

# Communicate 1

## Teacher's Guide

### Introduction

Traditionally, the emphasis in language teaching has been on presenting targets clearly at the beginning of a lesson. In *Communicate*, it is the students who work out the rules and sense the patterns for themselves.

A *Communicate* unit is a series of puzzles, and the language targets of each unit are the keys that solve these puzzles. It is the students' interest in finding solutions that motivates them to search for the language targets.

Another traditional tendency has been for teachers to use fun activities for a change of feeling or on special occasions, but not in "real" lessons. Fun activities have been gaining more respect, but there is still a tendency for them to be used for practicing language that has previously been introduced by more conventional methods.

In *Communicate*, the aim is for the students to be fully involved and having a lot of fun at every stage of a lesson, and particularly when new language targets are introduced. If students encounter new targets in motivating, student-centered activities, they are much more likely to produce this language spontaneously in the activities that follow and in real-life situations.

The primary aim of *Communicate* is to motivate the students to feel personally involved in the learning of the basic structures, functions, and themes they need to communicate effectively. All new language is presented in a clear and achievable sequence, but in contrast with conventional courses, the students feel they are learning what **they** want and need to express themselves, not simply what the teacher wants to teach. The students can also relax, have fun, and sense and feel English, rather than just understand it rationally.

One of the most fundamental problems we face as English teachers is that so many English language students fail to learn to communicate. *Communicate* is a course that attempts to address this problem head on.

Having said this, there is no "right" way to use *Communicate*. Every teacher has a different style and every learning situation has its own unique requirements. The following way of teaching each section of a unit provides suggestions for teachers using the course for the first time. The aim is not to be prescriptive, but to suggest methods that can be successfully adapted to individual teaching styles and students' needs.

### Warm-Up Activities

We put the students in situations where they either need the target words and structures in order to express themselves, or they need to guess what these words and structures mean. They should either be thinking *How on earth do I say **that** in English?!* or *What on earth does **that** mean?!* where the answers to these questions are today's language target.

The idea is to start with mystery, not clarity. The more involved the students feel in solving the puzzles we put in front of them, the more deeply they will learn. We never need to "teach," explain, or expect the

students to completely understand in the early stages of a unit.

To do this effectively, it is important to select an appropriate Warm-Up activity. When making this selection, one key question to ask ourselves is: *Will this activity help the students feel they are learning what they want to learn, or will they simply feel they are learning what we want to teach?*

The ten types of activities outlined below are not comprehensive, but they should provide a quick

reference and help you design your own alternative warm-up activities if you think the ones suggested in the Student Book are not appropriate for your class.

### Focused approach

Ask leading questions.

e.g. Target: **Have to**

T: *What time do you usually get up on Sunday?*

S: *Nine o'clock.*

T: *What time do you usually get up on Tuesday?*

S: *Six thirty.*

T: *Six thirty. Why not nine o'clock?*

S: *I . . . . (searching for how to say I have to go to school/work)*

If one student answers using “*have to*,” the others can try and guess what “*have to*” means from this student’s answer. If not, help one of the students use the pattern when he/she is trying to express himself/herself. The students then ask each other similar questions, either in pairs or around the class.

### Disguised approach

Lead a simple, casual conversation toward a situation in which the students need the target language to express themselves.

e.g. Target: **Have to**

Begin by talking about how nice the weather is, and suggest doing things that some students probably can’t do because of other plans.

Say things like:

*Let’s go to the beach tomorrow morning.*

or: *Let’s go to a movie on Wednesday morning.*

The aim is to generate feelings like “*I’m sorry, I have to go to school.*” If none of the students use “*have to*,” help one of them use this pattern when he/she is trying to express himself/herself. The students then make and accept/refuse similar suggestions, either in pairs or around the class.

### Questioning

Ask the students questions that include the new language.

e.g. Target: **Have to**

T: *What do you have to do in the morning?*

S1: *Huh?*

T: *What do you have to do every day?*

S2: *I . . . .*

If none of the students guess how to answer, encourage them to ask you the questions and guess what “*have to*” means from your answers. The students then ask and answer similar questions, in pairs or around the class.

### Using the target in context

Make statements that include the target language, and encourage the students to guess what you mean.

e.g. Target: **Have to**

T: *Oh no! I have to teach you again!*

*I have to get up at six o'clock in the morning!*

*I have to come to school!*

*I want to have breakfast, but I have to teach you!*

Groan whenever you say “*have to*,” and use a lot of humor. The students then talk about the things they have to do every day, either in pairs, in groups, or as a class.

### Mime and pictures

The students make guesses about pictures or somebody miming.

e.g. Target: **Present continuous**

Mime some actions badly. The students try to guess what you are doing, saying things like “*Are you swimming?*” (If the students say things like “*swim*,” help them use the tense correctly.) Alternatively, half draw or gradually draw a picture of a person performing an action. The students can guess things like what a person is doing, is going to do, or did yesterday. The students then mime or draw pictures in front of the class, in groups, or in pairs.

### Quizzes

Use the target language in a quiz, and see if the students can guess how to answer the questions.

e.g. Target: **Occupations**

T: *He gets up at six-thirty every day.*

*He wears a school uniform.*

*What does he do?*

T: *She works in a hospital.*

*She helps sick people.*

*What does she do?*

If the students can’t guess, give them two or three answers to choose from. They then try to think up similar quiz questions, and do the activity as a class or in pairs.

## Word puzzles

Build up the students' curiosity with a word puzzle.

e.g. Target: **All of us, most of us, some of us, none of us**

Write the following on the board:

*noses*  
*study hard*  
*don't do homework*  
*gorillas*

See if the students can solve the puzzle. If it is too difficult, ask questions like "How many of you are gorillas?" The class may decide that none of them do their homework or that some of them are gorillas, but that just adds to the fun.

The students then make their own sentences about the class, their family, their club, etc. using the four sentences "All of us . . . / Most of us . . . / Some of us . . . / None of us . . ."

## Brainstorming

The students say whatever they like about a subject.

e.g. Target: **Past simple**

Ask questions like:

*Who was Napoleon?*  
or: *Who was George Washington?*

Help the students use the past tense to tell you what they know about these people. Encourage the students not to worry about making mistakes. Help a little less each time you introduce a new historical figure. If it's not too difficult, the students can then try the activity among themselves, either as a class, in groups, or in pairs.

## Games

All the Warm-Up activities here are games, but there are some activities that are games in the more conventional meaning of the word.

e.g. Target: **Possessives (-'s)**

Ask one or more students to leave the room. While they are outside, get some or all of the other students to place one thing of theirs in a central place. When the students come back they have to guess who each thing belongs to. The first time, pick up one of the things and gesture to various students to hint who it might belong to. When the students who left the room are trying to say things like "I think it's Mario's," help them say this.

## Translation

Some teachers may find themselves in situations where they have to teach in the students' native language. In this case, the students can be given a series of sentences to translate into English. (It is best if they write these sentences individually.) Start with an easy sentence, and end with sentences that require the target language.

e.g. Target: **Past simple**

Write or say the following sentences in the students' language. The students translate them one by one.

*I play tennis every day.*  
*I can play tennis very well.*  
*Yesterday, I played tennis for three hours.*  
(Give the students the English word *yesterday*.)

Let the students make guesses, and then give the correct answer (without saying why). Give them other similar sentences to translate. Continue until the students are beginning to recognize how the past simple is formed.

## Dialogs / Texts

The students can listen to these sections, read them, or do both.

### Listening

The students can listen to the anticipation questions on the CD, or you can ask the same or similar questions or write questions on the board. These questions are for the students to focus on while listening. After finishing the dialog/text, the students listen to the questions again and try to answer them.

After the students have listened to the dialog, they can also answer the follow-up questions on the CD, or you can ask the same or similar questions.

Both the anticipation and follow-up questions are designed to encourage the students to focus on the messages being conveyed by the dialog/text, not only on individual language points.

## Reading

The anticipation questions can also be used as pre-reading questions. The students can listen to the questions on the CD or read them from the board. They answer the questions after they finish reading.

When the students read a dialog or text, it is usually best to let them read it silently by themselves. An option is for the students to time themselves when reading, and then read again and try to improve their time.

After the silent reading, you can ask some students to take roles and act out the dialog, either reading the dialog as they do so or trying to remember it with the help of your prompts.

## Checking comprehension

One option is for the students to do the comprehension/personalization tasks in the worksheets that can be downloaded from the website. These can either be done in pairs, with the students asking and answering the questions orally before writing down the answers, or individually. It is best if the students try to do these tasks without looking at the dialogs/texts.

Alternatively, use the comprehension/personalization activities suggested in each unit of this Teacher's Guide, or use your own favorite techniques. Use a lot of humor and give the students as many chances as possible to relate their answers to their own daily lives.

There are five basic methods of checking comprehension that are used in this Teacher's Guide. These can be adapted to each teacher's style and the students' ability.

### Question – personalization

Either you or one of the students asks a comprehension question, and then immediately asks the same student and/or other students one or more personalized questions using the same pattern.

e.g.  
 T: *What does Marc do in the afternoon?*  
 S1: *He sometimes goes to the beach, and he sometimes goes to a recording studio.*  
 T: *What do you do in the afternoon?*  
 S2: *I . . . .*

The students can ask each other these questions around the class, varying the question slightly when possible (in this case, changing the time). It is often a

good idea for you and/or the students to then use the pattern to ask about other people the students are likely to be interested in (usually famous people or friends).

e.g.  
 T: *What do you think . . . does in the evening?*  
 S3: *I think he/she . . . .*

The students can also ask each other these kinds of questions around the class or in pairs or groups.

### Description - personalization

Ask the students to describe something in the dialog/text, and then ask them to describe something similar that they are familiar with in their daily lives.

e.g.  
 T: *Tell me about Marc's car.*  
 S1: *It has tinted windows, etc.*  
 T: *Do you have a car/bicycle/motorcycle?*  
 S2: *Yes, I do.*  
 T: *Tell me about it.*  
 S3: *It has . . . .*

The students can ask each other similar questions around the class or in pairs or groups. This kind of technique can be used to get the students talking about things they own, people they know, things in their neighborhood, places in their city or country, etc.

### False statements

Make false statements about the dialog/text, and encourage the students to correct you. Use as much humor as possible so as to encourage the students to react with as much feeling as possible. Ideally the students should shout out the corrections, but not all classes will feel comfortable enough to do this.

e.g.  
 T: *There are three hundred bananas.*  
 Class: *No! There are two bananas!*  
 T: *There are a lot of elephants.*  
 Class: *No! There are a lot of strawberries!*

Encourage the students to stress the words that have been corrected—these are underlined in the examples given in this Teacher's Guide. The students can also make other untrue statements for other students to correct. This can be done in pairs or as a class. Encourage them to make absurd statements and have a lot of fun.

## Negative answer patterns

Compare the following:

A

T: *What's Sachiko doing?*

S1: *She's cooking dinner.*

B

T: *Is Sachiko cooking dinner?*

S1: *Yes, she is.*

C

T: *Is Sachiko watching TV?*

S1: *No, she isn't.*

T: *What's she doing?*

S2: *She's cooking dinner.*

In A and B, the teacher is at the center of the conversation and talking as much as the students. In C, the teacher is beginning to move away from the center. This process can be taken a stage further:

D

T: *Is Sachiko watching TV?*

S1: *No, she isn't.*

*What's she doing?*

S2: *She's cooking dinner.*

T: *You.*

S2: *What are you doing?*

S3: *I'm looking out of the window.*

T: *(name of a famous person)*

S3: *What do you think . . . is doing?*

S4: *I think he/she's . . . .*

Once the students are used to this approach, they can be encouraged to ask the starting questions, and the teacher hardly needs to say anything at all.

## Drawing pictures

The students draw pictures to show that they understand a dialog/text. This technique is useful when something is being described or directions are being given.

e.g.

After the students have listened to a dialog in which Carmen has told Andy how to get to the Art Park, say:

T: *Please draw how Andy gets to the Art Park. (If necessary, mime drawing with a pencil.)*

After the students have drawn the route and described what they have drawn, you can personalize by saying:

T: *Please draw how to get to . . . (somewhere not far away).*

The students then describe this route after drawing it.

## Recalling a dialog

It is often a good idea to see if students can recall a dialog. This can be done just after the students have listened to or read a dialog, later in the same lesson or in a future lesson.

It can be particularly useful to do this in future lessons so as to ensure that students don't forget the target language of earlier units. The students are generally most willing to do this for the Follow-Up dialogs because of the humor. One technique that works well is to have a section of a lesson devoted to recalling one or two dialogs from earlier units. These can be either chosen at random, because the language is particularly useful, or because the students are attracted to the humor in the dialogs.

Techniques that can be used for recalling a dialog include:

### From prompts

Write the dialog on the board with some words missing. The students try to complete the dialog individually, or act it out in pairs or as a class. The number of words that are missing can be increased each time the dialog is reviewed.

