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.

**WHAT DO YOU ALREADY KNOW?**

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.

<table>
<thead>
<tr>
<th>Room</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living</td>
<td>armchair, lamp, rug, TV</td>
</tr>
<tr>
<td>Bedroom</td>
<td>closet, desk, drawers, mirror</td>
</tr>
<tr>
<td>Kitchen</td>
<td>coffee maker, freezer, refrigerator, table</td>
</tr>
</tbody>
</table>

**DISCUSS & SHARE**
3. IN GROUPS Watch the video and answer the question.

**VIDEO**

Before viewing, ask:
- How can you describe the country? quiet, peaceful, there is no traffic
- How can you describe the city? a lot of activities all day and night

After viewing, put the continuum on the board:
- country
- city

Have students mark the continuum and explain why they prefer the country or the city.
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

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

- beautiful–ugly
- big–small
- modern–old
- noisy–quiet

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. 2.02 Listen and check your ideas from A.

D. IN PAIRS Answer the question. Which adjectives describe your home?

- beautiful
- big
- modern
- noisy
- old
- quiet
- small

E. IN GROUPS Tell the group about your partner.

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.

GRAMMAR be information questions

A. Complete the questions from the conversation.

1. What is your name?
2. How old are you?
3. Where are you from?
4. Who is she?
5. How old is he?
6. What is his phone number?

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>1</td>
<td>your age</td>
</tr>
<tr>
<td>Who</td>
<td>2</td>
<td>your parents</td>
</tr>
<tr>
<td>Where</td>
<td>3</td>
<td>your email</td>
</tr>
<tr>
<td>What</td>
<td>4</td>
<td>she</td>
</tr>
<tr>
<td>How</td>
<td>5</td>
<td>your phone number</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).

E. Find and correct the errors in the questions.

1. What are you?
2. How old is he?
3. Where are they from?
4. Who are they?

F. IN PAIRS Ask and answer the questions in A so they’re true for you.

GRAMMAR extra practice

Ask students to close their books and write the five question words from GRAMMAR A as you say them. Quickly check spelling and pronunciation by asking students to say and spell the question words. Put students into pairs and ask them to write their own questions using the question words. Set a time limit of five minutes. Then ask pairs to say their questions. Correct any errors.

CULTURE NOTE

Put students in small groups. Write the three categories below on the board and ask groups to look at the two photos. Elicit an example for each category. Ask groups to write more words for the categories. Set a time limit (maximum five minutes). Possible items for categories include:

- colors: red, white, yellow, blue, gray, black, brown
- furniture: stereo, desk, computer, bucket, lamp, sofa, door, chair
- people: man, woman, girl, boy, mother, father, son, daughter, baby

GRAMMAR extra practice

Write the following sentences on the board: His name is Nick. He’s from London. Circle His and He’s. Ask students if the circled words are subjects or objects. Then ask students which word is a subject pronoun (He) and ask for other examples (I, You, She, We, They).

For more confident classes, ask students to identify the possessive adjective (His) and elic it other examples (My, Your, Her, Our, Their).

SPEAKING extra practice

Tell the group about your partner.
**LESSON 2**  
**Things**

**VOCABULARY**  
your things

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

- phone
- wallet
- notebook
- laptop
- watch
- brush
- umbrella
- ID card
- pen
- transit card

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

- brush
- umbrella
- ID card
- pen
- 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.

1. Brush
2. German
3. Andrea

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

- Andrea: a brush, 2 watches, a sandwich
- Ryan: 2 brushes, an ID card, a notebook, 2 pens, a phone, an umbrella, a transit card
- Beth: 2 ID cards, a laptop, 3 pens, a notebook, a watch, a watchcard

**MAKE IT YOURS**

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

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

**GRAMMAR**  
/ə/ singular and plural nouns

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

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

B. Complete the rules with your answers from A.

- For one item, use: number + noun = 3 + noun, e.g., a brush
- For two or more items, use: number + noun ending with -ch or -sh + noun, e.g., 2 pens, 2 watches

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

- Brush, umbrella, ID card, pen, watch
- 2 brushes, 2 umbrellas, 2 ID cards, 3 pens

