In this unit, you will ...

- introduce your partner, talk about classroom objects and talk about where items are in a room.
- use thinking skills: analyze, evaluate and brainstorm.
- read about college student rooms.
- use strategies to give extra information and ask about new words to continue a conversation and check understanding.
- use communication skills to book a hotel room and write a text message.
- follow an online teacher to learn about their job and the skills needed to be in this industry.

1 Think about rooms in your home. Write words that you know in the box.
2 IN PAIRS Share and compare your information. Add more words to the box, if possible.

Living room: ____________________________

Bedroom: ____________________________

Kitchen: ____________________________

WHAT DO YOU ALREADY KNOW?

My Place

Living room: sofa, bed, table

Bedroom: bed, closet, dresser

Kitchen: oven, stove, refrigerator

DISCUSS & SHARE

3 IN GROUPS Watch the video and answer the question.

City or country?
LESSON 1 Homes

VOCABULARY describing places

A IN PAIRS Match the adjectives from the box to the pictures. Which home is your favorite?
- beautiful
- big
- modern
- noisy
- old
- quiet
- small
- ugly

1. [Image of a home with a lot of furniture and decorations.]
2. [Image of a simple home with minimal furniture.

B Look at the adjectives in A again. Find pairs with opposite meanings. beauty—ugly

MAKE IT YOURS
Write more adjectives to describe your home. Use your dictionary to help you.

LISTENING

A LISTENING SKILL—Use visuals to predict content Look at the picture. Who are the people? Where are they? What is the conversation about?

B 2.01 Listen and repeat.

C 2.01 Listen again. Complete the notes about Nick.

<table>
<thead>
<tr>
<th>Name</th>
<th>Nick Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>London—big and ________ apartment (on vacation with his ________)</td>
</tr>
<tr>
<td>Age</td>
<td>________</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:________@gmail.com">________@gmail.com</a></td>
</tr>
</tbody>
</table>

D THINKING SKILL—Analyze Juno says his place is small and noisy. Do you think he likes it or not?

GRAMMAR be information questions

A Complete the questions from the conversation.

<table>
<thead>
<tr>
<th>1 __________’s your name?</th>
<th>4 __________ is he?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 __________ are you?</td>
<td>5 __________ are you?</td>
</tr>
<tr>
<td>3 __________ are you from?</td>
<td>6 __________’s your phone number?</td>
</tr>
</tbody>
</table>

B Circle the verbs in the questions in A.

C Complete the table with is or are.

<table>
<thead>
<tr>
<th>Question Word</th>
<th>To be</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old</td>
<td>are</td>
<td>your parents?</td>
</tr>
<tr>
<td>What</td>
<td>are</td>
<td>your email?</td>
</tr>
<tr>
<td>Where</td>
<td>are</td>
<td>they from?</td>
</tr>
<tr>
<td>Who</td>
<td>are</td>
<td>she?</td>
</tr>
<tr>
<td>How</td>
<td>are</td>
<td>you?</td>
</tr>
</tbody>
</table>

D Read the questions in A and C. Match the question words (1–4) to the information in the answer (a–d).

<table>
<thead>
<tr>
<th>Question Word</th>
<th>To be</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old</td>
<td>a thing or a number</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>a place</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>a person or people</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td>age</td>
<td></td>
</tr>
</tbody>
</table>

For more practice, go to page 71.

SPEAKING

A IN PAIRS Role-play. Read the information. Take turns to ask and answer questions. Write the answers in your notebook. Use the Confident Communicator box to help you.

Student A: go to page 65 of the Activity Bank. Student B: go to page 66 of the Activity Bank.

B Ask the questions again and answer with true information for you.

C IN GROUPS Tell the group about your partner.

A: His/Her name is …
B: He’s/She’s from … His/Her apartment/house is …
A: He’s/She’s … years old.
B: His/Her phone number is …

CONFIDENT COMMUNICATOR

To continue the conversation, give extra information in your answer. I’m from London. It’s a beautiful city.
LESSON 2 Things

VOCABULARY your things

A Look at the objects in the pictures. Check (√) the objects you see in your classroom.

B IN PAIRS Match the words from the box to the pictures. Write the words in A.

brush phone ID card laptop umbrella notebook pen wallet watch

C 2.03 Listen and check your answers in B. Then listen again and repeat.

LISTENING

A 2.04 LISTENING SKILL—Listen for main idea. Listen and discuss.

Where are the people?

at a sports event in a class on a radio program

B 2.04 Listen again. Write the name of the person from the box.

Andrea Emily Ryan

1 British _________ 2 German _________ 3 the winner _________

C 2.04 Listen again and complete the lists for each person. Then write the total number of items.

