

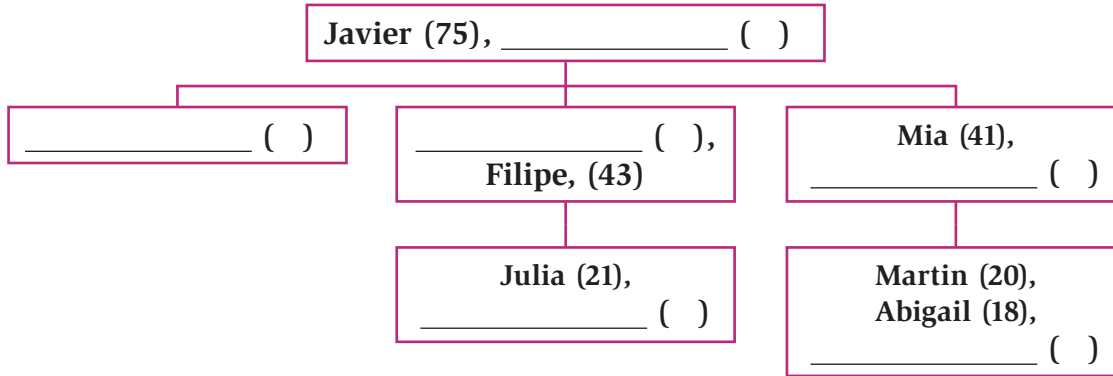
## 2.1 VOCABULARY

### FAMILY; NUMBERS



#### Student A

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



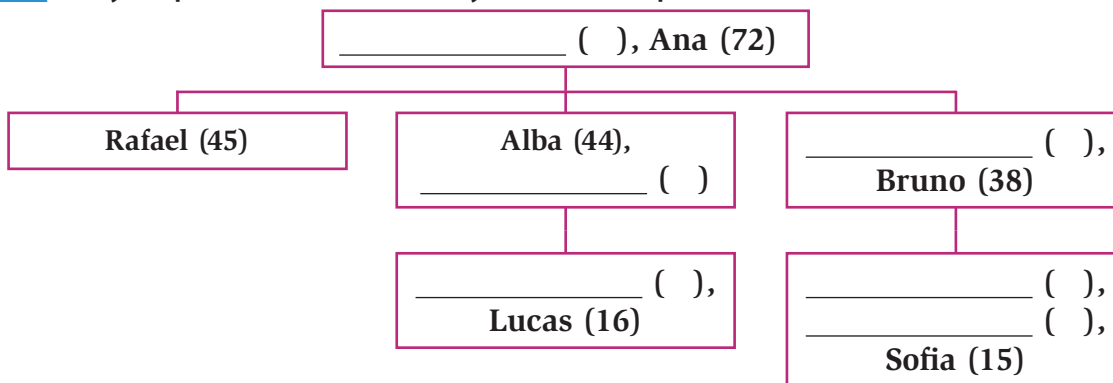
B **PAIR WORK** Complete the sentences about the family tree.

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



#### Student B

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



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

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

## 2.2 VOCABULARY

### DESCRIBING PEOPLE; REALLY / VERY

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

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



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

friendly \_\_\_\_\_

shy \_\_\_\_\_

funny \_\_\_\_\_

very old \_\_\_\_\_

really smart \_\_\_\_\_

very tall \_\_\_\_\_

interesting \_\_\_\_\_

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

# ANSWER KEY

# Teacher's notes for photocopiable activities: VOCABULARY

## UNIT 1, LESSON 1, VOCABULARY

Timing: 40 Minutes

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

## UNIT 1, LESSON 2, VOCABULARY

Timing: 40 Minutes

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

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

## UNIT 2, LESSON 1, VOCABULARY

Timing: 40 Minutes

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

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

### Answers

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

## UNIT 2, LESSON 2, VOCABULARY

Timing: 40 Minutes

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

### Answers

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

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

## UNIT 3, LESSON 1, VOCABULARY

Timing: 40 Minutes

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

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

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

*This is my \_\_\_\_\_ and here is the \_\_\_\_\_ with \_\_\_\_\_. Next to the \_\_\_\_\_ is the \_\_\_\_\_. This is the \_\_\_\_\_ with \_\_\_\_\_. My favorite room is my \_\_\_\_\_.*

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

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

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

## UNIT 3, LESSON 2, VOCABULARY

Timing: 40 Minutes

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

- **Do the task** Put Ss into pairs. Direct them to take turns telling each other what is in each room of their apartment. Ss must listen to each other and draw lines from the furniture to the correct room in the empty apartment. If there is more than one piece of that item – for example, two chairs – Ss draw two lines. Monitor and help where necessary.
- **Review the task** Tell Ss to label all the pieces of furniture they have put in the empty apartment. Ask Ss to describe the differences between the two apartments by asking and answering questions. For example: Student A: *My TV is in my kitchen. Where is your TV?* Student B: *My TV is in the living room. Where is your couch?*

