually _____ at 21 or 22.
- 7 Most people _____ at the age of 63.
- 8 You need to be over 14 years old to _____.

B Compare your answers with a partner. Are they the same?

C Cover the sentences above, and look at the numbers in the cloud. How much can you remember?

14 63 8 48 5-6
10,000 8 15 7%
2,000,000 21-22

D Are any of these numbers the same in your country? Discuss with a group.

6.1 VOCABULARY

USING MONEY

A Match the two parts to make a complete sentence.

- | | |
|-----------------------------------|--|
| 1 I'm saving | a \$25. |
| 2 I spend | b my car last year. |
| 3 I'm going to return | c money on time. |
| 4 I lend | d when I can't find what I want in the stores. |
| 5 I wasted | e money from my friends. |
| 6 I borrow | f money to buy an apartment. |
| 7 I sold | g this shirt to the store. I don't like it. |
| 8 I always pay back | h money to people I know well. |
| 9 The ticket costs | i a lot of money on this watch. I never wear it. |
| 10 I sometimes shop online | j a lot of money on clothes. |

B Complete the questions with the correct form of a bold word from exercise A.

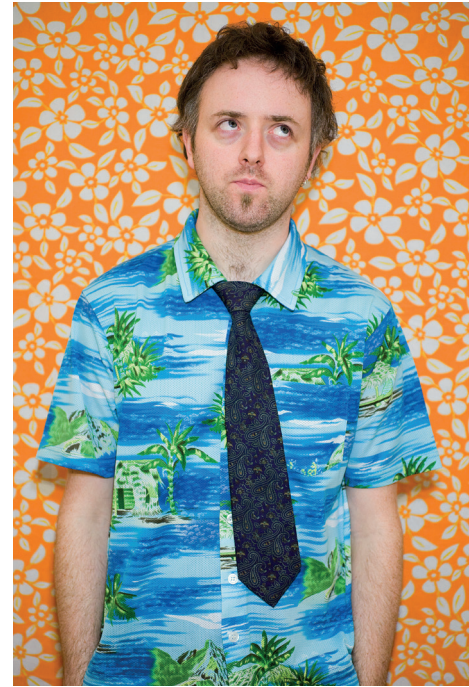
- 1 Do you think it's a good idea to _____ money to friends?
- 2 Are you _____ money for something at the moment?
- 3 Do you often _____ money on things you don't use?
- 4 How often do you _____ money from your family?
- 5 Do you usually _____? What do you buy?
- 6 What do you like to _____ your money on?
- 7 When did you last _____ something to the store? Why?
- 8 Do you _____ things when you don't need them anymore?
- 9 Do you always remember to _____ money?
- 10 How much does it _____ to go to the movies in your city?

C Take turns asking and answering your questions in exercise B.

When you finish, walk around the class to ask other people the questions.

Do you think it's a good idea to lend money to friends?

Yes. I think it's OK. I sometimes lend money to friends.



6.2 VOCABULARY

SHOPPING

(shopping) cart cash register checkout customer department store
grocery store price sale salesperson shelf

A Write the words from the box above in the chart below.

| People | Types of stores | Things in a store | Money words |
|--------|-----------------|-------------------|-------------|
| | | | |



Student A

B Read the sentences to your partner. Can your partner guess the word?

- 1 These people buy things in stores. _____
- 3 This is a store that sells food. _____
- 5 This is how much something costs. _____
- 7 You put things in this when you walk around a store. _____
- 9 You can buy food and other things for the house in this store. _____

C Tell your partner about your last shopping trip. Use words from exercise A.

I went to a department store. It was Saturday, so there were a lot of customers in the store.

Student B

B Read the sentences to your partner. Can your partner guess the word?

- 2 This person serves people in a store. _____
- 4 This is a time when things in the stores cost less. _____
- 6 This is where the store keeps money. _____
- 8 We pay for things in this part of the store. _____
- 10 This type of store sells a lot of different things. _____

C Tell your partner about your last shopping trip. Use words from exercise A.

I went to a department store. It was Saturday, so there were a lot of customers in the store.

