

Units 1-2

Activities

Identifying the function of communicative language

Categorizing vocabulary
Contextualizing listening extracts

Project

Birthdays

Vocabulary

Music
Town facilities
Colors
Clothes

Optional aids

Follow-up activity: slips of paper for students to write single words on

WARM-UP 1

If students did the homework in the last lesson, ask one student to read out the questions about a famous person and another to give his/her answers. In pairs, students take turns asking and answering the two questions.

WARM-UP 2

Draw three female faces and three male faces on the board. Explain to students that they are the contest winners from *Welcome!* Point to each face in turn, asking *What's his/her name?* and *Where's he/she from?* and eliciting the names and countries of each character.

WARM-UP 3

Ask students to look at the photos and captions/speech bubbles on pages 8-9 and to answer the questions *What do the photos show?* *Who can you see in the photos?*

- The aim is to introduce students to the main areas of communicative language they will cover in the first two units, and to encourage them to think about the function of the language.
- Explain to students that the two boxes at the top of the page show the communicative language and topics/vocabulary they will use in the first two units. Students look at the first box and match the communicative aims 1-8 with the pictures A-H on pages 8-9.

Answers

1 E 2 H 3 C 4 D 5 G 6 A 7 F 8 B

Optional activity

Students write another example sentence or question for each of the communicative aims 1-8. Monitor and help where necessary.

- Elicit the meaning of the word *facilities*. Explain to students that words from each of the three vocabulary categories (music, town facilities, and colors) are arranged in the word square. Give students two minutes to write the words in the correct category.

- Students check their answers in pairs and then as a whole class. Point out that *church* could potentially be a kind of music and also a town facility. Also point out that while *blues* is a kind of music, *blue* is only a color.

Answers

Music: jazz, salsa, hip-hop, world, soul, reggae

Town facilities: church, coffee shop, hotel, store, museum, restaurant

Colors: green, red, yellow, brown, purple, blue

Optional activities

- ◆ Students rewrite the lists for music and colors in their notebooks in order, putting the ones they like most first and the ones they like least last.
- ◆ In small groups, students think of as many different words as possible to add to the three categories. Give them a time limit.

- Students write the name of each type of clothing under the correct picture.

Answers

1 cap 2 sweater 3 shirt 4 sneakers 5 jacket
6 pants

Optional activity

Game *Word tennis* Students close their books and, in pairs, play Word tennis. One student "serves" the name of a type of clothing, then their partner "returns" a different item and so on. If possible, encourage students to include other names of clothes they know that were not included in the exercise.

- The aim of the activity is for students to contextualize a short listening extract by figuring out what kind of passage it is extracted from. Explain to students that they should listen for the main gist of the passage and that it does not matter if they do not understand every word.
- Play the recording. Students match each extract 1-3 with the correct kind of passage A-C.

1.04 Recording

1
 People all over the United States celebrate New Year. People often have parties on New Year's Eve. They may stay at home with their family or go out with friends. Many people who live in New York go to Times Square and wait for midnight. At midnight, the people in the square watch a big glass ball drop to the bottom of a tower. People all over the United States watch the "ball dropping" on TV. After midnight, people hold hands and sing a special song. People open bottles of champagne and say "Happy New Year" to each other.

2
 In Brazil, people celebrate Carnival in February or March. Every region has its own festival, but Carnival in Rio is the most famous. It lasts four days and millions of people go to it, including 300,000 foreign visitors. It's one of the biggest Brazilian carnivals—and it's the best, say the Cariocas (the people of Rio).

3
 CARRIE Hello and welcome to our World2day podcast and "Five Minutes with ... Jay." Jay is one of the winners of our vacation contest. What's he like? Let's find out. Jay, welcome, where are you from?

JAY From the U.S., from Chicago.

CARRIE Tell us about you and your family.

JAY Well, I'm sixteen and I live at home with my parents and my sister, Zoey.

CARRIE And how old is Zoey?

JAY She's only three, and she's fantastic.