An alternative is to provide oral rather than written prompts. This works best when the whole class is trying to recall the dialog together. (If there are two characters in the dialog, half the class can play the role of one character and the other half can play the other character.) You and/or the class can mime or make gestures to accompany the dialog, and, after a while, it may no longer be necessary to have oral prompts—the mimes/gestures will be enough.

### Personalized blanks

Write the dialog on the board with spaces for students to give their own answers to questions, make their own suggestions, etc. This technique doesn't work with all dialogs, but when it does work it can be particularly effective.

### Disappearing dialog

Write a dialog, or the framework of a dialog, on the board. The students act it out in pairs or in groups, either recalling the original dialog exactly or making personalized sentences. Get them to do this for a

number

of times, either one after the other or with breaks to

do other activities, and erase part of the dialog after each time they practice it. If possible, continue until they can do the dialog without any prompt.

## Personalization

Personalization is used extensively throughout *Communicate*, and particularly after each of the dialogs/texts.

To personalize language means to use it to refer to subjects that feel personally meaningful. For example, when practicing the pattern “. . . like/likes . . .” the students do not say “*John likes bananas*” if they have no idea who John is, and they also do not say “*I like bananas*” if they do not particularly like them. Instead they make sentences like “*I like baseball*” “*My sister likes ice cream*” or “*My dog likes me*” when they really mean these things.

Personalization is not something the students only do during the personalization sections of a lesson, though these sections clearly focus on ensuring that the students are able to connect the target language of a unit with their personal feelings, opinions, and daily lives. In *Communicate*, the students personalize language in every section of a unit.

Some teachers may be accustomed to first practicing a language target in a controlled way, then in a semi-controlled way, and finally to personalize it. The approach in *Communicate* is different. In *Communicate*, the students first personalize the language target, then personalize it again, and finally personalize it yet again.

Examples of personalization include:

### Personal sentences

The students make meaningful sentences about themselves.

e.g. *I like playing soccer.*

They are not expected to do artificial exercises such as looking at a picture of somebody playing soccer and practice saying “*I like playing soccer.*” They are only expected to say “*I like playing soccer.*” if they really do like playing soccer. If they don’t like playing soccer, they say something else.

### People and places

The students make meaningful sentences about their family, friends, neighborhood, etc.

e.g. *My brother likes swimming.*

If it is not important for a student whether his/her brother likes swimming, then to say “*My brother likes swimming*” is not really personalization.

This means that the ideas for personalizing language that are suggested in the Student Book or Teacher’s Guide are given tentatively. They will be appropriate for some classes but not for others. One of our major roles as teachers is to discover the world our students feel emotionally involved in. They can then be helped and prompted to give as many examples as possible from this world.

### Famous people

The students make meaningful sentences about famous people.

e.g. *I think (famous person) likes dogs.*

The students can be encouraged to guess or imagine what their favorite actors/sports players/musicians/cartoon characters may like/think/do on Sundays. If these famous people matter to the students, then making sentences about them *is* personalization.

### Opinions

The students give opinions about topics they are genuinely interested in.

e.g. *I think the price of food is increasing.*

If a topic matters to a student, then giving an opinion about it *is* personalization.

## Word Building

The students look at the pictures in turn and try to guess the meaning of the key words and expressions (marked in blue). They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

e.g. For the Unit 2 practice exercise:  
 What do you think is big?  
*I think elephants are big.*

What do you think is beautiful?  
*I think Switzerland is beautiful.*

What do you think is boring?  
*I think TV is boring.*

If you correct the sentences, pay particular attention to usage. If they find a word/pattern difficult, encourage them to make more sentences and learn by trial and error—there is no need to explain.

## Controlled Practice

In this section, one of the new structures is focused on and practiced through the controlled use of Picture Prompts. The students look at the pictures in turn, and ask and answer questions or make statements using the structure.

There is sometimes more than one possible answer, and even though the language practice in this section is deliberately controlled, it is important not to discourage creative answers.

The students can do this section individually or in pairs. If they practice in pairs, it is best if they make both questions and answers about each of the pictures wherever this is possible.

e.g. S1: *Where does Andy live?*

S2: *He lives in Shanghai*  
 S1: *Where's Shanghai?*  
 S2: *It's in the east of China.*

In some units, there are words for the students to choose from below the Picture Prompts. These are included if a Controlled Practice section might otherwise be too difficult. If the Picture Prompts in another unit are difficult for your students, you can provide similar help by writing words on the board.

The language targets in the Controlled Practice sections are practiced further in the practice sections that follow them. These questions can be done individually or in pairs.

## Communication Activities

The first two activities in this section can be done without special equipment. The third activity requires material that can be downloaded from the website. There are explanations of each activity at the back of the Student Book and in the Teacher's Guide to each unit.

One of the best ways to adapt *Communicate* to the needs of your students or the timing of your course is to vary the number of Communication Activities. It may not be necessary to do all three of the activities suggested. On the other hand, it may sometimes be appropriate to do activities from a previous unit.

The aim is to encourage the students to use the new words and structures in activities where they are completely relaxed and having a lot of fun. The target words and structures of the unit have been discovered in the Warm-Up activities and

dialogs/texts, focused on in the Word Building and Controlled Practice sections, and personalized extensively. The Communication Activities focus on free and spontaneous practice in fun activities. Encourage the students to relax and have fun.

### Introducing an activity

Encourage the students to relax from the moment an activity is introduced. One of the best ways to introduce a new activity is simply to get the students to look at the picture in the Student Book, and then start playing, picking up detailed rules as they go along and maybe doing the activity in a different way. If possible, try to avoid teacher-centered explanation.

### Flexibility

Many of the Communication Activities can be used to practice a wide variety of language targets. This is

particularly true of the third activity on each page, especially those that include prompt cards, since the cards can be changed as the course progresses. In fact, most games that prove a success can be modified to practice other structures introduced later in the course.

Also, games from past units can be used to review past targets. If you feel that the students need to review a past structure, instead of giving them a test or doing some conventional language practice, why not just play an appropriate game? **Words and**

## structures

During the activities, the students will sometimes come across words and structures that they do not know. It is best to avoid explaining these words and structures before the students encounter them. It is much more effective to wait until the students encounter them while doing the activity, and are interested in discovering what they mean. If necessary, you can give hints to help them work out the meaning of the words.

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## Review

It is best if the answers to the review exercises are first written individually by the students to ensure that all of them are searching for and trying to recall words and structures. The exercises can then be done orally in pairs, in groups, or as a whole class.

The review exercises cover language targets from all the units so far. These targets are deliberately mixed up together so that the students need to continually switch between the targets of one unit and the target of another unit. This helps them bring the targets together into a cohesive whole.

One of the biggest weaknesses of many courses is that students learn one target, then another target in a step-by-step way, and end up with a collection of bits of knowledge. Good communicators have a more holistic view of English and move smoothly from one language structure to another. In order to learn to communicate effectively in English, the students need constant practice in switching between language targets from different stages of a course.

There are various types of activities in these sections:

### Role Plays

The students fill in their own personalized answers in a dialog from a previous unit.

### Picture Prompts

The students make sentences using Picture Prompts from previous units.

### Mixed Questions

The answers to these questions come from the current unit and from previous units.

### Puzzle Sentences

The students need to put the words in the correct answer. The sentence patterns are from the current unit and from previous units.

### You

The students make personalized sentences using patterns from the current or previous units,

### Crosswords

The crossword reviews vocabulary from all the units so far.

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## Personal Record

As an extension, encourage the students to look back through the unit and write down any words or patterns they find difficult. You can then ask the students to input each of these words/patterns into flash/flip card software or make physical flash/flip cards—the important thing is that they can carry the cards around with them on a mobile electronic device

or as physical cards.

Encourage the students to periodically flip through these cards and try to recall the meaning and usage of the words/patterns. They can do this on the train, at home, or in any other spare moment.



# 1 It's Nice to Meet You

## Introductions

Target patterns:	I'm from . . . . It's in the west of . . . . How are you?
Communication skills:	Introductions Classroom language Explaining where places are
Language sets:	Nationalities Fine, pretty good . . . North, south . . .

### Warm Up

#### Meeting for the First Time

Greet the students naturally and ask individual students where they are from. If they cannot answer, get them to ask you “*Where are you from?*” and learn how to answer from your answer.

Then encourage the students to practice the dialog in the illustration in pairs or by moving around the class and shaking hands with other students.

### I'm Paula

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where's Sachiko from?*  
*Where's Jin-Woo from?*

#### Follow-up questions

*Is Paula from Brazil?*  
*Is Sachiko from Canada?*  
*Is Jin-Woo from Spain?*

#### Comprehension—Personalization

T: *Question . . . Marc . . . from*  
S1: *Where's Marc from?*  
S2: *He's from France.*

T: *You*  
S2: *Where are you from?*  
S3: *I'm from . . . .*

T: *Sachiko*  
S3: *Where's Sachiko from?*  
S4: *She's from Japan.*  
T: *(a famous person)*

S4: *Where's . . . from?*  
S5: *She's from (China).*

T: *Jin-Woo*  
S5: *Where's Jin-Woo from?*  
S6: *He's from Korea.*

T: *(a famous person)*  
S6: *Where's . . . from?*  
S7: *He's from (Australia).*

### Personalization

The students ask each other where people they know are from. They can ask about people around them or famous people. The activity can be done in pairs, groups, or as a whole class.

### Warm Up

#### Nationalities

Write a list of countries on the board. See if the students can tell you how we refer to the nationality of people who live in each country, and write the nationality next to each country. Help if necessary. The students can then ask each other about the nationality of famous people—help them have dialogs like “*Is . . . Canadian?*” “*Yes, I think so. / No, I think he's . . . .*”

Answers to the nationalities listed in the illustration:

The USA – American  
Canada – Canadian  
Mexico – Mexican  
Japan – Japanese  
Sweden – Swedish  
Korea – Korean  
China – Chinese  
Switzerland – Swiss  
France – French  
India – Indian  
Britain – British  
China - Chinese

### Are You French?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where's Marc from?*  
*How is he?*

### Follow-up questions

*Is Marc French?  
Where does he live?  
Where's Bordeaux?*

### Comprehension—Personalization

T: *Marc . . . French?*  
S1: *Is Marc French?*  
S2: *No, he isn't.*  
T: *You . . . Korean?*  
S2: *Are you Korean?*  
S3: *Yes, I am. / No, I'm not.*

T: *Marc . . . Paris*  
S3: *Does Marc live in Paris?*  
S4: *No, he doesn't.*

T: *Where?*  
S4: *Where does he live?*  
S5: *He lives in Bordeaux.*

T: *(a famous person) . . . (name of a city)*  
S5: *Does . . . live in . . . ?*  
S6: *No, he/she doesn't.*  
S6: *Where does he/she live?*  
S7: *He/she lives in . . . .*  
(If necessary, introduce the pattern *I think . . .*  
..)

## Personalization

In pairs or groups, the students look at maps, a globe or the Internet to find the locations of famous places. They can take turns to think of a city and ask where it is. They then search for it and describe its location.

## Word Building

### How Are They?

Say “*How are you?*” to some students, and see how many different ways the students can answer. Get them to ask you, and answer using each of the expressions in this section. Make a facial expression to go with each answer.

Open books and look at the pictures. Either in pairs or around the class, the students say “*How are you? I'm . . . .*” to each other, varying the answer and trying to make appropriate facial expressions.

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

*Not bad.  
Maybe my brother feels great.  
Maybe my dog feels terrible.*

## Controlled Practice

### Where Do They Live?

The students ask and answer “*Where does he/she live?*” about each picture.

### Answers

- She lives in Rio Grande.  
It's in the south of Brazil.*
- He lives in Shanghai.  
It's in the east of China.*
- She lives in Sapporo.  
It's in the north of Japan.*
- They live in Mexico City.  
It's in the center of Mexico.*
- She lives in Geneva.  
It's in the west of Switzerland.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

*It's in the south of Korea.  
It's in the east of the USA.  
It's in the south of Britain.*

## Warm Up

### Natural Conversation

Have a natural conversation with the students. Ask them where they are from, how they are, etc. Slip the questions “*How do you spell . . . ?*” and “*Sorry, could you repeat that, please?*” into the conversation.

The students can then ask each other personal questions and follow up each questions with “*How do you spell?*” or “*Sorry, could you repeat that please?*”

## Could You Repeat That, Please?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*Who is Atchoo?  
Where's he from?*

### Follow-up questions

*What's his name?*

Could you repeat that please?

What's your name?  
How do you spell your name?

Where's Atchoo from?  
Where are you from?

### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

Put the students in pairs. One student plays the role of an immigration officer. The other student is himself/herself or plays the role of an alien or famous person.

Let the conversation happen naturally, though, if necessary, encourage the students to use the patterns in the dialog. The students can take turns being the immigration officer.

## Communication Activities

### A. Crossword

The students take turns writing words that say something about themselves—e.g. their first name, family name, nationality, city they live in. They fit these words together to make a crossword.

They can do this activity a whole class and make the crossword on the board or they can do it individually, in pairs or in groups. An option is for them to also make clues for their crossword and get other students/groups to try and solve them.