**PRONUNCIATION**

**plurals**

A. 2.05 Listen to the words and the final -ə sound. Repeat.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>əs example</th>
</tr>
</thead>
<tbody>
<tr>
<td>laptops</td>
<td>əs</td>
</tr>
<tr>
<td>notebooks</td>
<td>əs</td>
</tr>
<tr>
<td>1 notebooks</td>
<td>əs</td>
</tr>
<tr>
<td>2 notebooks</td>
<td>əs</td>
</tr>
<tr>
<td>3 notebooks</td>
<td>əs</td>
</tr>
<tr>
<td>4 notebooks</td>
<td>əs</td>
</tr>
<tr>
<td>5 notebooks</td>
<td>əs</td>
</tr>
<tr>
<td>6 notebooks</td>
<td>əs</td>
</tr>
</tbody>
</table>

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.

- a sandwich, a laptop, a phone, a watch, a pen, a notebook, a transit card

B. Discuss your list with another pair. Use the Confident Communicator box to help you. Is the use of -ə and -əs correct?


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

**CONFIDENT COMMUNICATOR**

To continue the conversation, ask questions about new words.

**KEEP TALKING**

It is important for students at this level not only to activate and produce new language but also to use it accurately. Monitor students carefully, especially in pair or group work when you can give more time to individual students. Correct any errors by eliciting the correct language.
**LESSON 3 Rooms**

**VOCABULARY**

**prepositions of place**

A. Look at the pictures. Complete the phrases with the words from the box.

| 1 in the | bag | 2 behind the | chair |
| 3 in front of the | umbrella |
| 4 between the | door |

A. Look at the pictures. Complete the phrases with the words from the box.

1. The notebook is in the bag.
2. The umbrella is behind the chair.
3. The chair is in front of the umbrella.
4. The bed is between the door and the window.

**READING**

**Extra Practice**

Put students into pairs. Ask them to read the webpage again and circle the furniture words (bed, desk, chair, lamp). Allow students to refer to VOCABULARY A for help. Then, ask students to identify a new word that means "a place for clothes" (closet).

**GO TO**

for READING step-by-step instructions.

**NEW COLLEGE**

There are two types of rooms for students.

**VOCABULARY**

Use the classroom or your things to replicate a picture from VOCABULARY A. Write an incomplete sentence on the board (The notebook is the ... ) and ask students to complete it. You can use blanks for things to replicate a picture and ask students to complete it.

**GRAMMAR**

There is / There are

A. Complete the sentences from READING B.

1. There is a bed.
2. There are two small closets next to the bed.
3. There are two beds in the room.
4. There are three closets behind the door.

B. Complete the table with the correct form of to be.

<table>
<thead>
<tr>
<th>For one thing</th>
<th>For two or more things</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a</td>
<td>There are</td>
</tr>
<tr>
<td>desk</td>
<td>two desks</td>
</tr>
</tbody>
</table>

C. Complete the sentences with is, are or are.

1. There is a desk. There are two notebooks on the desk.
2. There are three laptops on the bed.
3. There is a small window next to the door.
4. There are five students in the class. There is one teacher.

D. IN PAIRS Look at your classroom. Say what’s on your desk, next to the door and in front of the window. Then switch roles. Use the Confident Communicator box to help you.

**READING**

**GO TO**

page 65 of Activity Bank. Find three differences between them. Then, write a short description of the same place in each room.

**COMMUNICATOR**

To check you understand, use Right! after a statement. The bed is next to the door. Right? No, the bed is next to the window.

**CONFIDENT COMMUNICATOR**

Search online for rooms at colleges or in hotels. Then, write a short description of one room from your search.

**MAKE IT DIGITAL**

Unit 2 My Place
Language and Life
Communication – Hotel Room

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.
hotel single double

Sofia calls a ___. Sofia asks for a ___.

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

Hotel worker: Sure. Let me check if we have a room.
Sofia: Is it a single room or a double room?

Hotel worker: It’s a room with two beds for two people.
Sofia: Oh! 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 sofia123@email.com.

Hotel worker: How much is it?
Sofia: It’s $100. Please pay at the hotel on Friday.

Hotel worker: Thank you for your help.
Sofia: Thank you for your help. Goodbye.