Answers

1 C 2 B 3 A

Optional activity

1.04 Play the recording again and ask students a comprehension question about each extract. 1 *The woman is describing New Year celebrations in which country? (the U.S.)* 2 *What famous carnival is the speaker talking about? (the carnival in Rio de Janeiro in Brazil)* 3 *Who is being interviewed? (Jay)*

- 5
- Give students a few minutes to look through the Birthday Questionnaire. Elicit the meaning of difficult words like *celebrate*, *ordinary*, *ideal*.
 - Students do the questionnaire in groups of four, making notes about their group's answers, especially any that are interesting or surprising.
 - One person from each group moves to another group and gives a brief report about their group's answers, telling them anything interesting or surprising that they found out, e.g. *Most people in our group go out for their birthday, but Kurt always goes on vacation!*
 - Point out the "Believe it or not!" fact at the bottom of the page. Go around the class asking students to say when their birthdays are. If anyone has their birthday on the same day as someone else they should call out *Me too!*

Birthday project

Ask students to work in pairs to decide on three or four of the most interesting questions from the Birthday Questionnaire. They prepare a survey sheet, e.g. a tally chart like the one in the example below, and use their sheet to interview all the students in the class.

| | |
|---|---------|
| Birthday project | |
| celebrate your birthday with your friends | ### I |
| celebrate your birthday with your family | II |
| have a birthday party | #### |
| don't have a birthday party | #### |
| have a birthday cake | ### III |
| don't have a birthday cake | III |

Students write a short report about the results of their survey, illustrating it with drawings or photos from magazines or the Internet (or from home). Encourage students to include a short introduction in their report, then to give the results, and then to try and draw some simple conclusions.

Display the projects in class so that students can look at each other's work.

Follow-up activities

- ◆ In groups of four, students brainstorm vocabulary for three other categories from the box on page 8: *jobs and occupations*, *adjectives*, and *carnivals and festivals*. Give students an example from each category before they start, and tell them they have two minutes for each category to write as many words as they can think of on slips of paper. After the time is up for each of the three categories, students shuffle their slips of paper so they are jumbled out of order. They then swap their slips with another group, and the students then have another two minutes to sort another group's slips into the correct categories.
- ◆ Students write four important dates in their notebooks. (These could be birthdays of family or friends, anniversaries, or dates when important things happened to them.) They then show the dates to a partner and talk about them, e.g. *February 4th is my mom's birthday.*

Homework

Ask students to interview someone who is older or younger than them for the Birthday Questionnaire and to write the person's answers down.

1 Do you really speak Chinese?

Communicative Aims

Talking about regular activities

Language

Simple present

Pronunciation

/s/ chats /z/ does
/tʃ/ watches

Vocabulary

Likes and dislikes
Regular activities

Optional aids

Follow-up activity:
small blank cards

Useful information


San Francisco's Pier 39 at Fisherman's Wharf is home to a colony of California sea lions. These animals have always lived in San Francisco Bay, but they moved to the Pier around 25 years ago. In 2009, many of the sea lions abandoned their famous home, swimming north, some experts think, to the Oregon coast. However, many have now returned, and are a popular—if noisy and smelly—tourist attraction!

- Give students three minutes to read the dialogue. Then check answers.
- Encourage students to guess unfamiliar vocabulary from context. Be prepared to translate *surf the Web*, *chat with people online*, *do yoga*.
- Review classroom language as it comes up during the lesson. Encourage students to ask *What does ... mean?*

Answers

animals languages movies

Optional activity

-  1.05 Play the recording of the dialogue for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. *home*, *languages*, and ask students to repeat.

WARM-UP 1

Game *Word tennis* Divide the class into two teams. Students “serve” the name of a country to the other team, who must return the nationality, e.g. *Brazil—Brazilian*, *Italy—Italian*, *Mexico—Mexican*. Teams change roles after three countries have been “served.”

WARM-UP 2

Ask students what they can remember about the characters who won the contest. Ask *Where is Lara from?* *Who is from the U.S.?* etc. You can divide the class into teams and give a point for each correct answer.