### B. Newspaper Reporters

In pairs, the students take turns being newspaper reporters, and try to find out as much as they can about each other. They then tell the whole class what they have found out.

### C. Around the World

Download the *Around the World* board from the website, and use it to practice sentences like "She's from China," and "He lives in Rome."

How to play:

1. Place the four prompt cards in a pile and turn over the top one.

2. The students take turns to throw a dice and move their pieces around the board.
3. If a student's piece lands on a non-corner square, the student answers the question on the prompt card (e.g. *She's from Greece*) and gets the card for that country. If another student has the card, they roll the dice to decide who gets it. (If the scores are equal, the student with the card keeps it.)
4. If the student lands on the country corner squares, he/she misses a turn and the top prompt card is changed.
5. If he/she lands on START, the student can challenge for any card owned by another student (they roll the dice).
6. The first student to collect three cards of the same color (the colors are written on each card, though it is better if you or the students color them) and pass START is the winner.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

Role play

Carmen: *Hello. I'm Carmen. I'm from Mexico.*

You: *Hi! I'm 1. Adinda.*

*It's 2. nice to meet you.*

Carmen: *It's nice to meet you, too. How are you?*

You: *3. Pretty good.*

Carmen: *Are you Chinese?*

You: *4. No, I'm not.*

Carmen: *Where do you live?*

You: *5. I live in Surabaya. It's in the 6. south of Indonesia.*

Picture Prompts

1. Delhi is in the north of India.
2. Madrid is in the center of Spain.
3. Hanoi is in the north of Vietnam.
4. Perth is in the west of Australia.
5. Sicily is in the south of Italy.
6. Stockholm is in the east of Sweden.

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

## 2 I Don't Like Big Cities

### Likes and Dislikes

Target patterns: I like/don't like . . . .  
I think . . . .  
What kind of . . . ?

Communication skills: Expressing preferences  
Giving reasons  
Describing places and things

Language sets: Adjectives  
Favorite things

### Warm Up

#### Asking Follow-Up Questions

Ask the students questions from the previous unit, and slip the questions in the illustration into the conversation in a natural way.

Ask "Do you like . . . ?" questions, such as "Do you like New York?" or "Do you like (name of a sports team)?" as often as possible and encourage students to give reasons after saying "Yes" or "No."

Then encourage the students to ask each other questions like "What school do you go to?" "Where do you work?" and follow up each question with "Do you like it?"

### Do You Live in Seoul?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

Does Jin-Woo like Jeju Island?  
Does Jin-Woo like big cities?

#### Follow-up questions

Where does Jin-Woo live?  
Is Jeju Island noisy?  
Is your city noisy?

#### Comprehension—Personalization

T: Jin-Woo - Hawaii?  
S1: Does Jin-Woo live in Hawaii?  
S2: No, he doesn't?

T: Where?  
S1: Where does he live?  
S2: He lives on Jeju Island.

T: Like?  
S1: Does he like it?  
S2: Yes, he does.

T: Why?  
S1: Why?  
S2: It's very quiet.  
T: (a famous person) - live?  
S3: Where does . . . live?

If none of the students know the answer, introduce the pattern *I think . . . .*

S4: I think he lives . . . .  
T: like  
S3: Does he like it?  
S4: Yes. I think so. / No, I don't think so.  
T: Why?  
S3: Why?  
S4: It's . . . .

### Personalization

The students ask each other where people they know live and whether they like it, using the questions "Where does . . . live?" and "Does he/she like it?" They can ask about people around them or famous people. If they don't know the answer to a question, encourage them to answer "I think . . . ."

### Warm Up

#### Asking Why

Ask the students a few questions they are able to answer, and then slip "Do you like . . . or . . . ?" questions into the conversation, following up each question with "Why?"

The students then ask each other "Do you like . . . or . . . ?" questions, following up each answer with "Why?" Either they think of their own questions or you can write some prompts on the board.

e.g.  
big cities/ the countryside  
cats/dogs  
soccer/baseball  
TV/computers  
the beach/the mountains

museums/libraries  
rock music/classical music  
gorillas /snakes

## Do You Live in the Countryside?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*Where does Manuel live?*  
*Does he like it?*

### Follow-up questions

*Does Manuel like the countryside?*  
*Do you like the countryside?*  
*Why?*

### Comprehension—Personalization

T: *What does Manuel think of Mexico City?*  
S1: *He thinks it's big and noisy. (or He loves it.)*

T: *What does he think of the countryside?*  
S2: *He thinks it's boring.*

T: *What do you think of the countryside?*  
S3: *I think it's . . . .*

Ask a few other similar questions.

e.g. *What do you think of your school/job?*  
*What do you think of Tokyo/Seoul?*  
*What do you think of (a famous person)?*

## Personalization

The students ask each other “*What do you think of . . . ?*” questions, and use adjectives to answer the questions. Examples of questions include “*What do you think of your school/big cities/your teacher/your home town/(a famous place)/(a famous person) . . . ?*” If necessary, help by writing a list of topics on the board.

## Word Building

### Pairs of Adjectives

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

### Sample answers

*I think elephants are big.*  
*I think Switzerland is beautiful.*  
*I think TV is boring.*

## Controlled Practice

### More Adjectives

The students make sentences about each picture. They can either say “*It's . . . .*” or “*I think it's . . . .*” about each picture.

### Answers

- It's long. / It's short.*
- It's difficult. / It's easy.*
- It's cheap. / It's expensive.*
- He's noisy. / He's quiet.*
- He's dirty. / He's clean.*
- It's dangerous. / It's safe.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

*I think my sister is quiet.*  
*I think lions are dangerous.*  
*I think computers are expensive.*

## Warm Up

### What Kind of . . . Do You Like?

Ask the students a few questions they are able to answer, and slip “*What kind of . . . do you like?*” questions into the conversation. The students can then ask each other “*What kind of . . . do you like?*” questions.

If necessary, write prompts on the board such as sports/food/shops/computer games. The students can also ask each other follow-up questions after each answer.

## What's Your Favorite Sport?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*What's his favorite sport?*  
*Why does he like Grand prix racing?*

### Follow-up questions

*What kind of TV shows does he like?*  
*What kind of TV shows do you like?*

*What kind of movies does he like?*  
*What kind of movies do you like?*

*What's his favorite sport?*  
*What's your favorite sport?*

### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

Put the students in pairs. One student plays the role of reporter. The other student is himself/herself or plays the role of a famous person.

Let the conversation happen naturally, though, if necessary, encourage the students to use the patterns in the dialog. The students can take turns being the reporter.

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## Communication Activities

### A. Starting Letter

One student says whether he/she is thinking of a city, a mountain, etc. and says the starting letter. The other students take turns to ask *yes/no* questions to try and find out what he/she is thinking of, using the structures they have learned—e.g. *"Is it large?" "Is it in Africa?"* If the answer is *"Yes,"* the student can guess the name of the place. If the answer is *"No,"* the turn passes to the next student.

### B. Chase the Ace

Remove three aces from a deck of cards and deal out the rest. Make a list of the types of cards, and write an adjective next to each type. In turn, each student takes a card from the student on the left. Whenever somebody makes a pair, he/she places it on the table and makes a sentence with the corresponding adjective. The aim is to avoid having the ace at the end of the game.

### C. Opinion Poll

In pairs, the students ask each other the questions in the poll. They then report their answers to the class and analyze the results—they can work out what fraction or percentage of the class gave particular answers.

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## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

#### Mixed questions

1. *My name's Hiroshi.*
2. *My name's Hiroshi.*
3. *I live in Kyoto.*
4. *Yes, I do.*
5. *It's a beautiful city.*

#### Puzzle sentences

1. *Vancouver is in the west of Canada.*
2. *Pretty good, thanks.*
3. *It's nice to meet you, too.*
4. *Do you like bananas or melons?  
(or Do you like melons or bananas?)*
5. *What kind of TV shows do you like?*

#### You

1. *I'm from China.*
2. *I don't like baseball.*
3. *I think big cities are noisy.*
4. *I think elephants are cute.*
5. *My favorite color is blue.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 3 I'm at a Coffee Shop

## In, At, Near, Next To

Target patterns: The bank's next to . . . .  
Let's . . . .  
. . . in the . . . on the . . . .

Communication skills: Telephoning  
Arranging to meet  
Describing exact locations

Language sets: In, on, under . . .  
Library, gym . . .

### Warm Up Where Is It?

*Equipment: Three small containers (boxes or pencil cases—they must have lids which come off) and a small object (a ball, a coin, a toy animal—something amusing works best.)*

1. If the containers are the same color, mark them in some way. Say what each of them is (e.g. "This is a red box." etc.) Then hold up the small object and say what it is (e.g. "This is a small ball").
2. Secretly put the object under one of them and move them around so the students have to remember where the object is. The target pattern is "It's under the (red box)" or "I think it's under the (red box)."
3. Put the object in one of the three containers, and place the containers in front of you with the lids on. Move them around a little, as if you were doing a magic trick, and say "Where's the (ball)?" When the students are trying to guess. The target pattern is "It's in the (red box)" or "I think it's in the (red box)."
4. As soon as the students get the idea, they can take turns hiding the object.

### Where Are You Now?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

How is Marc?  
Where is he?

#### Follow-up questions

Does Marc feel pretty good?  
How do you feel?  
Where are you now?

#### Comprehension—Personalization

T: How's Mark?

S1: Pretty good  
How are you?

S2: Not bad.

T: Where's Mark?

S3: He's at a coffee shop near the beach.

T: Where are you?

S4: I'm . . . .

T: Where's (somebody all the students know)?

S5: I think he/she's . . . .

Ask where one or two other well-known people are.

### Personalization

The students ask each other where they think friends or famous people are. Encourage the students to guess using the pattern "I think . . . ."

### Warm Up Telephoning and Making Plans

Mime picking up a telephone (or use a real phone) and calling the class. Have a natural conversation and ask questions and make suggestions.

The students can then practice having telephone conversations in pairs. Encourage them to suggest doing things together.

### Are You Busy Tonight?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

Does Sachiko like jazz?  
Where is the bookstore?

#### Follow-up questions

Is Sachiko busy tonight?  
Are you busy tonight?  
Do you like jazz?

#### Comprehension—Personalization

T: Sachiko doesn't like jazz music.

Class: No! She loves jazz!

T: The jazz club is on Washington Street.

Class: No! It's on Main Street!



T: *The bookstore's next to the swimming pool.*  
 Class: *No! It's next to the club!*

Make incorrect statements about places in your town/City, using as much humor as possible. (e.g. *The Milton Hotel's under this school*) and encourage the students to correct you forcefully.

## Personalization

In pairs or groups, one student makes incorrect statements about a city they know well. The other student(s) correct each statement. Encourage the students to use humor and make absurd statements.

## Word Building

### Where's the Bird?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*A notebook, a textbook, and a pencil case.*  
*A dictionary, a novel, and my lunch.*  
*Anna and Patricia are near me.*

## Controlled Practice

### Around Town

The students make sentences about each picture.

#### Answers

- The bank is next to the bookstore.*
- The bowling alley is near the swimming pool.*
- The coffee shop is next to the restaurant.*
- The gym is near the supermarket.*
- The library is next to the hospital.*
- The bookstore is near the bowling alley.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*I'm at a school near the station.*  
*It's next to the bank.*  
*It's near the bus center.*

## Warm Up

### Hidden Objects

Hide objects or pictures around the room. The students try to find the objects/pictures and say or write where each of them is.

Put the students into pairs or groups. One student has his/her eyes closed or wears a blindfold. The other student(s) asks "*Where's the . . . ?*" questions about things in the room.

## Where Are My Teeth?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where are his socks?*  
*What's on the shelf?*

#### Follow-up questions

*Are his socks on the table?*  
*Where are your socks?*

*Where's the closet?*  
*Where's your closet?*

*Where are his teeth?*  
*Where are your teeth?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs or groups, one student asks where a place is, and the other student(s) describes exactly where it is (e.g. "*The bus stop is in front of the Italian restaurant near the post office.*") The students take turns asking the questions.

## Communication Activities

### A. Where Are They in Your House?

One student asks another where things are in his/her house. The second student describes the exact location.

### B. Neighborhoods

One student draws a grid of the streets in his/her neighborhood and gives it to the other student. The first student then describes his/her neighborhood, and the second student tries to draw what he/she says on the grid.

### C. Hiding in a Picture

Place one of the pictures so that all the students can see it. Say you are in the picture, and get the students to guess where you are.

The students then do the activity in pairs or groups. One student imagines he/she is in the picture, and the others guess where he/she is. The activity can also be done with a variety of other pictures.

Encourage the students to ask you questions like “*What’s this in English?*” when there is unfamiliar vocabulary.