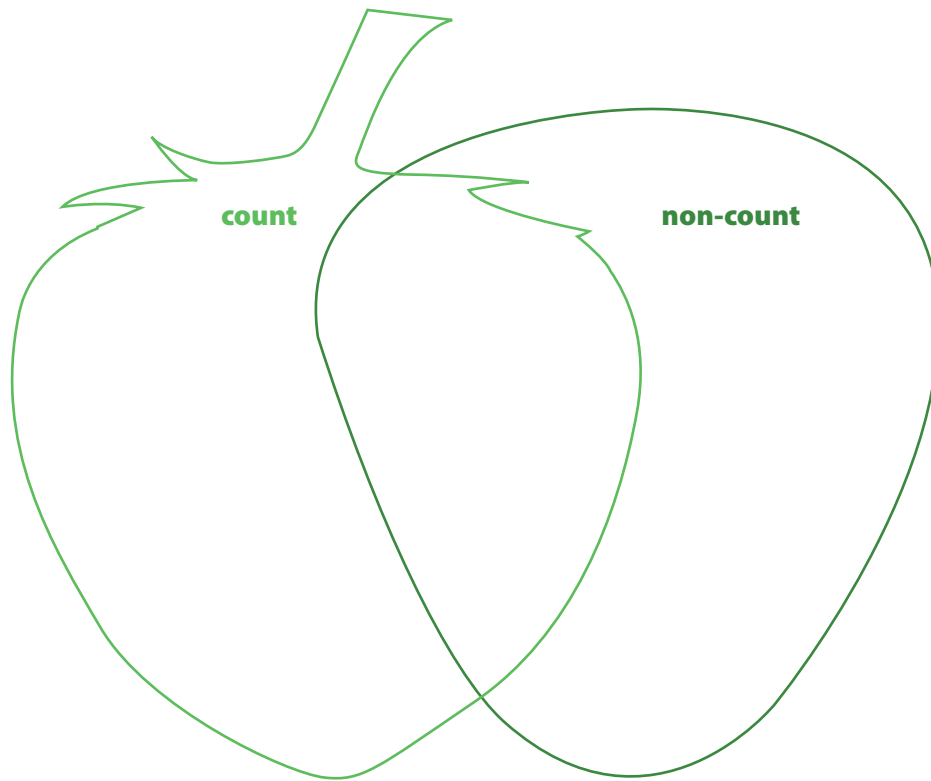
7.1 VOCABULARY

NAMING FOOD

A Work in pairs. Change the order of the letters to make food words.

- | | |
|-----------------------|----------------------|
| 1 odacvao _____ | 9 lonsma _____ |
| 2 rebugr _____ | 10 maj _____ |
| 3 taspá _____ | 11 last _____ |
| 4 lecrae _____ | 12 lecutte _____ |
| 5 tupena tubert _____ | 13 raswebyrtrr _____ |
| 6 lichi repepp _____ | 14 slodone _____ |
| 7 preepp _____ | 15 togyru _____ |
| 8 norc _____ | 16 nonio _____ |

B Put the words from exercise A in the correct place in the picture.



C Complete the sentences with your own answers. Use the words in exercise A.

- 1 I eat a lot of _____.
- 2 I don't eat much _____.
- 3 I like _____ and _____.
- 4 I don't like _____ or _____.
- 5 I eat _____ every day.
- 6 I never eat _____.

D Compare your sentences with a group. Do you like the same food?

7.2 VOCABULARY

DESCRIBING FOOD

A Add the missing vowels (A, E, I, O, U) to complete these adjectives.

- | | |
|-------------|----------------|
| 1 SP__CY | 6 D__L__C____S |
| 2 FR__SH | 7 R__W |
| 3 FR__D | 8 S__R |
| 4 GR__LL__D | 9 R__ST__D |
| 5 B__L__D | 10 B__TT__R |

B Write some examples for 1–10. Think of a food that ...

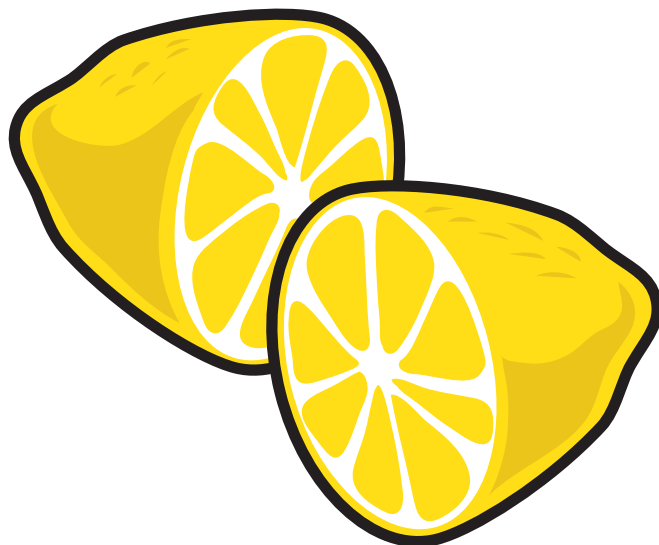
- | | |
|--------------------------|-------|
| 1 is usually fried | _____ |
| 2 is bitter | _____ |
| 3 is sour | _____ |
| 4 is roasted | _____ |
| 5 is delicious | _____ |
| 6 you eat raw | _____ |
| 7 is usually grilled | _____ |
| 8 is usually boiled | _____ |
| 9 tastes spicy | _____ |
| 10 you need to eat fresh | _____ |

C Share your answers with a partner. How many are the same?

D Work with a new partner. Think of three types of food you like and three types of food you don't like. Describe them to your partner, but don't tell them the name of the food. Can your partner guess what you're describing?

It's a fruit, and it's yellow. I don't like it because it's sour.

It's a lemon!



8.1 VOCABULARY

TRAVELING

A Work in pairs. Look at the pictures and write the missing letters to make travel words.

1 s _ _ _ _ _

2 b _ _ _ _ _

3 a _ _ _ _ _

4 c _ _ _ - i _ c _ _ _ _

5 t _ _ _ _ _

6 t _ _ _ g _ _ _

7 b _ _ s _ _ _ _

8 t _ _ _ b _ _

9 g _ _ _ _ _

10 m _ _ _



Student A

B Read the sentences to your partner. Can your partner guess the word?

- 1 You buy bus tickets here. _____
- 2 You use these to find a place. _____
- 3 You can fly to other countries on this. _____
- 4 You put this bag on your back. _____
- 5 You show your ticket in this part of the airport. _____

C Talk about things you do before a vacation, when you're traveling, and when you arrive.

Before a vacation, I buy a guidebook.

Student B

B Read the sentences to your partner. Can your partner guess the word?