1 Opener

- The aim is to introduce the context for the presentation dialogue in exercise 2.
- Write the words *cats*, *dogs*, *computer games*, *movies* on the board, and ask a student which of the things they like or don't like. (You may need to explain *computer games*.)
- Ask students to write a list of five things they like and five things they don't like. They can use some of the words from the board, but must also think of their own ideas.
- Students work in pairs telling each other about the things they like and don't like, and take notes about their partner.
- Ask some of the pairs to tell the rest of the class about the things their partner likes/doesn't like.

2 Reading

- Students read the dialogue and decide which of the topics the group is talking about.


3 After Reading

- Students read the dialogue again and decide if sentences 1–8 are true or false. Ask them to underline the words in the dialogue that help them decide on their answers.
- Check the answers before students write corrections for the false sentences. Monitor and help where necessary.
- Ask students to read their answers to the class.

Answers

- 1 False. *Emma doesn't like sea lions at all.*
- 2 True.
- 3 False. *Jay watches DVD's, but he doesn't go to the movies often.*
- 4 False. *Silvana goes to the movies every Saturday.*
- 5 True.
- 6 True.
- 7 False. *Emma doesn't speak Chinese.*
- 8 True.

Optional activities

- ◆  1.05 Play the recording of the dialogue sentence by sentence for students to repeat for pronunciation and intonation practice. Students act out the dialogue in groups of three. They then change roles. Monitor, listening for problems with intonation and pronunciation. Give feedback to students after the activity.
- ◆ Students note down new vocabulary in their notebooks.

Your Response

Ask students to work in pairs discussing the questions. Have some students tell the class about their partner.

4 Listening

- Tell students they are going to listen to some facts about four of the characters.
- Ask students to look at the photographs and tell you who the characters are and where they are from.
- Students listen and complete the sentences. Play the recording twice.

1.06 Recording

Hi, I'm Carrie. Welcome to World2day, and here are some facts about our contest winners. Ramón really likes music and he loves hip-hop and rap. Silvana chats with her friends online every evening in English and Spanish. Lara does gymnastics every Friday afternoon and then she goes swimming in the evening. Alex plays basketball and does karate on the weekend.

Answers

Lara does gymnastics and goes swimming every Friday.
Alex plays basketball and does karate.
Ramón loves hip-hop and rap.
Silvana chats online in English and Spanish.

- Ask different students to read their answers to the class. Elicit extra information, e.g. *Does Lara do gymnastics in the evening? When does Alex do karate? When does Silvana chat with her friends online?*

5 Pronunciation

- Ask students to look at the words in the chart.
- Play the first part of the recording, pausing after each word for students to repeat. Remind students that /s/ is like the noise of a snake, and /z/ like a bee. The difference between /s/ and /z/ is that /s/ is unvoiced, i.e. the sound is produced without using the voice-box in the throat. Get students to say /z/ and feel their throat vibrate. When they say /s/ the throat doesn't vibrate.

1.07 Recording

/s/ chats drinks eats
/z/ does knows loves
/tʃ/ watches chooses finishes

- Ask students to copy the chart into their notebooks.
- Play the second part of the recording. Students write the words from the box in the correct column. Pause after each word to give students time to write.

1.07 Recording

dances goes likes plays speaks teaches

Answers

| | | |
|-----------|----------|--------------|
| /s/ chats | /z/ does | /tʃ/ watches |
| likes | goes | dances |
| speaks | plays | teaches |

6 Game

- The aim is to encourage learners to take responsibility for their learning by testing each other.
- Ask three or four students to spell words from the lesson. Use *How do you spell ...?*
- Divide the class into pairs or teams and ask them to take turns testing each other on ten words from the lesson. Give them time to choose their ten words. The winner is the person or team who gets ten words right.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

7 Speaking

- Read the question in the example aloud: *Do you play soccer every week?* Point out the first line of the chart: *doesn't play soccer every week.* Elicit the questions for the other activities orally around the class. Students then write them in their notebooks.
- Explain that students must move around the classroom asking different students about each activity. When they find someone who does/doesn't do the listed activity, they write his/her name in their chart. The aim is to complete the chart with eight different names.
- Demonstrate the procedure first with two or three confident students. Set a time limit of five minutes.