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## Review Exercises

### Crossword

#### ACROSS

- 3. busy
- 6. short
- 8. do you
- 9. favorite
- 13. near
- 14. pretty
- 15. repeat
- 19. bad

- 20. west
- 21. meet

#### DOWN

- 1. cheap
- 2. it
- 4. under
- 5. countryside
- 7. dirty
- 10. ok
- 11. terrible
- 12. sport
- 16. east
- 17. this
- 18. from

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 4 Take the Second Left

## Directions

**Target patterns:** Imperatives  
It's on the left / right.  
Go past / over / straight . . . .

**Communication skills:** Asking and giving directions  
Giving instructions  
Warning

**Language sets:** In front of, behind . . .  
First, second . . .

### Warm Up Directions from This Room

Pretend you do not know the way to various places in your city. Ask the students help, and draw the directions the students give you on the board. The students can then do the same activity in pairs or groups.

### How Do I Get to the Art Park?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Does he take the first left or the second left?  
Is it on the left or on the right?*

#### Follow-up questions

*How does he get to the parking lot?  
How do you get to a parking lot near here?*

#### Comprehension—Personalization

T: *Please draw how Andy gets to the parking lot. (Mime drawing with a pencil.)*

The students try to draw the route, and then describe what they have drawn.

T: *Please draw how you get to (somewhere not so far away).*

The students describe the route they have drawn.

### Personalization

The students take turns to draw the route to a place nearby and explain the route. They can take turns

doing this on the board or do the activity in pairs or groups.

### Warm Up Go Past, Go Over . . . .

Get the students to ask you how to get to places in the area. When you answer, use patterns like "Go past . . . ." and "Go over . . . ." The students can then do the same activity in pairs or groups.

### Go Straight Down This Street

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Does he go past the post office?  
Does he go under a bridge?*

#### Follow-up questions

*How does he get to the Art Park?  
How do you get to a park near here?*

#### Comprehension—Personalization

T: *Please draw how Andy gets to the Art Park. (Mime drawing with a pencil.)*

The students try to draw the route and then describe what they have drawn.

T: *Please draw how you get to (somewhere very far away).*

The students describe the route they have drawn.

### Personalization

The students take turns to draw the route to a place far away and explain the route. They can take turns to do this on the board or do the activity in pairs or groups.

### Word Building Where Are the Animals?

The students look at the pictures in turn and try to

guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*A bookstore and a bakery  
A bank and a supermarket  
A post office*

## Controlled Practice

### Giving Directions

The students make sentences about each picture.

#### Sample answers

1. *Take the second left. The hospital is on the right.*
2. *Take the first left, then the first right. The museum is on the left.*
3. *Go past the department store and take the first right. The Indian restaurant is on the right.*
4. *Take the first right, and then the first left. The station is in front of you.*
5. *Take the first right, go past the bank, and take the first left. Go over the bridge. The stadium is in front of you.*
6. *Go straight down this street. Go over the bridge. The library is on the left.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*Take the first left. The coffee shop is on the right.  
Take the second right. The bank is on the left.  
Go straight down this street, and over a bridge. The hospital is on the right.*

## Warm Up

### Please!

Give instructions to the students. If you start an instruction with "Please . . ." they carry out the instruction. If you do not say "Please," they should not move. The students can then take turns giving instructions.

## Yes, Boss

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Is the garage on the left or on the right?  
Is the package a Christmas present?*

#### Follow-up questions

*Does he put the bomb in a helicopter?  
Where does he put the bomb?*

*How does he get to the garage?*

*How do you get to a garage near here?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

One student gives directions to a place nearby and tells another student what to do there.

Examples of instructions:

*Go into the post office and buy some stamps.  
Go into the bank and rob it.  
Go into the zoo and say hello to the elephants.*

## Communication Activities

### A. Directions

Students imagine they are at one of the places marked on the map. One student asks another how to get to other places on the map. The student giving directions can then ask the other student to do something at each destination. The student not giving directions can pretend they don't understand clearly and ask a lot of questions for clarification.

### B. Bulls-Eye

Divide the class into two or more teams, and give one student from each team a piece of chalk or board marker, and a blindfold to put on. Draw a simple target on the board for each team. The idea is for the blindfolded students to touch the target with their chalk/marker. They can get more points for hitting the target nearer the center. Each team directs their masked team member to the target by calling out instructions. The game works well as a relay.

### C. Maps of Famous Cities

Use the downloadable maps or other maps that you think the students will find interesting. Each student places a counter on the map to indicate where they are. They then pretend to telephone each other and describe where they are. One suggests a meeting place and tells the other how to get there. They then choose other locations.

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## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

Role play

- Sachiko: *Hello.*  
 You: *Hello, Sachiko.*  
*This is 1. Jin-Sook.*
- Carmen: *Hi! How are you?*  
 You: *2. Not bad.*  
 Carmen: *Where are you now?*  
 You: *3. I'm at a school near the airport.*  
 Carmen: *Let's have dinner tonight?*  
 You: *4. That's a good idea!*

### Picture Prompts

1. He's noisy.
2. He's dirty.
3. He's quiet.
4. The coffee shop is next to the restaurant.  
*(The coffee shop's next to the restaurant is also OK.)*
5. The bookstore is near the bowling alley.
6. The hospital is next to the library.

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 5 There Are Some Trees on the Left

## There Is • There Are

**Target patterns:** There's a . . . / There are some . . .  
There aren't any . . .  
How many . . . are there?

**Communication skills:** Describing pictures  
Describing cities  
Asking about places

**Language sets:** Top, bottom . . .  
Some, any, a lot . . .  
Things in an office

### Warm Up Pictures of Scenery

The students look at pictures of scenery (try to avoid pictures where people are performing actions) and try to describe the pictures. If necessary, help the students make “*There is . . .*” and “*There are . . .*” sentences. The students can then do the same activity in pairs or in small groups.

### Do You Like My Painting?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Does he like the painting?*

*Does he understand the painting?*

#### Follow-up questions

*Where are the trees?*

*Where's the cow?*

*Where are some trees near here?*

#### Comprehension—Personalization

T: *Draw the picture.*

The students draw the picture referred to in the dialog.

T: *Tell me about the picture.*

If they do not understand your request, help them start to answer so they get the idea.

S1: *There's a hill in the middle.*

S2: *There are some trees on the left and on the right.*

S3: *There's a cow at the bottom on the right.*

T: *Draw a yard.*

Each of the students draws a yard. They then either describe their yard, or exchange papers and describe another student's yard. At this stage, it is best if this is done as a whole class activity, but if the class is large it may need to be done in pairs or groups.

### Personalization

In pairs or groups, students take turns drawing pictures of scenery. The other student(s) describes the picture as he/she is drawing it.

### Warm Up Describing Places

Encourage one student to talk about a city he/she knows well, and encourage the other students to ask questions. If necessary, help the student make “*There is . . .*” and “*There are . . .*” sentences. The students can then do the same activity in pairs or small groups.

### There Are Some Fantastic Theaters

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where's he from?*

*What fantastic things are there in Shanghai?*

#### Follow-up questions

*Is Shanghai very big?*

*How many people are there?*

*How many people are there in your town/city?*

#### Comprehension—Personalization

Make incorrect statements about your town/city or about famous places in the world.

For example: *There are about ten people in . . .*

This is a good time to practice the pattern “*There aren't any . . .*”

For example: *There aren't any mountains in Switzerland.*

Encourage the students to correct you forcefully and encourage them to stress the words that are being changed.

## Personalization

Make incorrect statements starting with “*There’s a . . .*” “*There are . . .*” or “*There aren’t any . . .*” and get the students to correct you. The students then take turns making similar incorrect statements about the local town / city or famous places in the world in pairs, groups, or as a whole class.

## Word Building

### Positions

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*A starfish lives at the bottom of the sea.*  
*A deer lives in the middle of a forest.*  
*An eagle flies in the sky above me.*

## Controlled Practice

### There Is . . . / There Are . . .

The students make sentences about each picture.

#### Answers

1. *There is a printer.*
2. *There are some computers.*
3. *There aren’t any armchairs.*
4. *There are some (a lot of) telephones.*
5. *There is a bookcase.*
6. *There aren’t any gorillas.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*There’s a whiteboard in this room.*  
*There are some students in this room.*  
*There aren’t any elephants in this room.*

## Warm Up

### Describing a Room

Ask individual students “*Is there . . . ?*” and “*Are there . . . ?*” questions about rooms they know well, such as rooms at home or at school or the office. The students can then do the same activity in pairs or small groups.

## There Are a Lot of High Mountains

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where’s he from?*

*Are there a lot of handsome bulls in Spain?*

#### Follow-up questions

*How many high mountains are there in Spain?*

*How many high mountains are there in your country?*

*How many beautiful beaches are there in Spain?*

*How many beautiful beaches are there in your country?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher’s Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

One student secretly thinks of a country. The other student(s) asks “*Are there . . . ?*” or “*Is there . . . ?*” to try and find out what the country is.

## Communication Activities

### A. Discovering a Picture

One student secretly draws (or looks at) a picture, and makes a list of between five and ten main things that are in the picture mixed up with the same number of things that are not in the picture, and then shows the list to another student. The second makes guesses using the words in the list, using the pattern “*Are there any . . . ?*” If the answer is “*Yes, there are two/there’s one,*” the student asks “*Where is it/are they?*” and tries to draw part of the picture on another piece of paper. The activity can be done with a limit to the number of guesses.

### B. Where Am I From?

One student imagines he/she is from a different country. The other students take turns asking *yes/no* questions to try and find out what the country is, using the patterns “*Are there any . . . ?*” or “*Is there . . . ?*” One variation of this activity is for a student to throw a dice when it is his/her turn to ask a question. A 6 could mean he/she has three guesses, a 4 or 5 two guesses, a 2 or 3 one guess, and a 1 no guesses.

### C. What Are the Differences?

In pairs, the students ask questions alternately, trying to find the differences between two similar pictures. They do this by asking “*Is there . . . ?*” and “*Are there . . . ?*” questions. When a student answers “*Yes . . .*,” he/she also gives the location.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

#### Mixed questions

1. *PETER* (or *P-E-T-E-R*)
2. *I like romantic movies.*
3. *My favorite singer is Justin Bieber.*
4. *My school is near a big park.*
5. *There’s a bus stop in front of the bank.*

#### Puzzle sentences

1. *Could you repeat that please?*
2. *Manuel thinks the countryside is boring.*
3. *Marc is at a coffee shop near the beach.*
4. *How do I get to the bookstore?*
5. *Go straight down this street.*

### You

1. *I live near a river.*
2. *I think snakes are dangerous.*
3. *I think my teacher is intelligent.*
4. *There’s a hospital near my home.*
5. *There are a lot of flowers on my balcony.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.



# 6 I Have a Little Brother

## Have • Want • Would Like

**Target patterns:** I have a . . . . / She has a . . . .  
I want . . . . / I'd like . . . .  
Would you like . . . ?

**Communication skills:** Shopping  
Talking about our family  
Describing possessions

**Language sets:** Hate / don't like . . .  
Shopping words

### Warm Up

#### Famous People's Things

Write a list of things that famous people might possess on the board. Then write a list of famous people. The students guess which of the possessions each famous person might have, using the pattern "I think . . . has a . . . ."

**Sample things:**  
*A guitar, a swimming pool, a helicopter, a beautiful dress, a pet snake, a house in Hawaii, ten baseball bats . . .*

Then, in pairs or groups, students choose famous people and state about five things each of them might possess.

### I Have a Great Car!

The students can listen to the dialog, read it, or do both.

**Anticipation questions**  
*What does Marc have?*  
*Does Marc's car have a TV?*

**Follow-up questions**  
*Does Marc drive Sachiko home?*  
*What kind of car does Marc have?*  
*What kind of car do you have?*

**Comprehension—Personalization**  
T: *Tell me about the Ferrari.*  
S1: *It has tinted windows, etc.*

T: *Do you have a car/bicycle/motorcycle?*  
S2: *Yes. I do.*  
T: *Tell me about it.*  
S2: *It has . . . .*

### Personalization

In pairs or groups, students take turns to talk about things they own. Encourage them to talk about the things in detail using the pattern "It has . . . ."

You can also encourage other students to ask "Does it have . . . ?" questions.

### Warm Up

#### Members of the Family

Talk casually and naturally about members of your family using each of the patterns on the board in the illustration. Then write the patterns on the board.

The students then talk to each other or to the class about members of their family, using each of the patterns on the board.

### He Has Purple Hair

The students can listen to the dialog, read it, or do both.