## UNIT 4, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss and cut up into Student A and Student B halves.
- **Introduce the task** Play board scrabble. Write *smartwatch* in the middle of the board. Tell a student to come up to the board and write a technology word vertically using the letters from *smartwatch*. A student then adds another technology word vertically or horizontally.
- For example:

e  
 game  
 r  
 p  
 smartwatch  
 o  
 n  
 e  
 s

- Continue until Ss have used all the technology vocabulary.
- **Do the task** Put Ss into pairs. Ask Ss if they are familiar with the game Battleship.
- Ss write their five words on their board. Tell each Student A to begin by writing the letters of *cellphone*, with no space, across, down, or diagonally in each square to spell the word. Tell each Student B to begin by writing the letters of *earphones* across, down, or diagonally in each square to spell the word. Check that Ss have written their five words on the board.
- Explain to Ss that they will need to find the five technology words in the **My partner** board. One student reads out a square and the other must say the letter of the technology word if it is in that square. If there is no letter in that square, the student must say *No*. For example:
  - **A** 2A?                                      • **B** *No*
  - **B** *No*    • **A** 3J?
  - **A** 8D?                                         • **B** *Yes – T*
- Each time, Ss write the letter of the word or X (no letter) in the **My partner** square. The first student to find the five words is the winner.

- Demonstrate with a stronger student. Monitor and help where necessary.
- **Review the task** Drill all the technology words. Tell Ss to draw in their notebooks a table with two columns: one column with a check (✓), for things they have; and one column with a cross (X), for things they don't have. Tell Ss to write all the words there. Put Ss into pairs to compare.

## UNIT 4, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss and cut up into Student A and Student B halves.
- **Introduce the task** Read aloud verbs connected with technology and ask Ss to say which nouns (and prepositions) go with them. Then read aloud nouns and ask which verbs (and prepositions) go with them. For example: *play* (games), *text messages* (send/read).
- **Do the task** Put Ss into pairs. Tell them to take turns reading the sentence clues aloud to each other. The other partner fills in their crossword puzzle with the missing technology words that can be used to complete the sentences. With weaker Ss, write the missing technology words for Student A and Student B on the board so they can choose the word.
- If their partner doesn't understand which word it is, Ss can help by making a new sentence containing the word or giving a letter in the word. Monitor and help where necessary. When Ss finish, tell them to check their crosswords together.
- **Review the task** Tell Ss to cover up the crossword so they can just see the gapped sentences. Ask Ss to complete the sentences and read them aloud. As an alternative or next step, Ss cover up the sentences but not the crossword and try to repeat the sentences or make their own sentences.

## UNIT 5, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each student.
- **Introduce the task** Whisper to each student a day of the week and a time of the day, for example: *Tuesday afternoon* or *Friday morning*. Then tell Ss to line up in chronological order so the Monday mornings are at the beginning of the line and Sunday nights at the end.
- **Do the task** Put Ss into pairs. Tell them to ask each other the questions and write down the answers. Ss then figure out the score for their partners. Monitor and help where necessary.
- **Review the task** Ask Ss to report the questions back to the class, for example: *Manuel has time for sports on the weekends*. As an extension, put Ss into small groups to write four multiple-choice questions for a new questionnaire about everyday activities titled *Do you have a lot of free time?* As a class, decide which are the best eight questions and put them into a new questionnaire. Put Ss into pairs to ask each other the questions.

## UNIT 5, LESSON 2, VOCABULARY

Timing: 40 Minutes

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

## UNIT 6, LESSON 1, VOCABULARY

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

## Answers

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

## UNIT 6, LESSON 2, VOCABULARY

Timing: 40 Minutes

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

## UNIT 7, LESSON 1, VOCABULARY

Timing: 40 Minutes

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

### wash

*the dog*

*breakfast*

*the bath*

(wash + the dog)

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

### Answers

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

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

## UNIT 7, LESSON 2, VOCABULARY

Timing: 40 Minutes

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

## UNIT 8, LESSON 1, VOCABULARY

Timing: 40 Minutes

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



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

## UNIT 8, LESSON 2, VOCABULARY

Timing: 40 Minutes

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

## UNIT 9, LESSON 1, VOCABULARY

Timing: 40 Minutes

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

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

## UNIT 9, LESSON 2, VOCABULARY

Timing: 40 Minutes

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

### Answers

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

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

### Answers

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

## UNIT 10, LESSON 1, VOCABULARY

40 minutes

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

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

## UNIT 10, LESSON 2, VOCABULARY

Timing: 35 minutes

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

## UNIT 11, LESSON 1, VOCABULARY

Timing: 45 Minutes

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

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

### Answers

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

## UNIT 11, LESSON 2, VOCABULARY

Timing: 45 minutes

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

### Answers

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

## UNIT 12, LESSON 1, VOCABULARY

Timing: 35 Minutes

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

### Answers

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

	Grains	Small meals
<b>Miranda</b>	bread	soup
<b>Boris</b>	cracker	soup sandwich
<b>Ming</b>	bread	sandwich
<b>Dan</b>	bread cracker	soup

## UNIT 12, LESSON 2, VOCABULARY

Timing: 40 Minutes

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