Optional activity

In groups of four or five, students find one activity that two/three/four/five of them do and one activity that none of them does. They then report back to the class, e.g. *Two of us go swimming. None of us plays tennis.*

Extension Ask a pair of students to read out the first question and answer in the example: *Does Mariela do yoga? / No, she doesn't.* Ask a confident student *Does (name) play soccer every week?* and encourage them to answer *Yes, he/she does.* or *No, he/she doesn't.* Start a question-and-answer chain around the class, with each student answering a question and then asking another student a new question.

8 Writing

- Students write complete sentences in their notebooks to summarize the results in their charts from exercise 7. Go through the examples with the class first. Monitor and help where necessary.
- Describe your daily routines and habits during the week as a model for the second part of the exercise.
- Students think about their habits and routines and write five sentences about themselves. Monitor and help where necessary.

Optional activity

Students exchange their sentences and correct each other's work for spelling, grammar, and punctuation.

Extension Tell students to write five sentences about another student: three true and two false. In pairs they take turns to read their sentences aloud. Each student's partner tries to guess which statements are false. Encourage partners to correct the false sentences, e.g. *False! He/she doesn't speak three languages.*

LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and to complete the sentences. Confident students can complete first and then check, while others can look back at exercises 2 and 3 and then complete.
- Students turn to page 112 of the Language File to check their answers.

Answers

go speaks do speak don't doesn't

- Highlight that:
 - we use the simple present to talk about things we do every day, week, month, and to talk about how often we do things.
 - we add *s* for *he/she/it* in the affirmative form.
 - we form questions with *do/does* + verb.
 - we form the negative with *don't/doesn't* + verb.
- Drill the examples in chorus for pronunciation and stress.

Practice

- Students do Practice exercise 1 on page 112 of the Language File. They complete the sentences with the correct form of the verb. Remind students not to forget the third person *s*. Write a large *S* on the board and refer to it during the exercise.
- Check the answers by asking different students to say the completed sentences.

NOTEBOOK SECTION

Complete the sentences using a form of the word in parentheses.

- 1 John ___ tacos. (love)
- 2 My friends ___ rap music. (not like)
- 3 ___ he ___ coffee? (drink)

Answers

*1 loves 2 goes 3 doesn't like 4 chats
5 doesn't play 6 do 7 Do ... see 8 Does ... speak
9 do ... fly 10 Do ... know*

Optional activity

Game *Question-and-answer chain* Student 1 asks a question using one of the verbs from the dialogue on page 10, e.g. *Do you chat online?* Student 2 answers *Yes, I do.* or *No, I don't.* Student 2 then asks Student 3 another question. Students who repeat a question are out. This can be played with the whole class or in big groups.

Follow-up activities

- ◆ **Game** *Vocabulary game* Students write new vocabulary from the lesson associated with routines and activities on cards. Collect the cards and divide the class into teams of three or four. One student from each team comes to the front of the class. Choose a card for each student. Show student 1 a card. He/She mimes the meaning of the word to his/her team, which wins a point for a correct guess. Students 2 and 3 then take turns to mime their words to their teams. Continue with different team members and words.
- ◆ Students think of a famous person. They write five sentences to describe what the person does every day. Students work in pairs and try to guess who their partner has described.
- ◆ Add words to the Vocabulary box. Students can write new words from the lesson on one side of a card and an explanation, illustration, or translation on the other side of the card.

Homework

Students write the names of three important people in their lives in their notebooks, for example a friend, a family member, or a celebrity. At home they write sentences to describe these three people's hobbies, routines, and language abilities.

- 4 ___ you ___ English? (speak)
- 5 She ___ to the movies often. (not go)

Answers *1 loves 2 don't like 3 Does, drink
4 Do, speak 5 doesn't, go*

You're standing on my foot!