**Anticipation questions**  
*Does the brother have green hair?*  
*Does she like motorcycles?*

#### Follow-up questions

*What does the brother love?*  
*What does the sister want?*  
*What do you want?*

#### Comprehension—Personalization

T: *What kind of music does the brother love?*  
S1: *He loves rock music.*

T: *You.*  
S2: *What kind of music do you love?*  
S3: *I love . . . .*

T: *Does the sister love computers?*  
S4: *No, she doesn't.*  
T: *What.*  
S4: *What does she love?*  
S5: *She loves motorcycles.*  
T: *You.*  
S5: *What do you love?*  
S6: *I love baseball*

- T: *Does she want a Yamaha?*  
 S7: *No, she doesn't.*  
 T: *Kind.*  
 S7: *What kind of motorcycle does she want?*  
 S8: *She wants a Harley-Davidson.*
- T: *You – computer.*  
 S8: *What kind of computer do you want?*  
 S9: *I want a . . . .*

## Personalization

In pairs or groups, the students take turns asking each other “*What kind of . . . would you like?*”

Example questions:

- What kind of computer would you like?*  
*What kind of TV would you like?*  
*What kind of mobile phone would you like?*

## Word Building Likes and Dislikes

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

### Sample answers

- I like strawberries.*  
*I hate fast food.*  
*I'm crazy about soccer.*

## Controlled Practice Want / Would Like

The students make two sentences about each picture.

### Sample answers

- He wants a new briefcase.*  
*He'd like a new briefcase.*
- He wants a light.*  
*He'd like a light.*
- She wants a cat.*  
*She'd like a cat.*
- He wants a razor.*  
*He'd like a razor.*
- She wants a knife and fork.*  
*She'd like a knife and fork.*
- He/She/It wants a bone.*  
*He/She/It'd like a bone.*

The students then do the practice exercise. They can

ask each other the questions in pairs or write their answers individually.

### Sample answers

- I want a big house.*  
*I'd like a new car.*  
*I don't want a crocodile.*

## Warm Up At a Store

Two students pretend they are in a clothing store. One student is a clerk, and the other is a customer. Half the class help one student, and the other half help the other student. Give the students freedom to say whatever they like. The students can then do the activity in pairs.

## Do You Have Any Shirts?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

- What size is he?*  
*How many sleeves does the shirt have?*

### Follow-up questions

- What color shirt would he like?*  
*What color shirt would you like?*

- Is the shirt OK?*  
*Why not?*

### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, students take turns playing the roles of clerks and customers in a store. Let them talk freely using the patterns in the dialog as a starting point.

## Communication Activities

### A. Go Fish!

If the class is large, divide it into groups and give each group a pack of cards. (Use either special *Go Fish!* cards or normal playing cards.) Deal out about

half the cards, and place the rest in a pile in the middle.

In turn, the students try to collect sets of four by asking other students for cards, saying *“Do you have any . . . ?”* If the answer is *“Yes,”* he/she receives the card(s) and has another turn. If the answer is *“No. Go Fish!”* he/she takes the top card from the pile.

Note: A student must ask for a type of card of the same type that he/she already has at least one of.

### B. Vampire Grid Game

Each student draws two 6x6 grids on a piece of paper, numbering them 1-6 horizontally and A-F vertically. Each student secretly blocks out squares in one of the grids for each of the vampire family members. (See the activity illustration for the shape of each family member.)

In pairs, students try to guess the location of each other’s Dracula family members using the pattern, *“Do you have anything in (B5)?”* If an answer is *“Yes,”* a student marks that square in his/her second grid and asks another *“Do you have . . . ?”* question. If an answer is *“No,”* the turn passes to the other student.

### C. Shopping Role Play

Some of the class are store owners and are dealt out cards which say what their stores sell. The other students are dealt shopping lists and money, and go to each store in turn, trying to buy what is on their lists. They negotiate prices.

Note: Customers may have to buy the same thing from two or three stores to collect the total quantities that they need.

## Review Exercises

### Crossword

#### ACROSS

1. right
6. short
8. spell
9. large
11. nice
13. bottom
15. middle

17. below
20. nine
21. left
22. are

#### DOWN

2. have
3. is
4. street
5. clean
7. over
8. second
10. above
12. modern
14. small
16. don’t
18. love
19. west

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 7 There Isn't Any Bread

## Uncountable Nouns

Target patterns: There's some . . . .  
There isn't any . . . .  
How much . . . is there?

Communication skills: At a restaurant  
Talking about food

Language sets: Carton, slice . . .  
Kitchen words

### Warm Up Tic-Tac-Toe

Write a different countable noun in each square of a 3 x 3 or a 4x4 grid on the board. Divide the class into two teams.

The teams play Tic-Tac-Toe. When a student chooses a word, he/she makes a "There's a . . . ." sentence. With plural nouns (they make "There are some . . . ." or "There aren't any . . . ." sentences), and then with uncountable nouns. (Help them make "There's some . . . ." or "There isn't any . . . ." sentences.) The students then play the game in pairs, using a mixture of nouns.

Draw a 4x4 grid on the board and write a countable noun in each square.

Divide the class into two teams. Help a student from one team choose a square and make a "There's a . . . ." sentence using the word in the square (e.g. There's a *river* near my *house*). The teams take turns. One team marks squares O and the other team X.

Then, play the game with plural nouns (the students make "There are some . . . ." or "There aren't any . . . ." sentences), and then with uncountable nouns. (Help them make "There's some . . . ." or "There isn't any . . . ." sentences.)

The students then play the game in pairs, using a mixture of different kinds of nouns. You can write these nouns in the grid on the board for the students to copy or the students can make their own grids and choose their own nouns.

### I'm Hungry!

The students can listen to the dialog, read it, or do both.

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### Anticipation questions

*What time is it?*

*What does Carmen want?*

### Follow-up questions

*Is there any milk in the fridge?*

*Is there any juice in the fridge?*

*Is there any juice in your fridge?*

### Comprehension—Personalization

T: *What's in the fridge?*

S1: *There's a carton of milk.*

S2: *There are some cans of juice.*

S3: *There's some fruit.*

S4: *There's some ice cream.*

S5: *There's a little cheese.*

T: *What's in your fridge?*

S6: *There's . . . . / There are . . . .*

### Pairwork:

One student says what's in the various rooms in his/her house. Introduce the patterns "Are there any . . . ?" and "Is there any . . . ?" so the second student can participate.

### Personalization

Accuse individual students of having something absurd either with them or at home.

### Examples:

*There's a gorilla in your bag!*

*There are some bananas on your head!*

Help the students deny the accusations, using the pattern "No! There aren't any . . . !" or "No, there isn't any/a . . . ."

Then, in pairs, students take turns accusing each other of having absurd things at home. The student being accused denies the accusation.

### Warm Up Neighborhoods—How Much/Many?

Ask the students "How many . . . are there?" and "How much . . . is there?" questions about their neighborhood or city. The students then do the activity in pairs or small groups. Encourage them to ask a lot of questions.

## How Much Fruit Is There?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*How many bananas are there?  
What time is it?*

### Follow-up questions

*How much fruit is there?  
How many strawberries are there?  
How much fruit is there in your fridge?*

### Comprehension—Personalization

T: *There is only a little fruit.*

Class: *No! There's a lot of fruit!*

T: *There are eight hundred ninety-six bananas.*

Class: *No! There are two bananas!*

T: *There is one strawberry.*

Class: *No! There are a lot of strawberries.*

T: *There's a hippopotamus in your living room.*

S1: *No! There aren't any hippopotamuses in my living room!*

### Pairwork

The students continue with the activity. One student states that there is something absurd in the other student's house, school, office, city, etc. The second student strongly denies it (or confirms that it's true!)

## Personalization

The students look at atlases or the Internet and ask each other "How much/many . . . ?" questions.

Example questions:

*How many countries are there in Africa?  
How many mountains are there in Canada?  
How much rain is there in Brazil?*

They can answer with specific figures or just say things like:

*There is/are a lot of . . . .  
There is/are a quite a lot of . . . .  
There isn't/aren't any . . . .*

## Word Building

### How Much Is There?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice

exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

### Sample answers

*There's a lot of oil in my kitchen.  
There's a carton of juice in my fridge.  
I'd like a bowl of corn flakes.*

## Controlled Practice

### In the Kitchen

The students make sentences about each picture.

### Sample answers

1. *There's a microwave.*
2. *There are some pots.*
3. *There's some bread.*
4. *There aren't any chairs.*
5. *There isn't any cooking oil.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

*There are some students in this room.  
There's some air in this room.  
There isn't any butter in this room.*

## Warm Up

### At a Local Restaurant

Two students role play being a waiter and a customer in a popular local restaurant. Half the class help one student, and the other half help the other student. Encourage the students to talk freely. The students then do the same activity in pairs. If possible, use a menu from a local restaurant.

## Would You Like Some Garlic Bread?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*Would he like a big steak or a small steak?  
Does he like garlic?*

### Follow-up questions

*What kind of soup would he like?  
What kind of soup would you like?*

Would he like the steak rare, medium, or well done?

### Recalling the dialog

Various ways of getting students to recall a dialog are

suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, students take turns playing the roles of waiters and customers in various kinds of restaurants. Let them talk freely using the patterns in the dialog as a starting point.

## Communication Activities

### A. What's on the Tray?

Place small objects or flashcards on a tray, and cover them with a cloth. Remove the cloth for a short time. The students try to remember what is on the tray. Replace the cloth. The students say or write sentences about each object/flashcard they can remember.

### B. Prompts

One student names something countable or uncountable—e.g. truck, eraser, yogurt. The other(s) describe where the thing is—e.g. *"There's a truck in the parking lot near this school."*

### C. Menus

The simple version is for the students to order meals using the downloadable materials. Alternatively, the students can go through the whole process of telephoning to make a reservation, arriving at the restaurant, sitting down, being served, ordering the meal, paying, and leaving the restaurant.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

## Sample answers

Role play

- Clerk: *May I help you?*  
 You: *1. Yes. Do you have any sweaters?*  
 Clerk: *Sure. What color would you like?*  
 You: *2. Pink.*  
 Clerk: *What size are you?*  
 You: *3. I think I'm a large.*  
 Clerk: *How about this one?*  
 You: *4. Yes. It's very nice.*

Picture Prompts

1. *Take the first right. The restaurant is on the right.*
2. *Take the first right, and then the first left. The (train) station is in front of you.*
3. *Go straight down this street. Go over the bridge. The library is on the left.*
4. *She wants a cat.*
5. *He wants a razor.*
6. *It wants a bone.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 8 David's Apartment Is on the Third Floor

## Possessives

**Target patterns:** My / your / his / -'s . . .  
Whose . . . ?  
Mine / yours / his . . .

**Communication skills:** Describing houses / apartments  
Talking about what people own

**Language sets:** Rooms in a house  
Things in a house

### Warm Up Guess What It Is

Think of something belonging to one of the students and say “(Name)’s is/has . . . What is it?” The students try to guess what the thing is. The students take turns thinking of things belonging to other students either as a class, in pairs or in small groups.

### It's Small and Messy

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Is his apartment on the first floor?  
Is it large?*

#### Follow-up questions

*Where are his books and clothes?  
Where are the pictures?  
Where are your books and clothes?*

#### Comprehension—Personalization

T: *Is David's apartment on the second floor?*  
S1: *No, it isn't.*

T: *Where.*  
S1: *Where's David's apartment?*  
S2: *It's on the third floor.*

T: *Your apartment/room*  
S2: *Where's your apartment?*  
S3: *It's on the sixth floor.*

T: *Are David's books and clothes under the sea?*  
S4: *No, they aren't.*

T: *Where.*

S4: *Where are David's books and clothes?*  
S5: *They are all over the floor.*

T: *Your books and clothes.*  
S5: *Where are your books and clothes?*  
S6: *My books are on my bookshelves and my clothes are in my closet.*

### Personalization

In pairs, groups or as a whole class, one student talks about a man that everybody knows, making sentences starting with “His . . . .” The other student(s) try and guess who the man is.

### Warm Up Who Is She?

Think of somebody female that they all know and make sentences about her starting with “Her . . . .” The students try to guess who the person is. The students take turns doing the activity as a class, in pairs, or in small groups.

### Their Apartment Is Modern

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where are Paula's paintings?  
Where is the swimming pool?*

#### Follow-up questions

*Where is the antique furniture?  
What's in Sachiko and Michelle's living room?  
What's in your living room?*

#### Comprehension—Personalization

T: *Where's Paula's antique furniture?*  
S1: *It's in her living room.*  
T: *Where's your - antique furniture?*  
S2: *It's . . . or I don't have any!*

T: *Where are Paula's paintings?*  
S3: *They are in her studio.*  
T: *Your.*  
S3: *Where are your paintings?*

S4: *They are . . . or I don't have any!*

T: *Where's Sachiko and Michelle's piano?*

- S5: *It's in their living room.*  
 T: *Your.*  
 S5: *Where's your piano?*  
 S6: *It's in . . . . or I don't have a piano.*
- T: *Where's Sachiko and Michelle's swimming pool?*  
 S7: *It's in their yard.*  
 T: *Your.*  
 S7: *Where's your swimming pool?*  
 S8: *It's . . . . or I don't have one!*

## Personalization

In pairs, groups or as a whole class, one student talks about a sports team that everybody knows, making sentences starting with *"Their . . . ."* The other student(s) try and guess what the team is.

---

## Word Building

### Whose Are They?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*This briefcase is mine.*  
*That dictionary is his.*  
*That watch is hers.*

## Controlled Practice

### Possessives

The students make sentences about each picture.