- 1 You travel on this when you want to see a new city. _____
- 2 This person tells you about a place. _____
- 3 You read these when you go to a new place. _____
- 4 You put your clothes in this to take them on vacation. _____
- 5 These are people on vacation. _____

C Talk about things you do before a vacation, when you're traveling, and when you arrive.

Before a vacation, I buy a guidebook.

8.2 VOCABULARY

USING TRANSPORTATION

A Complete the sentences with the words from the box.

catch change drop off get into get off
get on get out of miss pick up take

- 1 When the trains aren't running, I _____ the bus to work.
- 2 I need to _____ my mom _____ from work.
- 3 We _____ the bus at the end of our street.
- 4 I don't want to be late and _____ the bus.
- 5 Wow! What a beautiful place. Can we _____ the car and take a photo?
- 6 I saw him _____ his car and drive away.
- 7 This is my stop! I need to _____ the subway.
- 8 We are going to _____ Claire _____ outside the mall.
- 9 I sometimes _____ a taxi to town.
- 10 I usually _____ trains in Boston to get to New York.

B Find the mistake in the sentences and write the correct sentence. Not all sentences are wrong.

- 1 I have to go to the restaurant to pick on my brother.

- 2 I want to get up early so I won't catch the bus.

- 3 The subway didn't stop, so I didn't miss off.

- 4 I get off the bus when it arrives in New York.

- 5 I don't want to go by bus. Let's change a taxi.

- 6 I want to get into the car so I can walk in the city.

- 7 I have to drop Louisa off at her house.

- 8 I miss the bus to work every day.

- 9 I can't find my keys. How can I get on my car?

- 10 I don't take a train to work. It's not far, so I walk.



C How did you get to class today? Describe your trip.

I usually take the bus, but today I missed it. Luckily, my friend picked me up.

9.1 VOCABULARY

NAMING ACCESSORIES

A Work in pairs. Label the picture with the words in the box.

- | | | | | |
|-------|----------|----------|------------|----------|
| belt | bracelet | earrings | gloves | necklace |
| scarf | sneakers | socks | sunglasses | tie |



B Make sentences with the words in the boxes to describe accessories to a partner. How many words can your partner guess in one minute?

You wear them on your face when it's sunny.

Sunglasses!

| | | |
|----------------------------|--------------|------------------|
| You wear it/them on | your hand(s) | when it's sunny |
| It's a type of jewelry for | your feet | when it's cold |
| | your face | at casual events |
| | your ears | at formal events |
| | your neck | anytime |

C Finish these sentences with words from exercise A. Then tell your group.

I always wear _____.

I never wear _____.

I sometimes wear _____.

9.2 VOCABULARY

DESCRIBING APPEARANCE

A Look at the pictures and choose the correct word or phrase to complete the descriptions.

bald beard curly gray hair dark straight hair light hair mustache pierced ear

- 1 Dimitri has a _____ and _____.
- 2 Zeta has _____ and a _____.
- 3 Catherine has _____.
- 4 Leon is _____ and has a _____.



B Turn over the paper. How much can you remember about the picture?

C Complete the sentences with the words and phrases from exercise A.

- 1 My mom doesn't have light curly hair. She has _____.
- 2 My brother and I look really different. He has dark hair, and I have _____.
- 3 My grandmother's hair is not straight or dark. She has _____.
- 4 My dad has short hair and a _____ on his face.
- 5 My brother has a _____, but he never wears an earring.
- 6 My boyfriend doesn't have a beard, but he has a _____.
- 7 When my grandfather was younger, he had long hair, but now he's _____.

D Work in pairs. Take turns to describe friends or family. Use the words and phrases from exercise A and any others you know.

10.1 VOCABULARY

DESCRIBING JOBS

A Match the job words in the box to the pictures.

- | | | | |
|----------------|-----------------|--------------------|--------------------|
| accountant | architect | call center worker | dentist |
| engineer | IT specialist | lawyer | mechanic |
| nurse | paramedic | photographer | physical therapist |
| police officer | project manager | receptionist | |



B Complete the chart with jobs from exercise A.

| Difficult | Easy | Fun | Interesting |
|-----------|------|-----|-------------|
| | | | |

C Tell your group which jobs you think are difficult, easy, fun, or interesting. Explain why.

10.2 VOCABULARY

DESCRIBING HEALTH PROBLEMS

A Work in pairs. Change the order of the letters to make the phrases.

1 ruht uroy cabk

2 tuc yrou ifnerg

3 tcu sufyoler gishanv

4 rakeb yuro gel

5 tistw royu klane

6 evah a daheceha

7 vahe a ooceththa

8 evah a satomcahehc

9 thacc a dolc

10 accth het luf

11 aveh a verfe

12 aevh a reso tothra

13 nabg oyur deha



B Put the health phrases in the correct column in the chart.

| Head and neck | Stomach, chest, and back | Arms and legs | Everywhere |
|---------------|--------------------------|---------------|------------|
| | | | |

C What should you do if you have these problems?

If you hurt your back, you should go to a physical therapist.

11.1 VOCABULARY

USING VERB–NOUN INTERNET PHRASES

A Match the verbs in the box with the nouns.

| | | | | |
|------|-------|---------|-------|-------|
| add | build | change | check | click |
| join | make | message | open | swipe |

- 1 _____ your messages
- 2 _____ a video
- 3 _____ an account
- 4 _____ someone
- 5 _____ left/right
- 6 _____ on a link
- 7 _____ a website / an app
- 8 _____ someone as a friend
- 9 _____ your password
- 10 _____ a group



B Complete the questions with the correct form of the phrases from A.

