

RHONA SNELLING

SPEAK YOUR MIND

TEACHER'S BOOK

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S
STARTER





UNIT 2 My Place

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.

 Living room: *sofa*


 Bedroom: *bed*

 Kitchen: *oven*



VIDEO

DISCUSS & SHARE

- 3 **IN GROUPS** Watch the video and answer the question.
 City or country?

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.

Unit 2 My Place 15

GO TO page vi

for **UNIT OPENER**
step-by-step
instructions.

STUDENTS MAY ALREADY KNOW:

- rooms within a home: attic, bathroom, bedroom, cellar, family room, dining room, hall(way), kitchen, living room, home office.

GO TO page xx

for **VIDEOS IN SYM**
step-by-step
instructions.

WHAT DO YOU ALREADY KNOW?

If you notice students are struggling to understand what to do, you can provide one or two examples to help them get started:

- **Living room:** armchair, lamp, rug, TV
- **Bedroom:** closet, desk, drawers, mirror
- **Kitchen:** coffee maker, freezer, refrigerator, table

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.

DISCUSS & SHARE

Discuss with students the differences between living in a city and living in the country. There are many advantages and disadvantages to both. Consider creating a pro/con chart on the board and have students call out what they think to fill in the chart. Allow students to use their dictionaries.

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



big, noisy, beautiful/ugly, old



beautiful/ugly, modern, quiet, small

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

beautiful—ugly big—small, modern—old, noisy—quiet

C **2.01** Listen and repeat.

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

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 **2.02** Listen and check your ideas from A.

C **2.02** Listen again. Complete the notes about Nick.

Name	Nick Smith
Home	London—big and <u>modern</u> apartment (on vacation with his <u>friend</u>)
Age	<u>24</u>
Email	<u>nick94</u> @gmail.com



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

GO TO page vii
for **VOCABULARY**
step-by-step
instructions.

Students' own
answers

GO TO page xi
for **LISTENING**
step-by-step
instructions.

GO TO page 63
for **AUDIO SCRIPT**.

Juno is a student.
Nick is on
vacation.

in the street

Juno asks Nick
questions for his
homework.

Suggested answer:
No, because
he thinks Nick's
apartment is
beautiful.

VOCABULARY

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.

CULTURE NOTE

After checking the answers in LISTENING C, write the full email address on the board (nick94@gmail.com). Draw a circle around the @ symbol and .com. Elicit or teach the correct pronunciation (at, dot com). Write a short sentence on the board (*Nick lives in London.*) and point out that the punctuation (.) is referred to as a "period" in a sentence and a "dot" for emails.

GRAMMAR be information questions

A Complete the questions from the conversation.

how how old what x2 where who

- What is your name?
- How are you?
- Where are you from?
- Who is he?
- How old are you?
- What is your phone number?

B Circle the verbs in the questions in A.

C Complete the table with *is* or *are*.

Question Word	To be	Subject
How old	1 <u>are</u>	your parents?
What	2 <u>is</u>	your email?
Where	3 <u>are</u>	they from?
Who	4 <u>is</u>	she?
How	5 <u>are</u>	you?

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

- | | |
|--------------------|-----------------------|
| 1 How old <u>d</u> | a a thing or a number |
| 2 What <u>a</u> | b a place |
| 3 Where <u>b</u> | c a person or people |
| 4 Who <u>c</u> | d age |

For more practice, go to page 71.

E Find and correct the errors in the questions.

- How old is your apartment? It's 100 years old.
- How is his email? It's benji123@yes.co.uk.
- Where are their names? Sasha and Tina.
- Who is she from? She's from Canada.
- What are they? They're my friends.

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

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
KEEP TALKING

To continue the conversation, give extra information in your answer:
I'm from London.
It's a beautiful city.

GO TO pages viii–ix
for **GRAMMAR**
step-by-step
instructions.

- What is his email?
- What are their names?
- Where is she from?
- Who are they?

GO TO page xii
for **SPEAKING**
step-by-step
instructions.

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.

SPEAKING 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 (*subjects*). 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 elicit other examples (*My, Your, Her, Our, Their*).

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 ID card laptop notebook pen
phone transit card umbrella 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 Emily 2 German Andrea 3 the winner Ryan

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

1 Andrea: a brush, 2 watches, a sandwich
Total = 4
2 Emily: 2 brushes, an ID card, a notebook, 2 pens,
a phone, an umbrella, a transit card
Total = 9
3 Ryan: 2 ID cards, a laptop, 3 pens, a phone, a wallet,
a watch, a transit card
Total = 10

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

MAKE IT YOURS

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

GRAMMAR a/an singular and plural nouns

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

- Are the bold nouns singular (one item) or plural (2+ items)? The underlined nouns? singular plural
- What words are before the bold nouns? a an
- What is the final letter of each underlined noun? s (es)

B Complete the rules with your answers from A.