#### Sample answers

- This is my kitchen.*
- These are my husband's golf clubs.*
- That's my neighbor's car.*
- Those are my dog's bones.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*There are my ears.*  
*Those are his books.*  
*Those are Bob's shoes.*

---

## Warm Up

### Leaving the Room

One student leaves the room. Each of the other students places one of their possessions on a table. The student re-enters the room and tries to guess who each of the things belongs to, using the patterns *"I think this/these is/are his"* and *"I think this/these is/are hers."* Students can take turns leaving the room.

## Whose Painting Is That?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Who is Donald?*  
*Does he like reporters?*

#### Follow-up questions

*What's very big?*  
*Why is it big?*

*What does Donald like for breakfast?*  
*What do you like for breakfast?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

One student is a reporter asking *"Whose . . . is this?"* about things in the room or in photographs or pictures. The other student tries to guess who they belong to using *"I think . . ."*

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## Communication Activities

### A. Guess Who

One person makes a series of statements about a well-known person or band—e.g. *"Her hair's red."* *"Her team's very strong."* After each statement, he/she asks *"Who is he/she?"* or *"Who are they?"* Each student or team has a fixed amount of time to make a guess.

### B. Bleep

One student makes a series of statements substituting the word "bleep" for the word to be



guessed—e.g. “*Our bleeps are noisy.*” “*Akiko’s bleep is black.*” After each statement he/she asks “*What is it?*” or “*What are they?*”

### C. Whose Is It?

Each student has pictures of a collection of objects. One asks the other who he/she thinks each object belongs to, and writes his/her guesses down. One student, or the teacher, has a master sheet with his/her guesses on it. If the students like drawing, the activity can be extended by using pictures they have drawn.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

#### Mixed questions

1. *My favorite actor is . . . .*
2. *Go first left. There’s a coffee shop on the right.*
3. *I think there are about one million.*
4. *I’d like a new bicycle.*
5. *There’s one carton.*

#### Puzzle sentences

1. *They are in the glass on the shelf.*
2. *Go out of this building and turn left.*
3. *Is that a house at the bottom on the right?*
4. *Would you like to try it on?*
5. *What kind of soup would you like?*

You

1. *I think dogs are very cute.*
2. *There’s a bookstore near my home.*
3. *There are a few plants in my room.*
4. *I have a new shirt.*
5. *There’s some cheese in my fridge.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 9 What's Michelle Doing?

## Present Continuous

Target patterns: Present continuous

Communication skills: Telephoning  
Describing actions

Language sets: Daily activities  
Telephone words

### Warm Up Telephone Conversation

Mime telephoning a student and see what language he/she comes up with. Then get another student to call you. Put the students into pairs, and get each pair to telephone each other. Encourage them to talk freely.

### Could I Speak to Sachiko, Please?

The students can listen to the dialog, read it, or do both.

#### Anticipation question

*Who does David want to speak to?*

#### Follow-up question

*Where is Sachiko?*

### Personalization

In pairs, students pretend to be famous people and talk to each other on the phone. Either one of them can be himself/herself and the other a famous person, or they can both be famous people.

The students can choose which famous people they want to be. Encourage them to talk freely and enjoy the activity.

### Warm Up Slowly Revealing

Partially draw pictures, slowly reveal pictures of people performing actions, or mime actions. Ask the students *"What's he/she doing?" "What am I doing?"* or *"What are they doing?"* Encourage the students to guess and help make *". . .ing"* sentences. The students can do the same activity in pairs or small groups.

### What Are You Doing?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*What's Sachiko doing?*

*What's Paula doing?*

#### Follow-up questions

*What's Michelle doing?*

*Would David like to have dinner with Sachiko, Paula, and Michelle?*

*Would you like to have dinner with Sachiko, Paula, and Michelle?*

#### Comprehension—Personalization

T: *Sachiko - watching TV?*

S1: *Is Sachiko watching TV?*

S2: *No, she isn't.*

S1: *What's she doing?*

S2: *She's cooking dinner.*

T: *You.*

S1: *What are you doing?*

S2: *I'm (speaking English).*

T: *Your sister.*

S1: *What's your sister doing?*

S2: *I think she's playing tennis.*

T: *(a famous person).*

S1: *What's . . . doing?*

S2: *I think he/she's . . . .*

T: *Michelle - skiing?*

S3: *Is Michelle skiing?*

S4: *No, she isn't. etc.*

The dialog can be done as a chain around the class.

### Personalization

In pairs, groups, or as a whole class, the students ask each other what they think various friends or family members are doing. Encourage them to guess, using the pattern *"I think . . . ."*

### Word Building On the Telephone

The students look at the pictures in turn and try to

guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*Please call back later.  
Just a minute.  
I'm sorry, he's out.*

## Controlled Practice

### What Are They Doing?

The students make sentences about each picture.

#### Sample answers

1. *She's playing tennis.*
2. *They're jogging (running).*
3. *He's playing the piano.*
4. *He's parachuting.*
5. *She's watching TV.*
6. *They're playing golf.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*I think one of my friends is playing baseball.  
I think another of my friends is shopping.  
I think another of my friends is studying.*

## Warm Up

### Miming Actions

Write actions on pieces of paper or card. One student looks at one of the actions and mimes it in front of the class. The others try to guess what the action is. The students can do the activity in teams. A student from each team races to read one of the actions and then hurries back to his/her team and mimes the action. When a student guesses correctly, another student from the team races to read the next action.

## Is He Turning Left?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Is Luigi going to the airport?  
Is the package a Christmas present?*

#### Post-listening questions

*Is Luigi going to the airport?*

*What is Luigi putting in the car?  
What is the package?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

Students take turns to mime or draw a series of actions. The other student(s) try to guess each action.

## Communication Activities

### A. Telepathy

Write some sentences that include actions—e.g. *He's watching a video*—on the board or show the students some action flashcards. One student secretly chooses one of the actions, closes his/her eyes, concentrates on the sentence and tries to transmit it to the other student(s). The other student(s) close their eyes and try to guess the sentence, and then compare their guesses to see who is telepathic. The sentences can gradually be made more difficult.

### B. Name a Time

One student says a time, and the other student(s) imagines what each member of his/her family and friends are doing at that time.

### C. Detectives

1. Each student places a piece in one of the four corners.
2. The students look at all fifteen cards, and try to remember what they are.
3. The character cards and action cards are then shuffled separately. One character card and one action card is placed face down in each of the rooms and in the garden. The other five action cards are placed face down in a row.
4. The students take turns to throw a dice and move the number of squares indicated by the dice, except when they enter a room or the garden, in which case their piece stops.
5. If a piece would end its move on a vehicle, dog, or ghost, it cannot move in that direction.
6. When a student moves into a room, he/she tries to guess what is happening in that room. (e.g. *I think Cleopatra is taking a shower in the living room.*) The student then secretly looks at the cards. If the guess is correct, he/she wins the game. If not, the game

continues.

7. After looking at the two cards, the player may look at one of the five cards that were placed in a row.

Note: A piece may only enter each room once.

## Review Exercises

### Crossword

#### ACROSS

1. shows
3. medium
5. whose
7. hers
8. do
9. front
11. easy
13. playing
14. you
16. just
17. hold
19. doing
20. third

#### DOWN

1. second
2. with
3. mine
4. messy

6. straight
7. hate
10. carton
12. any
15. over
18. lot

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 10 Carmen's Wearing a Green Dress

## Fashion

**Target patterns:** She's wearing . . . .  
It looks / suits . . . .  
It's in fashion / out of fashion

**Communication skills:** Describing clothes  
Talking about fashion  
Shopping

**Language sets:** Clothes  
Colors and patterns

### Warm Up Catwalk

Say "What are you wearing?" to students individually. If one of the students can answer, the others can learn from his/her answer. If none of the students can answer, encourage them to ask you the question and learn from your answer. The students can then ask and answer the question in a chain or in pairs.

Ask one or more students to come to the front of the class and tell them that they are models. They parade in front of the class. Ask other students to take turns being the announcer (perhaps the student who has just paraded could announce the next student) and describe what the models are wearing.

### David and His Friends Are Playing Soccer

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*What teams are playing?*

*Who is playing for the students' team?*

#### Follow-up questions

*What is David's team wearing?*

*What is the students' team wearing?*

*What are you wearing?*

#### Comprehension—Personalization

Students take turns making incorrect statements about the text.

For example:

S1: *David and his friends are playing the piano.*

Class: *No! They are playing soccer!*

S2: *David's team is wearing pink shirts.*

Class: *No! The team is wearing light blue shirts!*

They then make similar incorrect sentences about each other.

For example:

S3: *Maria is eating breakfast.*

Class: *No! She's studying English.*

S4: *Karl is wearing a yellow hat.*

Class: *No! He isn't wearing a hat.*

### Personalization

The students look at photographs of people they know. These could be photos of friends, family, or famous people. They describe what each person is wearing.

### Warm Up Old Photographs

The students look at old photographs or historical pictures and try to describe what the people in the pictures are wearing. In a larger class, they can start by doing the activity all together and can then continue in pairs or small groups.

### Marc's Wearing a Leather Jacket

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*What is Sachiko wearing?*

*What is Carmen wearing?*

#### Follow-up questions

*Who are watching the game?*

*What is Marc wearing?*

*Do you like leather jackets?*

#### Comprehension—Personalization

Write the following framework on the board:

*Is Paula wearing . . . ?*

*No, she isn't.*

*What's . . . ?*

*She's . . . .*

*. . . you . . . ?*

*I'm wearing . . .*

The students practice the dialog a number of times in pairs, substituting their own ideas. Gradually erase the dialog as they are working through it.

## Personalization

The students look at pictures of people from around the world and describe what they are wearing and what they are doing.

One alternative is for these pictures to be of people in traditional dress or taking part in local customs. Another alternative is to use pictures to show how similar people are around the world.

## Word Building

### Fashion

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

- I think big hats are out of fashion.*
- I think red suits me.*
- I think long dresses don't look good on me.*

## Controlled Practice

### What Are They Wearing?

The students make sentences about each picture.

#### Sample answers

1. *She's wearing a light blue dress, an orange belt, and orange shoes.*
2. *He's wearing a purple floral shirt, blue shorts, a blue cap, and light blue sneakers.*
3. *She's wearing a green swimsuit with yellow dots, and a yellow hat.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

- I'm wearing a light blue T-shirt and brown pants.*
- I like loose clothes.*
- I think high heels are dangerous.*

## Warm Up

### At a Store

Two students act out being in a clothing store. One student is a clerk, and the other is a customer. Encourage the students to talk freely, though prompt when necessary. The students can then do the activity in pairs.

## Short Skirts Are in Fashion

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

- Do you think the skirt suits him?*
- Do you think the skirt is cheap?*

#### Follow-up questions

- Are short skirts in fashion?*
- What do you think is in fashion?*

- Does he look fantastic?*
- Do you look fantastic?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, students take turns to play the roles of clerks and customers in various kinds of stores. Let them talk freely using the patterns in the dialog as a starting point.

## Communication Activities

### A. Fashion Parade

One student models in front of the class, and another student plays the role of the announcer. The student who has just modeled could become the announcer for the next student.

### B. Guess Who

Copy the board work from the illustration of the activity. One student thinks of a well-known person, and describes him/her one sentence at a time, using the patterns on the board. Each student (or team) can have one guess after each sentence. If he/she

guesses who the person is after the first sentence, he/she gets ten points, after the second sentence seven points, after the third sentence four points, after the fourth sentence three points, and after the fifth sentence one point.

### C. What Are the Differences?

The students try to find the similarities and differences between the people and dogs in the pictures. They do this by taking turns describing what each of the people and dogs in the pictures is wearing.

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## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

Role play

Sachiko: *Hello. This is Sachiko?*

You: *1. Hi. How are you?*

Sachiko: *Pretty good. What are you doing now?*

You: *2. I'm studying English.*

Sachiko: *What's your family doing?*

You: *I think my 3. brother is playing basketball, and my 4. sister is*

*shopping.*

Sachiko: *Would you like to go to a movie this evening?*

You: *5. Yes, I'd love to.*

Picture Prompts

*There are some pots.*

*There's some bread.*

*There isn't any cooking oil.*

*She's watching TV.*

*They are running.*

*They are playing golf.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 11 I Can Speak French

## Can—Ability & Possibility

**Target patterns:** I can play baseball.  
I can ski.  
I can play the piano.

**Communication skills:** Talking about abilities.  
Making suggestions  
Accepting/refusing suggestions

**Language sets:** Sports  
Musical instruments  
Abilities

### Warm Up Pairwork Questions

Ask the students questions they are able to answer. Slip “*What . . . can you . . . ?*” questions naturally into the conversation. The students can then do the activity in pairs or small groups, asking questions like “*What musical instruments can you play?*” “*What languages can you speak?*” etc.