- 1 Have you c _____ y _____ p _____ more than once in a week? Why?
- 2 Have you m _____ a v _____ on your computer?
- 3 Do you have to s _____ l _____ or r _____ when you answer your phone?
- 4 Have you c _____ y _____ m _____ today?
- 5 Have you ever c _____ on a l _____ that wasn't safe? What happened?
- 6 Have you j _____ a g _____ on social media? What was it?
- 7 How often do you m _____ s _____ you're good friends with?
- 8 Have you b _____ a w _____ or an a _____ ?
- 9 Have you a _____ s _____ as a f _____ on social media when don't know them?
- 10 How many social media sites have you o _____ an a _____ on? Which ones?

C Ask your classmates the questions in exercise B.

11.2 VOCABULARY

USING SOCIAL MEDIA VERBS

A Find and circle the ten social media verbs.



----- ✂

Student A

B Read your sentences to Student B. Ask him or her to choose the correct verb to complete the sentence. Then listen to Student B and choose the correct verb.

- 1 My boss asked me to *search for* / *follow* information for a new project.
- 2 I don't want this person to contact me. I'm going to *share* / *block* him.
- 3 Everyone is saying how funny that video is. I think it will *go viral* / *download*.
- 4 I really want that job. I'm going to *like* / *upload* my résumé to their website.
- 5 I love this band's music. I *login* / *follow* them on Facebook.

C Write three questions for your partner. Use the social media verbs from exercise A.

----- ✂

Student B

B Listen to Student A. Choose the correct verb to complete the sentence. Then read your sentences to Student A and ask him or her to choose the correct verb.

- 6 I always *share* / *bookmark* websites I like so I can visit them another time.
- 7 I always pay to *search for* / *download* new movies online.
- 8 I can't *log in* / *like* to my email account. It's not working!
- 9 I love that photo my sister sent me. I'm going to click on *like* / *block*.
- 10 When I see something interesting online, I *share* / *search for* it with my friends.















C Write three questions for your partner. Use the social media verbs from exercise A.

12.1 VOCABULARY

DESCRIBING WEATHER

A Fill in the blanks with the weather words in the box.

blizzard boiling cloudy drought flood foggy humid
hurricane rainy snowstorm snowy sunny thunder and lightning windy

| | | | |
|--|--|---|--|
| 1  f_____d | 5  d_____t | 9  s_____y | 13  s_____y |
| 2  h_____e | 6  w_____y | 10  t_____r and l_____g | 14  c_____y |
| 3  b_____d | 7  r_____y | 11  h_____d | |
| 4  b_____g | 8  f_____y | 12  s_____m | |

B What is the weather like in these cities today? What will it be like tomorrow? Write a word from exercise A in each box. Then write a short weather forecast for each city.

| TORONTO | |
|---------|----------|
| TODAY | TOMORROW |
| | |

Today

Tomorrow

| MELBOURNE | |
|-----------|----------|
| TODAY | TOMORROW |
| | |

Today

Tomorrow

! Remember the difference between nouns and adjectives in a sentence:
It'll be cloudy in Toronto tomorrow.
There will be thunder and lightning in Melbourne tomorrow.

C Compare your weather forecasts with a partner. Are they the same?

12.2 VOCABULARY

DESCRIBING LANDSCAPES AND CITYSCAPES

A Look at the pictures and write the missing words in the descriptions.

cave cliff coast fountain glacier rainforest rocks
skyscraper stadium statue stream tower valley waterfall

"I'm in a ¹ _____ in the middle of the ² _____.
It's beautiful! There's a ³ _____ on my right,
and some ⁴ _____ and a ⁵ _____ in front of me."



"I'm on a mountain, looking down on the city in the ⁶ _____. I can
see a lot of ⁷ _____, and the ⁸ _____ where my team
plays. On my right, there's a very tall ⁹ _____."



Student A

B Look at the picture. Imagine you're in this place. Describe your picture to a partner using the words from the box in exercise A. Your partner has to draw the picture.

I can see a ...

On my left/right, there's ...

There's a ... in front of me.



Student B

B Look at the picture. Imagine you're in this place. Describe your picture to a partner using the words from the box in exercise A. Your partner has to draw the picture.

I can see a ...

On my left/right, there's ...

There's a ... in front of me.



Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 FIND THE CONNECTIONS

page T-245

Group activity

Unit 1 vocabulary: Describing people you know

Unit 1 grammar: *Be*; Possessive adjectives; Possession

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four Ss. Cut the worksheets into four so each S gets a role.
- **Introduce** Ask Ss to tell you three of the most important facts about their lives (e.g., family, job, studies, interests, and friends). Ask them about the different ways they are connected.
- Divide the class into groups of four. Explain that each of them will have a role card that they will need to memorize.
- **Do the task** Tell Ss to read their role card and put the names and connections they find into the chart. Explain that they will not find all the information on their card.
- Give Ss five minutes to memorize the information from their role card. Remind them that they need to change the sentences from second person (you) to first person (I).
- Ss introduce themselves to others in the group to find out how they are connected. Ss should say, for example: *Hi, I'm Amanda. I'm a student at the American English School.*
- When all Ss have filled in their charts, ask groups about the connections between the people. Ss should make full sentences with possessive 's. For example: *Laura is Amanda's classmate.*

Answers

1 Laura 2 boyfriend 3 Daniel 4 Amanda
5 roommate 6 Laura 7 Pedro 8 neighbor
9 Amanda 10 Pedro 11 classmate 12 Daniel

- **Review** Ask *Who is Alberto?* Give Ss two minutes to find Alberto's connection to all four people.
- On the board, write *Alberto is ...*. Ask volunteers to complete the sentence with the connections.