1 Andrea: a _________, 2 watches, a sandwich
Total = _________

2 Emily: 2 brushes, an _________, a notebook, 2 pens, a _________, an umbrella, a transit card
Total = _________

3 Ryan: 2 ID cards, a _________, 3 pens, a phone, a wallet, a _________, a transit card
Total = _________

D THINKING SKILL—Evaluate Are radio shows popular in your country? Describe your favorite radio show/station or your favorite radio show host.

GRAMMAR a/an singular and plural nouns

A Look at the bold and underlined nouns in LISTENING C and answer the questions.

1 Are the bold nouns singular (one item) or plural (2+ items)? The underlined nouns?

2 What words are before the bold nouns?

3 What is the final letter of each underlined noun?

B Complete the rules with your answers from A.

For one item, use:

1 _______ + noun, e.g., a brush

2 _______ + noun beginning with a vowel sound (a, e, i, o, u), e.g., an umbrella

For two or more items, use:

number + noun + _______, e.g., 2 pens

number + noun ending with –ch and –sh + _______, e.g., 2 watches

For more practice, go to page 72.

GRAPHS

C Look at the items in LISTENING C again. Add more examples using the rules in B.

1 a brush, ____________ 3 2 watches, ____________

2 an umbrella, ____________ 4 2 watches, ____________

D Complete the lists with a, an, –s or –es.

Harry: a laptop, three watch ________ pen, two notebook ________ two sandwich ________

Beth: two brush ________ bag, ________ umbrella, ________ ID card, three pen ________

E IN GROUPS Choose one person from D or LISTENING C and take turns to read his or her list of things.

PRONUNCIATION plural nouns

A 2.05 Listen to the words and the final –s sound. Repeat.

/s/ /z/ /ɪz/
laptop phones watches

B 2.06 Listen and add the words to the table in A. Then listen again, check and repeat.

brushes ID cards notebooks sandwiches umbrellas wallets

SPEAKING

A IN PAIRS Make a list of things you see in the classroom, on your desk or in your bags. Use your dictionary for new words.

6 bags, 5 phones...

B Discuss your list with another pair. Use the Confident Communicator box to help you. Is the use of a/an and –s/–es correct?

C What is the total number of things on your list? Discuss as a class.

MAKE IT YOURS

Say Congratulations! or Good job! to a competition winner or someone with good news, e.g., a good test result.

CONFIDENT COMMUNICATOR

KEEP TALKING

To continue the conversation, ask questions about new words. What’s this in English? It’s a tablet. What’s … in English? Sunglasses.
There are two types of rooms for students.

**Single (one student)**
There’s a bed. There’s a window between the door and the bed. There’s a desk and a chair in front of the window. There’s a small lamp on the desk. There’s a small closet next to the bed.

**Double (two students)**
There are two beds in the room. There’s a big window between the two beds. There are two desks and two chairs. They are in front of the window. There’s a lamp on each desk. There are two closets behind the door.
FUNCTIONAL LANGUAGE book a hotel

A 2.08 Read and listen to the conversation. Complete the sentences with words from the box. There are two words you do not need.

friend hotel single double

Sofia calls a _________. Sofia asks for a ________ room.

Hotel worker: Good morning. Grand Hotel.
Sofia: Good morning. I want to book a room for Friday night, please.

Hotel worker: Sure. Let me see if we have a room. There’s a single room and a double room.
Sofia: What is a double room?
Hotel worker: It’s a room with two beds for two people.
Sofia: OK. A single room, please.
Hotel worker: No problem. It’s a nice room with two big windows. What’s your name and email, please?
Sofia: Sofia Lopez. My email is sofial95@newmail.com.
Hotel worker: How much is it?
Sofia: $100. Please pay at the hotel on Friday.
Hotel worker: Thank you for your help.

B Add the bold sentences from A to the table.

Hotel guest Hotel worker
I want to book a room for Friday night, please. There’s a single room and a double room.
1
2
3

C 2.09 Listen to two different examples (A and B) from the hotel worker. Is A or B polite? Circle the answer.

1 A  B
2 A  B
3 A  B

D IN PAIRS Take turns reading the conversation in A.

E IN NEW PAIRS Repeat the conversation with new information. Take turns as the hotel worker and the hotel guest.

Student A: go to page 65 of the Activity Bank. Student B: go to page 66 of the Activity Bank.
Choose the word that is different in each group.

1. beautiful laptops old small
2. brush modern transit card wallet
3. door ID cards pens umbrellas
4. bed between desk window
5. behind in front of notebook under

Complete the sentences.

1. Where ________ you from? I’m from Japan.
2. Who ________ he? He’s my teacher.
3. There’s a brush and ________ ID card.
4. The chair is next ________ the window.
5. There ________ three windows and two doors.

Circle useful things for an online teacher.

chair desk dictionary internet laptop phone transit card

In Groups Discuss. Are the sentences true for you? Change the sentences to make them true for you.

- I’m an online student.
- There are online teachers in my city.
- An online class is fun.