### I Can't Swim

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Do you think he can play a lot of sports?*  
*Can he swim?*

#### Follow-up questions

*What languages can he speak?*  
*What sports can he play?*  
*What sports can you play?*

#### Comprehension—Personalization

T: *Russian.*  
S1: *Can he speak Russian?*  
S2: *No, he can't.*  
*What languages can he speak?*  
S3: *He can speak French, German, Italian, and a little English.*  
T: *You.*  
S3: *What languages can you speak?*  
S4: *I can speak . . . .*

T: *Volleyball.*  
S4: *Can he play volleyball?*  
S5: *I don't know.*  
*What sports can he play?*  
S6: *He can play baseball, basketball, tennis,*

*badminton, and a lot of other sports.*  
*What sports can you play?*

S7: *I can play . . . .*

T: (the name of somebody all the students know, e.g. another teacher)

S7: *What sports can . . . play?*

S8: *I think he/she can play . . . .*

If necessary, do this for one or two other people the students know well, giving prompts like *sports, instruments, cook, etc.*

### Personalization

The students ask each other what friends or famous people can do. If a student doesn't know the answer to a question, encourage him to guess, using the pattern “*I think he/she can . . . .*”

### Warm Up Making Plans

Encourage the students to make suggestions to you about what to do later in the week, month, or year. Answer using the pattern “*I'm sorry, I can't . . . , but I can . . . .*” The students can then do the activity in pairs. Encourage them to make amusing suggestions.

### I'm Sorry, I Can't

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Who are speaking on the telephone?*  
*How is Marc?*

#### Follow-up questions

*Can Marc go to a movie with Sachiko?*  
*Can Marc have dinner tonight?*  
*Can you go to a movie tonight?*

#### Comprehension—Personalization

T: *Can Marc go to a movie this afternoon?*  
S1: *No, he can't.*  
T: *You.*  
S1: *Can you go to a movie this afternoon?*  
S2: *Yes, I can. / No, I can't.*



- T: *Hawaii – Saturday.*  
 S2: *Can you go to Hawaii on Saturday?*  
 S3: *Yes, I can. / No, I can't.*
- T: *Can Marc meet Sachiko tonight?*  
 S4: *No, he can't.*  
 T: *You-me.*  
 S4: *Can you meet me tonight?*  
 S5: *Yes, I can. / No, I can't.*  
 T: *Do my homework – tonight.*  
 S5: *Can you do my homework tonight?*  
 S6: *Yes, I can. / No, I can't.*  
 T: *Wash my car – Saturday.*  
 S6: *Can you wash my car on Saturday?*  
 S7: *Yes I can. / No, I can't.*

The students ask and answer the same kind of questions in pairs.

## Personalization

In pairs, one student makes suggestions about what they can do together for each of the next seven days, using the pattern “Let’s . . . .” The other student refuses each time. They can then exchange roles.

## Word Building

### Can

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

- I can play the violin.*  
*A fish can swim.*  
*A parrot can speak.*

## Controlled Practice

### What Can They Do?

The students make sentences about each picture.

#### Sample answers

- She can ski.*
- He can play the saxophone.*
- He can ride a motorbike.*
- She can play the piano.*
- He can cook.*
- He can play soccer.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

- One of my friends can play baseball.*  
*Another friend can ski.*  
*My favorite musician can play the guitar.*

## Warm Up

### Stay in the Balloon

1. Draw a hot air balloon with a hole in it from which air is escaping. Draw about five stick figures in the basket and draw an arrow to show that the balloon is going down. Erase one of the figures and show him/her falling from the balloon, but draw the arrow again to show that the balloon is still going down. Repeat this until there are two figures in the balloon, and draw a horizontal arrow to show that the balloon is no longer going down.

2. Say to the students “*We are in the balloon. The air is escaping. Only two people can stay in the balloon. I think I can stay because I can teach English, I can play the piano, I can speak Chinese, I can . . . .*” etc. Then say “*How about you?*” to one of the students.

3. Each of the students makes “*I can . . . .*” sentences to justify staying in the balloon. The class then votes for who stays in the balloon (they can't vote for themselves). If the class is too large, divide it into teams. Each team has to think of ten “*I can . . . .*” sentences, and only one team can stay in the balloon.

## Can You Play the Moonlight Sonata?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

- Can he iron?*  
*Is the Moonlight Sonata by Mozart?*

#### Follow-up questions

- Can he swim?*  
*Can you swim?*
- Can he wash the dishes?*  
*Can you wash the dishes?*

- Can he play the piano?*  
*Can you play the piano?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the

dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, one student is on the plank of a pirate ship and the other is the pirate captain. The student on the plank needs to try and persuade the captain that he/she shouldn't jump, using the pattern "*I can . . .*"

## Communication Activities

### A. Newspaper Reporters

In pairs, the students try to find out as much as they can about what each other can do. They then tell the whole class what they have found out.

### B. I Can See

One student thinks of something he/she can see in the room, through the window, or in a picture, and says the first letter. The others guess what it is.

### C. Survivors

The students imagine they are in a hot air balloon that is running out of air. There is only enough air to support two students, so the class needs to decide who should jump. They take turns to say all the things they can do to justify why they should stay in the balloon. If appropriate, the students can vote for who can stay and who has to jump.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

## Sample answers

### Mixed questions

1. *I like rock music.*
2. *There are about 15 students.*
3. *There are three cans of juice.*
4. *I'm answering this question.*
5. *Blue and green suit me.*

### Puzzle sentences

1. *The department store is on the right.*
2. *What kind of soup would you like?*
3. *Paula's apartment is on the second floor.*
4. *I'm sorry, she's out. Please call back later.*
5. *Marc's wearing a leather jacket and blue jeans.*

### You

1. *I think big cities are exciting.*
2. *I have a lot of plants.*
3. *I would like a new house.*
4. *My house is very small.*
5. *I'm wearing a blue blouse and a dark blue skirt.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 12 I Travel All over the World

## Present Simple

Target patterns:	Present simple What do/does . . . do?
Communication skills:	Talking about work Talking about school
Language sets:	Occupations School subjects

### Warm Up

#### Mime

Mime a variety of occupations, and encourage the students to guess what they are. The students can then take turns miming occupations, either in groups or as a whole class. Each student can either choose the occupation or pick up a card and mime the occupation written on it.

### What Do You Do?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Is Andy a doctor?  
Where does Sachiko travel?*

#### Follow-up questions

*What does Andy do?  
What does Sachiko do?  
What do you do?*

#### Comprehension—Personalization

T: *David - pilot*  
S1: *Is David a pilot?*  
S2: *No, he isn't.*  
S2: *What does he do?*  
S3: *He's an English teacher.*  
S3: *What do you do?*  
S4: *I'm a . . . .*

T: *Sachiko*  
S4: *Is Sachiko a (doctor)?*  
S5: *No, she isn't.*  
S5: *What does she do?*  
S6: *She's a flight attendant.*  
S6: *What do you do?*  
S7: *I'm a . . . .*

### Personalization

The students ask each other what friends or famous people do. Encourage the students to ask about people with a wide variety of different occupations, and use a dictionary or ask you for help when they are not sure of the English for each of these occupations.

### Warm Up

#### Follow-Up Questions

Ask individual students what they do and ask natural follow-up questions. The students then do the activity in pairs or small groups. Encourage them to ask a variety of follow-up questions.

### What Does She Do?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Who are speaking on the telephone?  
How is Marc?*

#### Follow-up questions

*Can Marc go to a movie with Sachiko?  
Can Marc have dinner tonight?  
Can you go to a movie tonight?*

#### Comprehension—Personalization

T: *What does Michelle do?*  
S1: *She's a college student.*  
T: *How long is she there?*  
S2: *About a year.*  
T: *What does she study?*  
S3: *Computer science.*  
T: *What does your sister do?*  
S4: *She's a . . . .*

Ask natural follow-up questions.

### Personalization

In pairs or small groups, the students ask each other what friends or family members do, and then ask natural follow-up questions. Encourage the students to ask genuine questions and talk reasonably freely.

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## Word Building

### What Do They Study?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*One of my friends studies engineering at university.*  
*Another friend studies economics at university.*  
*I want to study French.*

## Controlled Practice

### What Do They Do?

The students make sentences about each picture.

#### Sample answers

1. *She's a lawyer.*
2. *He's a civil servant.*
3. *She's an artist.*
4. *He's a businessman.*
5. *She's a doctor.*
6. *He's a musician.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*(Famous person) is a musician.*  
*My cousin is a civil servant.*  
*My aunt is a doctor.*

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## Warm Up

### Things in Common

Ask questions like "Who works in a hospital?" "Who makes a lot of money?" "Who works at night?" The students try to think of as many occupations as possible in answer to each question. They then do the activity in pairs or small groups.

## My Husband Works Very Hard

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Does the police officer work very hard?*  
*Is the other husband a doctor?*

#### Follow-up questions

*Does the police officer work on Sundays?*  
*Do you work on Sundays?*

*Does the police officer wear a uniform?*  
*Do you wear a uniform?*

*Does the other husband make a lot of money?*  
*Do you make a lot of money?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

One student thinks of somebody he/she knows. The other student(s) asks *yes/no* questions to try and discover the occupation of that person

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## Communication Activities

### A. What's My Job?

One student imagines he/she has a different occupation. The others take turns to ask *yes/no* questions to try and discover the occupation. If an answer is "Yes," the student who asked the question tries to guess the occupation. If the answer is "No," the turn passes to the next student.

### B. Last Sentence

One student (or the teacher) writes an occupation on the board. The students take turns making sentences about the occupation. The last student (or team) is the winner.

### C. Concentration

All the cards are put face down on a table. The students take turns turning over two cards. If an occupation and description match, the student takes the cards and has another turn. If not, the turn passes to the next student.

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## Review Exercises

### Crossword

#### ACROSS

1. call
3. east
6. over
7. let(')s
9. too
10. with
12. or
13. minute
14. me
15. fashion
17. below
18. good
20. ready

#### DOWN

2. lot
3. eating
4. to
5. meet
7. looks

8. some
10. wearing
11. help
14. middle
15. few
16. slice
17. big
19. do

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 13 I Usually Have Coffee and Toast

## Adverbs of Frequency

**Target patterns:** Adverbs of frequency  
What time do you . . . ?

**Communication skills:** Talking about daily routines  
Talking about free time  
Telling the time

**Language sets:** Always, usually . . .  
Time  
Daily routine words

### Warm Up

#### Daily Routines

Have a natural conversation about daily routines. Ask the students about their routines, and also talk about yours. The students then do the activity in pairs or small groups. Encourage them to use questions like “What time do you usually have lunch?” or “What time do you usually go to bed?”

### I Always Eat Out

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Is Andy a doctor?*  
*Where does Sachiko travel?*

#### Follow-up questions

*What does Andy do?*  
*What does Sachiko do?*  
*What do you do?*

#### Comprehension—Personalization

T: *Get up.*  
S1: *Does Marc usually get up at six o'clock?*  
S2: *No, he doesn't.*  
*What time does he usually get up?*  
S3: *At about eleven o'clock.*  
*What time do you usually get up?*  
S4: *I usually get up at seven o'clock.*

T: *Breakfast - eggs?*  
S4: *Does he usually have eggs for breakfast?*  
S5: *No, he doesn't.*  
*What does he usually have for breakfast?*  
S6: *He usually has coffee and toast.*  
*What do you usually have for breakfast?*  
S7: *I usually have . . . .*

Have the students make similar six-line dialogs about what they have for lunch and where they usually have dinner.

### Personalization

The students ask each other about things they usually do. Possible questions include:

*What time do you usually . . . ?*  
*What do you usually have for breakfast, lunch . . . ?*  
*Where do you usually have lunch, play tennis . . . ?*

### Warm Up

#### Daily Routine Puzzle

Write a word puzzle on the board. The words in the puzzle can be put together to make sentences about the daily routine of somebody the students know well. In pairs, groups or as a whole class, the students then make similar puzzles about themselves or somebody they know well.

### What Do You Do in the Afternoon?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Who are speaking on the telephone?*  
*How is Marc?*

#### Follow-up questions

*Can Marc go to a movie with Sachiko?*  
*Can Marc have dinner tonight?*  
*Can you go to a movie tonight?*

#### Comprehension—Personalization

T: *What does Marc do in the afternoon?*  
S1: *He sometimes goes to the beach, and he sometimes goes to a recording studio.*

T: *You.*  
S1: *What do you do in the afternoon?*  
S2: *I . . . .*  
T: *Your (brother)*  
S2: *What does your brother do in the afternoon?*  
S3: *He . . . .*

T: *What does Marc do after dinner?*  
S4: *He usually practices with his band.*  
T: *You*  
S4: *What do you usually do after dinner?*

- S5: *I usually . . . .*  
 T: *Your (sister)*  
 S5: *What does your sister usually do after dinner?*  
 S6: *She usually . . . .*

## Personalization

The students ask each other similar questions to the ones in the dialog. They can also ask the same kind of questions about friends or family members.

## Word Building

### How Often Does He/She . . . ?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

- I sometimes get up very late.*  
*I often eat Italian food.*  
*I never work on Sunday.*

## Controlled Practice

### A Superstar's Day

The students make sentences about each picture.