Answers

Alberto is ... Amanda's cousin / ... Pedro's close friend / ...
Daniel's boss / ... Laura's boyfriend

UNIT 2 ARE YOU A GOOD STUDENT?

page T-246

Pair/group work

Unit 2 vocabulary: Expressions with *do*, *have*, and *make*;
Naming work and study items

Unit 2 grammar: Simple present for habits and routines

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** On the board, write *A good student always brings his/her textbook to class.* Ask Ss if they think this is true. Write *A good roommate ...* on the board, and elicit ways to finish the sentence.
- **Do the task** Ss work with a partner to complete the title of their questionnaire. Suggest ideas if necessary (e.g., coworker, roommate, or classmate).
- Give Ss ten minutes to complete the questionnaires. Circulate and help with question construction.
- Pairs work with another pair and take turns asking their questions. They should make notes.
- **Review** Pairs present their findings to the class, saying whether the Ss they questioned are good roommates/ students/coworkers. They should give reasons. For example: *Luca is a good roommate because he does the dishes every day.*

UNIT 3 WHAT'S SHE DOING TODAY?

page T-247

Whole-class activity

Unit 3 vocabulary: Sports; Exercising

Unit 3 grammar: Simple present and present continuous

35 minutes

- **Prepare** Make one copy of the worksheet per 12 students. Cut the worksheet into 12 strips to give each student a pair of sentences. For larger classes, give a strip to a pair of students. For smaller classes, give students two strips.
- **Introduce** On the board, write *I usually watch soccer, but today I'm watching _____ . My brother usually plays _____ , but today he's playing tennis.* Elicit the questions Ss need to ask to find the missing information (What are you watching today? What does your brother usually play?).
- **Do the task** Rearrange the classroom if necessary so that Ss can move around freely.
- Give each S a pair of sentences, and give them two minutes to prepare their questions.

- Ss circulate and ask their two questions until they find the missing information. Monitor and make sure Ss are using the correct tenses for their questions.
- **Review** Ask a S *Where is Joe going today?* The S who answers the question should ask the next question (What does Roberta usually watch?).

UNIT 4 WHAT ARE YOU DOING ON THE WEEKEND?

page T-248

Pair work

Unit 4 vocabulary: Describing pop culture

Unit 4 grammar: Present continuous for future plans

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** On the board, write *Your neighbor invited you to the movies with him/her, but you don't want to go. What do you say?* Give Ss time to discuss their ideas in small groups, and write their answers on the board.
- **Do the task** Put Ss into pairs. Give them five minutes to prepare their roles for conversation A and make notes.
- Ss role-play their conversations. Circulate and help with any language questions.
- Ask Ss about the outcome of their conversations. Are they going to the festival? Why or why not? What's happening at the festival?
- Ss prepare and role play conversation B.
- **Review** When Ss have finished their conversation, ask the class about the party they talked about. Who's going? What's happening? Ask volunteers to perform their favorite lines from the conversation.

UNIT 5 REALLY?

page T-249

Group work

Unit 5 vocabulary: Describing opinions and feelings;
Describing life events

Unit 5 grammar: Simple past; Simple past negative and questions

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four students. Cut the worksheet into 24 cards.
- **Introduce** On the board, write *I went out with friends last weekend.* Tell Ss that they should ask you questions to find out if this information about you is true. Elicit the type of questions they should ask. For example: *Where did you go? How many friends did you go with? What did you do?* When you have answered the questions, ask Ss if they think you're telling the truth.

- **Do the task** Put Ss into groups of four. To make the game more challenging, Ss should work with others who they don't usually speak to.
- Ss take turns to pick a card and say their sentence. Others in their group ask questions to find out if they're telling the truth. Remind Ss that they can lie when they answer the questions.
- If a S convinces the group that he/she is telling the truth, that S can keep the card. If the S is telling the truth and the group thinks he/she is lying, the S can keep the card. The S with the most cards at the end is the winner.
- **Review** Ask Ss three interesting things they learned about each person in their group.

UNIT 6 WHAT'S WRONG WITH OUR STORE

page T-250

Whole-class activity

Unit 6 vocabulary: Using money; Shopping

Unit 6 grammar: *Be going to*; Determiners

40 minutes

- **Prepare** Make one copy of the worksheet for each group of three or four students.
- **Introduce** Ask Ss which department stores they go to. What do they like about them, and what do they dislike? Ss look at the pictures and match them to the complaints in the memo. Help with any new vocabulary items, such as *complaint, fitting room, or bonus.* Ask *Imagine you are the store manager. How are you going to fix these problems?*
- **Do the task** Ss work with their group to discuss the changes they are going to make now and those they are going to make later. Circulate and answer any language questions.
- **Review** Ask each group to say what they are going to do. Take a vote on which group has the best plan. This group will get a bonus.

