

# 10.1 VOCABULARY

## DESCRIBING JOBS

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

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



B Complete the chart with jobs from exercise A.

Difficult	Easy	Fun	Interesting

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

## 10.2 VOCABULARY

### DESCRIBING HEALTH PROBLEMS

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

1 ruht uroy cabk

\_\_\_\_\_

2 tuc yrou ifnerg

\_\_\_\_\_

3 tcu sufyoler gishanv

\_\_\_\_\_

4 rakeb yuro gel

\_\_\_\_\_

5 tistw royu klane

\_\_\_\_\_

6 evah a daheceha

\_\_\_\_\_

7 vahe a oocethhta

\_\_\_\_\_

8 evah a satomcahehc

\_\_\_\_\_

9 thacc a dolc

\_\_\_\_\_

10 accth het luf

\_\_\_\_\_

11 aveh a verfe

\_\_\_\_\_

12 aevh a reso tothra

\_\_\_\_\_

13 nabg oyur deha

\_\_\_\_\_



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

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

C What should you do if you have these problems?

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

# ANSWER KEY

# Teacher's notes for photocopiable activities:

## VOCABULARY

### 1.1 DESCRIBING PEOPLE YOU KNOW

page T-217

40 minutes

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

#### Answers

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

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

#### Answers

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

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

#### Answers

a7 b11 c5 d8

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

### 1.2 NAMING EVERYDAY THINGS

page T-218

45 minutes

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

- Check answers with the class.

#### Answers

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

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

### 2.1 EXPRESSIONS WITH DO, HAVE, AND MAKE

page T-219

45 minutes

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

#### Answers

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

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

#### Answers

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

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

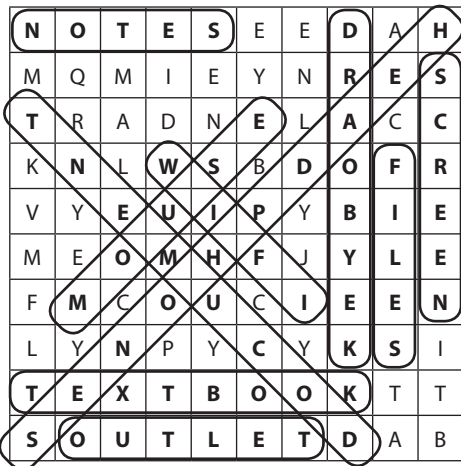
## 2.2 NAMING WORK AND STUDY ITEMS

page T-220

40 minutes

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

### Answers



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

### Answers

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

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

## 3.1 SPORTS

page T-221

40 minutes

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

### Answers

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

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

### Answers

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

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

## 3.2 EXERCISING

page T-222

45 minutes

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

### Answers

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

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

### Answers

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

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

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

## 4.1 DESCRIBING POP CULTURE

page T-223

50 minutes

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

### Answers

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

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

### Answers

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

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

## 4.2 NAMING GIFT ITEMS

page T-224

40 minutes

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

### Answers

**giftcard**/avb/**candle**/nhlopku**c**/**jewelry**/per**f**ume/rmp/  
**bouquet**of**f**lowers/dal/**phone**ch**a**rger/**s**peakers/djuep/  
**candy**/rsecpj/**sweat**shirt

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

## 5.1 DESCRIBING OPINIONS AND FEELINGS

page T-225

55 minutes

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

### Answers

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

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

### Answers

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

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

## 5.2 DESCRIBING LIFE EVENTS

page T-226

50 minutes

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

### Answers

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

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

## 6.1 USING MONEY

page T-227

45 minutes

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

### Answers

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

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

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

### Answers

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

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

## 6.2 SHOPPING

page T-228

40 minutes

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

### Answers

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

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

## 7.1 NAMING FOOD

page T-229

45 minutes

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

### Answers

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

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

### Answers

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

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

## 7.2 DESCRIBING FOOD

page T-230

45 minutes

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

### Answers

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

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

## 8.1 TRAVELING

page T-231

35 minutes

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

### Answers

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

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

### Answers

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

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

## 8.2 USING TRANSPORTATION

page T-232

40 minutes

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

### Answers

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

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



## Answers

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

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

## 9.1 NAMING ACCESSORIES

page T-233

35 minutes

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

## Answers

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

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

## 9.2 DESCRIBING APPEARANCE

page T-234

45 minutes

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

## Answers

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

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

## Answers

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

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

## 10.1 DESCRIBING JOBS

page T-235

40 minutes

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

## Answers

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

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

## 10.2 DESCRIBING HEALTH PROBLEMS

page T-236

35 minutes

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

### Answers

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

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

### Answers

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

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

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

Everywhere: have a fever

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

## 11.1 USING VERB-NOUN INTERNET PHRASES

page T-237

35 minutes

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

### Answers

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

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

### Answers

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

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

## 11.2 USING SOCIAL MEDIA VERBS

page T-238

40 minutes

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

### Answers

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

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

## 12.1 DESCRIBING WEATHER

page T-239

45 minutes

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

### Answers

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

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

## 12.2 DESCRIBING LANDSCAPES AND CITYSCAPES

page T-240

40 minutes

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

### Answers

Photo 1: cave, rainforest, waterfall, rocks, stream  
See query on p. T-240 re: numbering in exercise and photo 2.

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