#### Sample answers

- She usually wakes up at ten o'clock.*
- She usually has breakfast at eleven o'clock.*
- She usually goes to sleep again at eleven thirty.*
- She usually gets up at five o'clock.*
- She usually goes to a party at eight thirty.*
- She usually goes to bed at four o'clock.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

- I usually wake up at about six o'clock.*  
*I usually have breakfast at about seven o'clock.*  
*I usually go to bed at about eleven o'clock.*

## Warm Up

### Five Sentences

Write *always, usually, often, sometimes, never* on the board. Make sentences with each of these words about a famous person. The students try to guess who the person is. They then do the same activity in pairs, groups, or as a whole class.

## Is He Dangerous?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

- What time does he have lunch?*  
*When is he sometimes dangerous?*

#### Follow-up questions

- What time does he have breakfast?*  
*What time do you have breakfast?*

- What does he do in the afternoon?*  
*What do you do in the afternoon?*

- What does he do in the evening?*  
*What do you do in the evening?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

Students choose famous people or animals and try to imagine their daily routines, using the pattern "*I think he/she/it usually . . . .*"

## Communication Activities

### A. Twenty Questions

One student imagines he/she has a different occupation. The others take turns to ask up to 20 *yes/no* questions to try and find out what the occupation is. The answers (except to final guesses) need to be qualified by an adverb of frequency (e.g. "*Yes, sometimes.*")

### B. Famous People

One student thinks of a famous person. Teams take turns to make sentences about the person—each

sentence should include an adverb of frequency. The last team to make a sentence is the winner.

### C. Housework

Each student has a table that is half filled with information about how much housework is done by some of the characters in the story. They exchange information and fill in the blanks in their tables by asking and answering questions. The students then exchange the same information about themselves.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

#### Role Play

- Clerk: *May I help you?*  
 You: 1. Yes, do you have any sweaters?  
 Clerk: *How about this one? It's in fashion at the moment.*  
 You: 2. It's very big.  
 Clerk: *Please try it on!*  
 You: 3. It looks strange.  
 Clerk: *Oh! You look fantastic!*  
 Sachiko: 4. How much is it?

Clerk: *\$1,000.*

### Picture Prompts

- He can play the saxophone.*  
*He can cook.*  
*He can play soccer.*  
*She's a doctor.*  
*She's an artist.*  
*He's a businessman.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.



# 14 How Do You Get to Work?

## Getting Around

**Target patterns:** By car, by train, on foot . . .  
How do you get to . . . ?  
It takes . . . / She takes . . .

**Communication skills:** Describing how we get around  
Work routines  
Directions using public Transport

**Language sets:** Types of transportation  
By car, by train, on foot . . .  
Drives, walks . . .

### Warm Up Getting to Work/School

Have a natural conversation with the students. Slip the questions “*How do you get to school/work?*” and “*How long does it take?*” into the conversation in a natural way. Then, encourage the students to ask each other the same questions about themselves, family members, and friends.

### How Long Does It Take?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Does he sometimes ride his bike and sometimes walk?*

*How long does it take by bike?*

#### Follow-up questions

*How do they go to work?*

*How long does it take?*

*How do you go to work or school?*

*How long does it take?*

#### Comprehension—Personalization

T: *How does Jin-Woo get to work?*

S1: *He goes by car. (He drives.)*

T: *How long does it take?*

S2: *It takes an hour and a half.*

T: *How does Manuel get to work?*

S3: *He sometimes rides his bike (goes by bike) and he sometimes walks (goes on foot).*

T: *How long does it take?*

S4: *By bike it takes about 15 minutes, and on foot it takes about half an hour.*

The students then ask the same pair of questions in a chain around the class.

### Personalization

The students guess how people they know or famous people go to work/school. Students can take turns to ask “*How does . . . go to school/work?*”

### Warm Up Natural Conversation

Have a natural conversation with the students about their daily lives. Lead them toward some of the language in the dialog, such as “*What time do you . . . ?*” “*I sometimes . . . , but . . .*” “*I . . . from . . . until.*” Then, in pairs or groups, the students have free and natural conversations about their daily lives.

### What Time Do You Get Home?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*What does he sometimes have after work?*

*Why is he lucky?*

#### Follow-up questions

*What time do you think they usually get home?*

*What time do you usually get home?*

#### Comprehension—Personalization

T: *Manuel sometimes has a massage after work.*

Class: *No! He sometimes has meetings after work.*

T: *What do you sometimes do after school/work?*

S1: *I sometimes . . .*

*What do you sometimes do after school/work?*

S2: *I sometimes . . .*

T: *He always gets home before two o'clock in the morning.*

Class: *No! He always gets home before seven thirty.*

T: *What time do you get home?*

S3: *I always/usually get home . . .*

*What time do you get home?*

S4: *I always/usually get home . . .*

T: *Jin-Woo works from six o'clock in the morning until one o'clock in the morning.*

Class: *No! He works from eight thirty in the morning until about ten thirty at night.*

T: *What time do you start and finish work/school?*

S5: *I work/study at school from . . . .  
What time do you start and finish work/school?*

S6: *I work/study at school from . . . .*

### Personalization

Students take turns to make untrue statements about the daily routines of friends or famous people. The other student(s) tries to either correct the statement or make a more accurate guess, using the pattern “No, I think . . . .” Encourage the students to use humor.

## Word Building

### How Do They Go to Work/School?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*I go to work by bus.*

*I don't go to work by subway.*

*I'd like to go to work by helicopter.*

## Controlled Practice

### Getting to Work

The students make two sentences about each picture.

#### Sample answers

1. *She goes to work by bus.*

*She takes a bus to work.*

2. *He goes to work on foot.*

*He walks to work.*

3. *She goes by train to work.*

*She takes a train to work.*

4. *He goes to work by bicycle. (bike)*

*He rides a bicycle (bike) to work.*

5. *He goes to work by car.*

*He drives to work.*

6. *She goes to work by scooter.*

*She rides a scooter to work.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*One of my friends walks to school.*

*Another of my friends goes to school by taxi.*

*My teacher goes to school by train.*

## Warm Up

### Public Transportation

Ask the students how to get to local places by public transportation from where they are now. The students then do the activity in pairs or small groups.

Encourage them to ask natural follow-up questions like “How long does it take?” or “How far is the bus stop from here?”

## How Do I Get to the Central Bank?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where is the bus stop?*

*How long does it take to the Central Bank?*

#### Follow-up questions

*What bus does he take to the Central Bank?*

*What bus do you take to the station?*

*How far is it from the station to the bank?*

*How far is it from your home to the station?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

Students ask each other how to get to nice places in the area. Wherever possible, they give directions using public transportation.

## Communication Activities

### A. Lifestyles

The students look at pictures of people and imagine their lifestyles. Encourage the students to say whatever they want.

### B. Where Is It?

Have a natural conversation with the students about their daily lives. Lead them toward some of the

language in the dialog on page 89, such as “*What time do you . . . ?*” “*I sometimes . . . , but . . .*” “*I . . . from . . . until.*” Then, in pairs or groups, the students have free and natural conversations about their daily lives.

### C. Schedules

Each student has a schedule with information that is half-filled in, and some questions that need answering.

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## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

#### Mixed questions

1. *I like friendly people.*
2. *Blue shirts look good on me.*
3. *I can speak Korean, Japanese, and a little English.*
4. *I'm a student.*
5. *I usually watch TV.*

#### Puzzle sentences

1. *Whose painting is this?*

2. *Would you like to have dinner with us?*
3. *Let's go to a movie this afternoon.*
4. *Sachiko travels all over the world.*
5. *Marc never gets home before midnight.*

#### You

1. *I think cats are cute.*
2. *I can play the piano.*
3. *I look fantastic.*
4. *I work in a bank.*
5. *I never get up late.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.

# 15 I Take a Vacation Once a Year

## Contrasting the Present Tenses

Target patterns:	Present simple vs. present continuous. I usually . . . . vs. Now
I'm . . . .	
every . . . .	Once a . . . . / Once
Communication skills:	Explaining how often we do things. Talking about free time.
Language sets:	Once, twice . . . .

### Warm Up

#### Switching Tenses

Say "What are you doing?" to individual students, and follow up each question with "What do you usually do at (the current time) on (the day today)?" The students can then ask each other the same pairs of questions. The activity can be extended by asking what friends, family members, or famous people are doing and usually do at this time—answers will probably need to start with "I think . . . ."

### I'm Just Looking

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

What's Manuel doing?  
What does he usually do on Friday afternoon?

#### Follow-up questions

What's Carmen doing?  
What are you doing?  
What do you usually do on Sunday afternoon?

#### Comprehension—Personalization

T: What's Manuel doing?  
S1: I'm not sure. Carmen thinks he's playing tennis.  
T: You.  
S1: What are you doing?  
S2: I'm . . . .  
T: (somebody the students know well)  
S2: What's . . . doing?  
S3: I think he/she's . . . .  
  
T: What does Manuel usually do on Friday afternoon?  
S5: He usually plays tennis.

T: You.  
S5: What do you usually do on Friday afternoon?  
S6: I . . . .  
T: (somebody the students know well)  
S6: What does . . . usually do on Friday afternoon?  
S7: I think . . . .  
T: (another person - always - Sunday morning)  
S7: What does . . . always do on Sunday morning?

### Personalization

The students ask each other "What does . . . always/usually do . . . ?" questions about friends or family members. If they are not sure how to answer, they can guess, using "I think . . . ."

### Warm Up

#### Free Time

Have a natural conversation with students about what they do in their free time. Slip the patterns "How often . . . ?" and ". . . looking forward to . . . ." into the conversation. The students can then do the activity in pairs. Write *How often . . . ?* and *looking forward to* on the board, and encourage the students to use these patterns as much as possible in their conversations.

### How Often Do You Go Back to Korea?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

Where is he going?  
How often does he take a vacation?

#### Follow-up questions

What's he doing?  
What are you doing?  
  
How often does he go back to Korea?  
How often do you go home?

#### Comprehension—Personalization

T: What's Jin-Woo doing?  
S1: He's buying a ticket to Egypt.  
T: How often does he take a vacation?  
S2: Once a year.

- T: You.  
 S2: How often do you take a vacation?  
 S3 About . . . .

The students ask and answer in a chain.

- T: What's he looking forward to?  
 S4: He's looking forward to his vacation.  
 T: You  
 S4: Wh.at are you looking forward to?  
 S5: I'm looking forward to . . . .

The students ask and answer in a chain.

- T: How often does he go back to Korea?  
 S6: About once every two months.  
 T: How often do you (play baseball)?  
 S7: . . .

Ask a few more "How often . . . ?" questions.

## Personalization

Students ask each other "How often . . . ?" questions.

For example:

- How often do you play baseball?*  
*How often do you eat curry?*  
*How often do you go to a movie?*  
*How often do you use a computer?*

## Word Building

### How Often . . . ?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

- I wash my hair every day.*  
*I go to the gym about twice a week.*  
*I play basketball about once every two weeks.*

## Controlled Practice

### How Often Do They . . . ?

The students make sentences about each picture.

#### Sample answers

- She does pottery once a week.*
- He meets friends three times a week.*
- She goes to the beauty salon once every three weeks.*

- He climbs a mountain two or three times a year.*
- He plays soccer once or twice a month.*
- She visits the USA once every two or three years.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

- I eat Chinese food about three times a week.*  
*I go to the beach about two or three times a year.*  
*I play volleyball about once every two weeks.*

## Warm Up

### Mixed-Up Dialog

Ask the students to close their books. Write the *Follow up* dialog in incorrect order on the board, and leave some blanks for the students to fill in. The students try to work out what the dialog is. If necessary, include the words *Horse* and *Cow* next to the lines that they speak or give additional hints.

## I Usually Drink Dirty Water

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

- Where does she usually eat?*  
*What is she drinking?*

#### Follow-up questions

- How often does she eat out?*  
*How often do you eat out?*

- What's her favorite restaurant?*  
*What's your favorite restaurant?*

- What does she usually eat for dinner?*  
*What do you usually eat for dinner?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

Students ask each other about eating out.

For example:

*How often do you eat out?*

*Where do you usually go?*

*Why do you go there?*

*What do you usually eat?*

## Communication Activities

### A. Lifestyles

The students look at pictures of people and try and imagine their lifestyles. They make sentences that include adverbs of frequency.

### B. How Often

Divide the class into teams. One student chooses something that people commonly do. Each student secretly writes down how often he/she does that thing. Each member of one team tries to guess the answer of each member of the other team.

### C. Questionnaire

In pairs, the students ask each other the questions in the questionnaire. The questions review the whole book.

## Review Exercises

### Crossword

ACROSS  
1. straight  
7. ugly  
8 piano  
9. usually

13. some  
16. can  
17. takes  
19. twice  
21. help  
22. kind  
23. drive

### DOWN

1. studies  
2. any  
3. get  
4. top  
5. near  
6. look  
10. speak  
11. light  
12. once  
14. out  
15. just  
18. all  
20. wake

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.