For one item, use:

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

For two or more items, use:

- number + noun + s, e.g., 2 pens
- number + noun ending with -ch and -sh + es, e.g., 2 watches

For more practice, go to page 72.

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

- a brush, _____
- an umbrella, _____
- 2 pens, _____
- 2 watches, _____

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

Harry: a laptop, three watch es, a pen, two notebook s, two sandwich es

Beth: two brush es, a bag, an umbrella, an ID card, three pen s

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/
laptops	phones	watches
1 <u>notebooks</u>	3 <u>ID cards</u>	5 <u>brushes</u>
2 <u>wallets</u>	4 <u>umbrellas</u>	6 <u>sandwiches</u>

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.

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.

1 a sandwich, a laptop, a phone, a wallet, a watch, a pen, a notebook, a transit card

2 an ID card

3 2 laptops, 2 phones, 2 wallets, 2 notebooks, 2 ID cards

4 2 brushes

GO TO page ix

for PRONUNCIATION step-by-step instructions.

VOCABULARY Alternative Activity

Ask students to identify the number of syllables in each word and which one is stressed:

- O: brush, pen, phone, watch
- O O o: ID card (Remind students that *I* and *D* are stressed equally.)
- O o: laptop, notebook, wallet
- O o o: transit card
- o O O: umbrella

Drill the words and pay attention to consonant /ʃ/ and the diphthong /tʃ/ in *brush* (/brʌʃ/) and *watch* (/wɒtʃ/).

LISTENING Alternative Activity

Have students look at the photo of the pink bag and call out the names of things in the bag (*sunglasses, camera, two notebooks, woman's wallet, phone, pen*). You can also do this task as a race with students working in pairs and writing the things down. The first pair to finish the list without errors wins.

GRAMMAR Alternative Activity

Play Grammar Tennis (use a soft ball or have students say a name) to practice a/an: the first student says a or an and throws the ball/says a name. The second student says a thing that follows a or an (e.g., a + *brush*, an + *umbrella*). If correct, the student then says a/an and throws the ball or says a name of another student and so on. If incorrect, elicit the correct answer from the class.

To practice plural nouns, follow above procedure, but have the first student say a number and the second student say the correct plural ending (*two + notebooks/brushes*).

SPEAKING

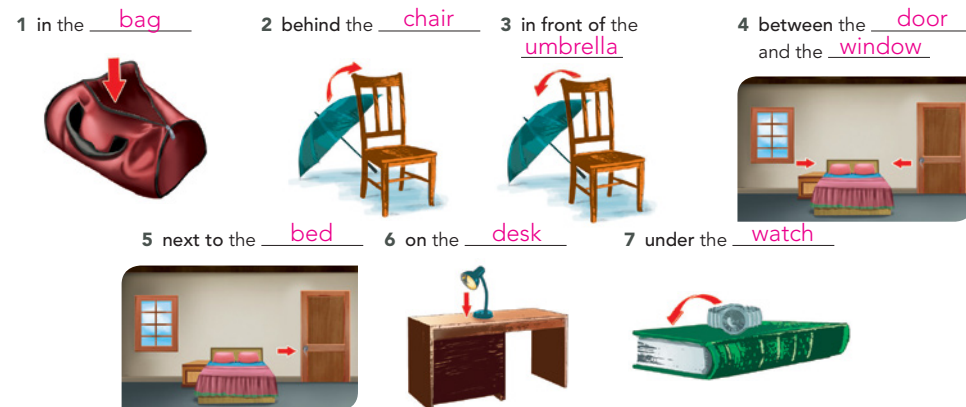
It is important for students at this level not only to activate and produce new language but also to use it accurately. Monitor students carefully, especially in pair or group work when you can give more time to individual students. Correct any errors by eliciting the correct language.

LESSON 3 Rooms

VOCABULARY prepositions of place 1

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

bag bed chair desk door umbrella watch window



B Complete the sentences.

- The notebook is in the bag.
- The umbrella is behind the chair.
- The chair is in front of the umbrella.
- The bed is between the door and the window.
- The door is next to the bed.
- The lamp is on the desk.
- The dictionary is under the watch.

C **IN PAIRS** Look at your classroom. Say what's on your desk, next to the door and in front of the window.

READING

A **IN PAIRS** Look at the pictures on page 65 of the Activity Bank. Find three differences between them.

B **2.07 READING SKILL—Identify the topic** Quickly read the webpage and choose a title from the box.

A Place for Teachers The Rooms at the College Your Favorite Bedroom

NEW COLLEGE

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.