Hotel worker: You’re welcome.
Sofia: Thank you for your help. You’re welcome.

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

Hotel guest Hotel worker

1. A single room, please. 4. What’s your name and email, please?
2. How much is it? 5. Please pay at the hotel on Friday.
3. Thank you for your help. 6. You’re welcome.

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

A  B
1. A single room, please. 4. What’s your name and email, please?
2. How much is it? 5. Please pay at the hotel on Friday.
3. Thank you for your help. 6. You’re welcome.

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.

ALTERNATIVE ACTIVITY
To practice polite intonation, play the polite examples from Activity C again. Ask the whole class to repeat
and then ask individual students to repeat. Correct any problems by playing the audio again or by saying
the expression yourself. Remind students that polite intonation is an important skill for the tourist industry.

WRITING  a text message

A  Read the text messages and choose True or False.

1. Dan is in a hotel. True / False
2. The room is small. True / False
3. There is a restaurant in the hotel. True / False
4. Camila is in a hotel. True / False

B  Circle six exclamations (!) and four question marks (?) in the texts.

C  Complete the sentences with “?” or “!”,
1. Use ____ at the end of a question—not at the beginning.
2. Use ____ at the end of a statement—not at the beginning.
3. Use ____ to show you are very happy or not very happy.

D  Complete the sentences with “?” or “!”,
1. Is the room small? ____
2. The coffee shop is beautiful! ____
3. The hotel is awesome! ____
4. Where is the clothes store? ____

E  Complete the sentences to describe the place. Then write another sentence. Use your own words or the examples from the box.

1. The hotel is nice. It’s very old.
2. The room is small. There’s a closet and a bed. It’s quiet.
3. The restaurant is big. It’s next to a clothes store.

There is a restaurant in the hotel.

F  IN PAIRS Exchange answers. Then take turns to ask and answer the questions. Test your questions and
answers to each other if possible.

MAKE IT DIGITAL
Send two text messages to two different classmates in English.

WRITING  Extra Practice

For pairs who finish quickly, ask them to write (or text) questions to each other about the classroom, their
home, their place of work, a hotel or coffee shop, and so on. Students can use the questions from the page to help
them: Is the … nice? Is the … big? Is the … good?

Alternative Activity

After WRITING C, drill the following questions and statements with the class, using the correct intonation or
expression: Are you in Madrid? (rising intonation), Is the hotel nice? (rising intonation), My room’s awesome! (very
happy), I love it! (very happy), I don’t like it! (very unhappy).

Ask two more confident students to read the text messages as a spoken conversation. Check that students
use different and correct intonation for the questions and the statements. Then put students into pairs to practice
the conversation.
UNIT 2

VOCABULARY review
A 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

GRAMMAR review
A Complete the sentences.

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

6-10 correct: You can describe places and where things are, introduce your partner, and talk about your things. You can use be information questions, a/an singular and plural nouns and There is/There are.

0-5 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 10

WHAT DO YOU KNOW NOW? Look back at page 15 and add the words you know now to the box.

FOLLOW A PRO ONLINE TEACHER
A Circle useful things for an online teacher.

chair desk dictionary internet laptop phone transit card

B 2.10 Listen and check your answers in A.

C 2.10 Listen again and complete the notes.

Name: Angela
Nationality: British
Language: English
Job: English teacher/online teacher
Nationality of students: Mexican and Chinese
Age of students: 15 to 62 years old

D 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.

TOTAL SCORE: / 10

UNIT REVIEW step-by-step instructions.

GO TO page xvii

FURTHER DISCUSSION
Have students discuss in groups their preferences about the following situations, explaining why and giving examples to support their opinions:

• learning a language in a classroom or online with a teacher
• learning a language face-to-face with a teacher or in a class
• learning a language in your country or in a country where it is spoken

CLASSTROOM MANAGEMENT
In VOCABULARY A, ask more confident students or fast finishers to add another word to each group. Check that word stress and pronunciation are correct.

In GRAMMAR A, ask more confident students or fast finishers to write another example sentence for each of the five grammar points. Check and confirm answers as a class.

GO TO page xix

for FOLLOW A PRO step-by-step instructions.

GO TO page 63

for AUDIO SCRIPT.

24 Unit 2 My Place