UNIT 7 HEALTHY EATING

page T-251

Pair work / Whole-class activity

Unit 7 vocabulary: Naming food; Describing food

Unit 7 grammar: Quantifiers; Verb patterns

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** Review the idea of a questionnaire. Ask Ss if they have recently completed a questionnaire and what it was about. Ask a couple of questions about food preferences/habits to get Ss thinking about the topic. For example: *What is your favorite food/dish? How often do you have it? Is there a food you can't stand eating? Why?*

- **Do the task** Ss work in pairs to create ten questions. Circulate and answer any language questions.
- Pairs walk around the class and ask other pairs their questions. One S should ask the questions while his/her partner takes notes.
- **Review** Ask pairs what they learned about their classmates' eating habits. Make sure Ss are correctly using the verb patterns from 7.2.

UNIT 8 TIPS FOR TRAVELERS

page T-252

Pair work / Whole-class activity

Unit 8 vocabulary: Traveling; Using transportation

Unit 8 grammar: *If and when*

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce A** Ss look at the pictures and discuss the questions with a partner.
- Discuss ideas and opinions with the whole class.
- **Do the task B** Model an example exchange with a S. Ask *When you take an airplane, do you take off your shoes and socks?*
- Ss work in pairs to ask and answer the questions. Circulate and make sure Ss are using *if/when* clauses.
- **Review** Pairs perform their favorite exchange for the class.
- **C** Discuss with the class to decide on the "Top five terrible travel habits."

UNIT 9 THE BEST MOVIE THIS YEAR

page T-253

Group work

Unit 9 vocabulary: Naming accessories

Unit 9 grammar: Comparative adjectives; Superlative adjectives

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *The most beautiful place in my city is ...* Ask Ss to come to the board and finish the sentence. Ask questions, such as *Why do you like it? How often do you go there?*
- **Do the task** Give Ss five minutes to finish the sentences with their own ideas.
- Ss work in groups of three or four to discuss their answers. Encourage them to ask each other questions and keep the conversation going.
- Circulate and help with any language questions.
- **Review** Ask groups about the three most interesting conversations they had.

UNIT 10 DON'T WORRY!

page T-254

Pair work

Unit 10 vocabulary: Describing jobs; Describing health problems

Unit 10 grammar: Making predictions

- **Prepare** Make one copy of the worksheet for each pair. Cut in half.
- **Introduce** Ss read through their roles in conversation A. Elicit ideas on how Ss can start the conversation, for example *Are you ready for your first day of work?*
- **Do the task** Ss work with their partners to prepare both conversations. Remind them to use the questions as ideas but not to use them in the conversation. Ss can refer to the conversation in lesson 10.2 (Student's Book page 100). They should make notes, not write a full conversation.
- Ss practice their conversations with their partners before choosing one to perform for the class.
- **Review** While pairs are performing their conversations, other pairs should make a note of what the speakers are worried about. Make a list of the most interesting / funniest / most serious worries.

UNIT 11 SOCIAL MEDIA QUESTIONS

page T-255

Pair work / Whole-class activity

Unit 11 vocabulary: Using verb–noun internet phrases; Using social media verbs

Unit 11 grammar: Present perfect for experience

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** Introduce the idea of an infographic by showing the class the infographic from lesson 11.4 (page 114). Tell Ss that they're going to make their own. Ask them *How will you get the information you need? (Ask questions.) How many people should you ask? (everyone in the class / as many as possible)*
- **Do the task** Ss work in pairs to write six questions. Circulate and help with language questions.
- Pairs go around the class and ask as many people as possible their six questions. They should make a note of all answers.
- Pairs use the information they have collected to create their infographic.
- **Review** Ss present their infographics to the class. Were there any surprising figures?

UNIT 12 A VACATION TO REMEMBER

page T-256

Pair work / Whole-class activity

Unit 12 vocabulary: Describing weather; Describing landscapes and cityscapes

Unit 12 grammar: Questions with *be like*; Relative pronouns: *who, which, that*

50 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** **A** Ss look at the pictures and discuss the questions.
- Discuss ideas as a class. Elicit vocabulary about different weather and vacation activities.
- **Do the task** **B** Ss prepare questions to ask their partners. They should also think of how to answer the questions. Tell Ss that it doesn't have to be a real vacation. They can be imaginative.
- Ss ask their partners about their vacations and make notes about their answers.
- Ss prepare to tell the class about their partners' vacations.
- **Review** Ss present their partners' vacation stories to the class. Take a vote on the best/worst vacation.

UNIT 1 SPEAKING

FIND THE CONNECTIONS

You are Amanda. Read and remember the sentences. Then introduce yourself to your group. What are your connections?

You're a student at the American English School.

Your mom's a teacher.

You're a server at your cousin Alberto's café.

| | | | |
|-------------------|-----------|-------|----------|
| Name | 1 | Pedro | 3 |
| Connection | classmate | 2 | coworker |



You are Pedro. Read and remember the sentences. Then introduce yourself to your group. What are your connections?

Your girlfriend's name is Amanda.

Amanda's cousin is your close friend. He has a café.

You have three brothers.

| | | | |
|-------------------|------------|--------|----------|
| Name | 4 | Daniel | 6 |
| Connection | girlfriend | 5 | neighbor |



You are Daniel. Read and remember the sentences. Then introduce yourself to your group. What are your connections?

You have 500 friends on Facebook.

You live with Pedro.