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 review vocabulary from Lesson 2), prepositions of place, or both.

READING

READING SKILL—Identify the topic

It is important to identify the topic of a text to verify comprehension. For more confident classes, ask students to work alone and set a short time limit. For less confident classes, read the text out loud yourself first and then allow students to read the text again (alone or in pairs). To identify the topic, ask *Who or what is the text about?*

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*).

C Read the webpage again. Use the words from the box to complete the summary.

different one same two

There are two types of rooms: single for one student and double for two students. There is the same furniture in each room. The furniture is in a different place in each room.

D **IN PAIRS THINKING SKILL—Brainstorm** Draw a picture of your bedroom. Show your partner.

GRAMMAR There is / There are

A Complete the sentences from READING B.

- There 's a bed.
- There 's a small closet next to the bed.
- There are two beds in the room.
- There are two closets behind the door.

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

For one thing:	There	1 's/is	a	desk.
For two or more things:		2 are	two	desks.

For more practice, go to page 72.

C Complete the sentences with *is*, *'s* or *are*.

- There 's a desk. There are two notebooks on the desk.
- There are three laptops on the bed.
- There 's/is a small window next to the door.
- There are five students in the class. There 's/is one teacher.

D **IN PAIRS** In your notebook, make sentences about your classroom using *There is / There are*.

SPEAKING

A **IN PAIRS** Student A: look at your picture. Do not show it to Student B. Make notes on the items in the room. Then switch roles. 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.

Student A: say what's in your room.

Student B: draw a picture of the room that's described.

There's a bed. The bed is next to the window.

CONFIDENT COMMUNICATOR
KEEP TALKING

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.

MAKE IT DIGITAL

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



GRAMMAR

Make sure students are correctly using *There is/are* with *a/an* + singular/plural nouns. This is an example of when students are building on existing grammar knowledge and adding new language, so errors or omissions can easily occur. Correct errors and review *a/an* + nouns, if necessary.

SPEAKING Alternative Activity

Put students into pairs. Ask each student to draw a simple picture of a room, including four or five things or items of furniture. Students then sit back to back and take turns describing the room to their partner. Their partner draws the room but must not show the picture. When finished, students then compare the description and the picture for accuracy and make any corrections.

For less confident classes, ask students to work in pairs to draw a room. Then the pair describes the room to another pair who draws the room and so on.

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.

friend hotel single double

Sofia calls a hotel. Sofia asks for a single 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. How much is it?

Hotel worker: It's \$100. Please pay at the hotel on Friday.

Sofia: Thank you for your help.

Hotel worker: You're welcome. Goodbye.



MAKE IT REAL

In British English: *double room* = a room with a bed for two people
twin room = a room with two beds for two people

B Add the bold sentences from A to the table.

Hotel guest	Hotel worker
<i>I want to book a room for Friday night, please.</i>	<i>There's a single room and a double room.</i>
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.

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.

OBJECTIVE

In this lesson, students learn how to book a hotel room with the correct vocabulary and write a text message. Students will probably have done similar tasks in their first language/culture, but not in a second or foreign language. The objective is to help students give some basic personal information and identify formal and informal written and spoken English.

PROCESS **OPTIONAL** 2.08, 2.09

In FUNCTIONAL LANGUAGE, students listen to a woman call a hotel to make a reservation. Students identify the speakers and the different expressions used by each speaker. Next, students listen for the use of polite intonation by the hotel worker. Finally, students work in pairs to practice and role-play the conversation, with the addition of using different information in the conversation.

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*. Correct the false sentences.

- Dan is in a hotel. True / **False** Camila is in a hotel.
- The room is small. True / **False** The room is big.
- There is a restaurant in the hotel. **True** / False

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

C Complete the sentences with ? or !.

- Use ? at the end of a question—not at the beginning.
- Use ! at the end of a statement—not at the beginning.
- Use ! to show you are very happy or not very happy.

D Complete the sentences with ? or !.

- Is the room small?
- The coffee shop is beautiful!
- This hotel is awesome!
- Where is the clothes store!

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

closet noisy clothes store old coffee shop small quiet

- The hotel is noisy. It's very old.
- The room ... is small. There's a closet and a bed. It's quiet.
- The restaurant ... is big. It's next to a clothes store.

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

MAKE IT DIGITAL

Send two text messages to two different classmates in English.



WRITING 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.

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?*

UNIT 2

VOCABULARY review

SCORE: / 5

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

SCORE: / 5

A Complete the sentences.

- Where **are** you from? I'm from Japan.
- Who **'s/is** he? He's my teacher.
- There's a brush and **an** ID card.
- The chair is next **to** the window.
- 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.

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CLASSROOM 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.

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