You're a server in Alberto's café. He's your neighbor's boyfriend.

| | | | |
|-------------------|----------|-------|----------|
| Name | 7 | Laura | 9 |
| Connection | roommate | 8 | coworker |



You are Laura. Read and remember the sentences. Then introduce yourself to your group. What are your connections?

You're a student at the American English School.

You're from Peru.

Your apartment is next to Daniel's. His roommate is your brother.

| | | | |
|-------------------|---------|--------|----------|
| Name | 10 | Amanda | 12 |
| Connection | brother | 11 | neighbor |



UNIT 2 SPEAKING

ARE YOU A GOOD STUDENT?

always bring your textbook to class
have free time every day
listen to music with headphones
read a lot

do the dishes
have parties
make notes in class
save all your documents in files

do the laundry
have snacks in class
make plans

Decide how to finish the title. Then write a questionnaire. You can use the phrases in the box above or your own ideas.

Are you a good _____ ?

| | | |
|-----------|-------|---|
| 1 | ..... | ? |
| 2 | ..... | ? |
| 3 | ..... | ? |
| 4 | ..... | ? |
| 5 | ..... | ? |
| 6 | ..... | ? |
| 7 | ..... | ? |
| 8 | ..... | ? |
| 9 | ..... | ? |
| 10 | ..... | ? |

Ask another pair your questions.

Are you a good student?

Yes!

Do you always bring your textbook to class?

No. Sometimes I forget.

UNIT 3 SPEAKING

WHAT'S SHE DOING TODAY?

Joe usually goes to the gym, but today he's going to the _____ .

Roberta usually watches _____ , but today she is watching soccer.

James usually lifts weights, but today he's _____ .

Sally usually plays _____ , but today she's playing tennis.

Pedro usually _____ after exercising, but today he is lying down.

Laura usually goes running after school, but today she's _____ .

Dean usually goes _____ on Sundays, but today he's going to a hockey game.

Tina usually works out every morning, but today she _____ .

Hector usually watches _____ , but today he's watching football.

Louisa usually does yoga, but today she's _____ .

Carl usually goes to the _____ , but today he's going to the park.

Marta usually plays baseball, but today she's _____ .

Marta usually _____ , but today she's exercising at the gym.

Carl usually goes to the pool, but today he's _____ .

Joe usually goes to the _____ , but today he's going to the swimming pool.

Sally usually plays soccer, but today she's _____ .

Hector usually watches boxing, but today he's watching _____ .

Laura usually _____ after school, but today she's climbing at the gym.

James usually _____ , but today he's running in the park.

Dean usually goes to a soccer game on Sundays, but today he's _____ .

Pedro usually stretches after exercising, but today he is _____ .

Tina usually _____ every morning, but today she is swimming.

Louisa usually does _____ , but today she's doing a dance class.

Roberta usually watches basketball, but today she is watching _____ .

UNIT 4 SPEAKING

WHAT ARE YOU DOING ON THE WEEKEND?



Student A

A Your favorite band is playing at a festival this weekend. You know your friend hates the band, but you want him/her to come with you. Invite your friend to the festival. Use these questions to help you.

- What is your friend doing on the weekend?
 - Can your friend change his/her plans?
 - What other things are happening at the festival? Maybe your friend likes food or another band.
 - Are other friends coming with you?
- Hey! What are you doing this weekend?



B Your coworker is having a birthday party next weekend. You don't really like him/her, so you don't want to go. Tell him/her you have other plans.

- What are you doing next weekend?
- Why can't you change your plans?



Student B

A Your friend's favorite band is playing at a festival this weekend. You hate the band, and you don't want to go to the festival with him/her. Tell him/her you have other plans.

- What are you doing this weekend?
- Why can't you change your plans?

B You're having a birthday party next weekend. You want your coworker to come, but you don't think he/she wants to come. Invite your coworker to your party. Use these questions to help you.

- What is your coworker doing next weekend?
- Can your coworker change his/her plans?
- What is happening at your party? Maybe a famous actor or musician is coming.
- Are your other coworkers coming to your party?

Hey! What are you doing this weekend?



UNIT 5 SPEAKING

REALLY?

| | | |
|--|---|---|
| buy a new car last week | meet my best friend in high school | start school at the age of four |
| get a new job last year | learn to drive when I was 18 | buy a house/apartment six months ago |
| go shopping (for clothes) yesterday | play soccer last weekend | go to a festival last month |
| play a video game yesterday | buy a new computer last week | be born in the United States |
| start high school when I was 14 | visit another country last summer | go out with friends last weekend |
| join a yoga/exercise class last month | go to a movie yesterday | do my homework last night |
| be very angry yesterday | live in another country when I was a child | play loud music this morning |
| cook a meal yesterday | have a party last week | play tennis last weekend |

UNIT 6 SPEAKING

WHAT'S WRONG WITH OUR STORE?

You are managers of a large department store. Your boss sent you this memo. Discuss the changes you are going to make.

MEMO

To: Store managers

From: The boss

Subject: Customer complaints

We received these complaints from our customers. We need to make some changes for our customers.

Please decide how to fix these problems and send your ideas to me by the end of the month. We can make three changes now and three changes in the future. The team with the best solutions will get a bonus.

“The price tags are hard to read.”

“I can never find a salesperson when I want to ask a question.”

“There aren't enough clothes in large sizes.”

“The checkout is very slow.”

“I bought some shoes, and they broke after one week!”

“The fitting rooms are not clean, and they are very small.”

“There are sale signs everywhere. It's hard to know what's on sale.”

“I always get lost in your store. I can't find the departments I'm looking for!”

“The salespeople aren't very friendly or polite.”



UNIT 7 SPEAKING


HEALTHY EATING

Write ten questions to ask your classmates. Use the ideas in the box below or your own ideas.

Do you like to eat fast food?

- cook your own meals
- eat a lot of fried food
- eat in restaurants
- enjoy eating vegetables/salad
- have snacks between meals
- like to eat fast food
- prefer grilled/roasted/boiled food
- always eat dessert
- drink too much coffee/tea/soda
- eat a vegetarian/vegan diet
- have any food allergies
- have a food you really dislike
- like eating spicy food
- prefer to buy healthy foods

Food questionnaire



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



UNIT 8 SPEAKING

TIPS FOR TRAVELERS

A Look at the pictures. What are the people doing / have they done? Do you do these things when you travel? How do you feel when other people do these things? Why?



B You are the host and guests on a radio show called "Tips for Travelers." Today's topic is "How to be a good traveler." Use the words below to ask and answer questions as in the example. You can add ideas from your own experience.

When you take a bus, do you put your backpack on the seat next to you?

No, I don't.

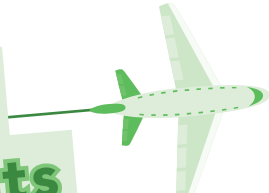
Why not?

If you put your backpack on the seat next to you, other people can't sit down. It's rude!

be on a tour / return late to the tour bus
check into a hotel / shout at the desk clerk
get off a bus / stop right in front of the exit
line up to buy a ticket / move ahead in the line
ride a bus / listen to music without headphones
spend time in nature / leave your trash behind
take an airplane/bus/train / eat smelly food
take an airplane / take off your shoes and socks
take a bus / talk loudly on your cell phone
take a train / leave your suitcase in the aisle

C Compare your discussions with the class. List the "Top five terrible travel habits."

Top five
**terrible
travel habits**



UNIT 9 SPEAKING

THE BEST MOVIE THIS YEAR

Finish the sentences with your own ideas. Then tell your group. Give reasons for your answers.

The most beautiful place in my city is the park. I love going there in the summer. There are a lot of beautiful flowers and trees.

- The most beautiful place in my city is _____.
- The best movie this year is _____.
- The most fashionable piece of clothing I have is _____.
- Life in my city is more interesting than life in _____.
- The most expensive thing I own is _____.
- The oldest person in my family is _____.
- My most comfortable sneakers are _____.
- The worst present ever is _____.
- The food in my country is more delicious than the food in _____.
- Playing soccer is more exciting than _____.
- Living in a big city is more interesting than living _____.
- Taking public transportation is better than _____.



UNIT 10 SPEAKING

DON'T WORRY!



Student A

A Your son/daughter/friend is starting a new job today. You want to make sure he/she will be OK. Ask questions and give him/her some advice. Use these questions to help you prepare.

- 1 What is the job?
- 2 What dangers/problems will he/she face?
- 3 What accidents might happen?
- 4 What will he/she do after work?
- 5 What advice can you give?

B You are going on a trip alone. Your friend is worried about what will happen during your trip. Answer his/her questions and try to make him/her feel better.



Student B

A Your mother/father/friend is worried about your first day at work. You have to tell him/her that everything will be fine. Answer his/her questions and try to make him/her feel better.

B Your friend is going on a trip alone. You want to make sure he/she will be OK. Ask questions and give him/her some advice. Use these questions to help you prepare.

- 1 Where is he/she going?
- 2 How is he/she traveling?
- 3 What will he/she take with him/her?
- 4 When will he/she come back?
- 5 What advice can you give?



UNIT 11 SPEAKING

SOCIAL MEDIA QUESTIONS

Write five questions to ask your classmates. Use the ideas below. Then use your classmates' answers to create an infographic.

- 1 first social media account
- 2 how often you post comments
- 3 how often you message your friends
- 4 prefer to take selfies alone / with friends / family / famous people
- 5 most interesting place you have taken a selfie

When did you open your first social media account?

When I was 14 years old.

SOCIAL MEDIA IN OUR CLASS

1 FIRST ACCOUNT AT AGE ...

| % | AGE |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

3 HOW OFTEN WE MESSAGE FRIENDS

| % | HOW OFTEN |
|-------|---------------------------------|
| _____ | once a day |
| _____ | twice a day |
| _____ | three times a day |
| _____ | _____ times a day / hour / week |
| _____ | _____ |

4 WE LIKE TO TAKE SELFIES ...

- alone
- with friends
- with family
- with famous people
- _____

2 HOW OFTEN WE POST COMMENTS

- every week
- every day
- every evening
- every _____
- _____

5 TOP 5 PLACES FOR SELFIES

| % | PLACE |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

UNIT 12 SPEAKING

A VACATION TO REMEMBER

A Look at the pictures. Do you think the people are enjoying their vacations? Why or why not?



B You work for a magazine, and you are talking to people about their most memorable vacations for an article. Work in pairs. Ask and answer questions about your partner's worst or best vacation. Use the ideas below or your own ideas.

- where
- when
- who with
- why
- what the place was like
- what the weather was like
- best/worst places, things, or activities
- a meal that you really enjoyed / didn't enjoy
- a day or event that you'll always remember