Communicative Aims

Describing what's happening now

Language

Present progressive
Relative pronouns:
who/that

Pronunciation

Syllable stress

Vocabulary

Clothes
Colors
Actions

Optional aid

Follow-up activity:
large pieces of paper
or card


Useful information

The San Francisco carousel is located on Pier 39 in the Fisherman's Wharf district of the city. Pier 39 is a popular tourist attraction, built on a pier next to the ocean. There are many stores, restaurants, and street performers, as well as an aquarium. It's also home to the famous sea lions. From the pier, you can see the Golden Gate Bridge, the Bay Bridge, and Alcatraz. The two-story carousel is one of Pier 39's most popular attractions. It was made in Italy, and depicts famous San Francisco landmarks, including Lombard Street, Chinatown, and the sea lions.

each one and ask *Who's this? Where are they? What are they doing? What are they saying?* Invite as many class suggestions as possible.

- Encourage students to guess unfamiliar vocabulary from context and to ask *What does ... mean?*

Optional activity

 1.08 Play the recording of the dialogue for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. *famous, juggler*, and ask students to repeat.

WARM-UP 1

Game *Memory chain* Student 1 says, e.g. *On Monday I go to school.* Student 2 says *On Monday I go to school. On Tuesday I go to the gym.* Continue around the class adding a new day each time. The eighth student goes back to Monday. Students who cannot remember the chain stop playing and are out.

WARM-UP 2

Game *Alphabet game* The game can be played in groups or as a whole class. Students try to think of a country beginning with each letter of the alphabet, omitting the letters Q and X. Students win one point for each correct country. An extra point could be added for saying in which continent the country is located.

3 After Reading

- Students read the dialogue again, and match the questions and answers. Make sure students understand that one of the answers is wrong.
- Check the answers. Ask students to give you extra information where appropriate, e.g. *Is Ramón wearing a jacket? No, he isn't. He's wearing a shirt.*

Answers

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

Wrong answer: c

Optional activities

- Students act out the dialogue in pairs. Monitor, listening for problems with intonation and pronunciation. Give feedback to the class.
- Students write true/false statements about the dialogue. Monitor and help where necessary. Divide students into groups to test each other on the dialogue using their true/false statements.

1 Opener

- The aim is to prepare the vocabulary for the following exercises. Ask students to look at the photo on pages 12–13 and to see which items in the box they can find. They check their answers in pairs.

Answers

*bag (the girl in the orange top) camera (Alex and Silvana)
hat and sunglasses (the juggler) juggler (on the far right)
map (Steve and Lara) shirt (Ramón)
signs (behind them) umbrella (Jay)
We cannot see a guitar.*

2 Reading

- Ask students to read the dialogue and to identify the characters in the photo on pages 12–13. Point to

Your Response

- Ask students to work in pairs discussing the questions. After a few minutes, ask each pair to get together with another pair and compare their answers.
- Then ask one student from each group to answer the questions. The emphasis here is on fluency rather than accuracy. Try to avoid interrupting/correcting unless students make mistakes with the target structure.
- Play the recording. Students listen and then describe what actually happened. Compare their original predictions with the recording.

1.09 Recording

- RAMÓN He's running this way! Got you!
- ACTOR Hey! What are you doing?
- RAMÓN You're a thief! Look—see what you're holding in your hand. It's that girl's wallet.
- ACTOR Yes, that's right. It's her wallet. Now can you see that man over there?
- RAMÓN You mean the man with a video camera?
- ACTOR Yes. We're making a movie here. I'm not a thief, I'm an actor!
- RAMÓN Oh no! I'm really sorry!

Optional activity

Students suggest what happens next. Discuss as a whole class.

4 Pronunciation

- Remind students about syllable stress. Explain that in individual words, one syllable is usually pronounced more strongly, as in the example in their books.
- Play the recording, pausing for students to count the syllables and mark the stress.

1.10 Recording and answers

■ behind (2) ■ camera (2)
 ■ happening (3) ■ jacket (2) ■ orange (2) ■ umbrella (3)
 ■ video (3) ■ wallet (2)

- Check the answers. Ask individual students to say each word aloud, exaggerating the stressed syllable. Ask individual students to tell you where the stress falls.
- Play the recording again for students to repeat the words.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

5 Vocabulary

- Check students understand the words in the Clothes Word Bank.
- Ask a pair of students to read out the first question and answer in the example: *Who's Emma?* / *She's the one who's wearing a green top and black pants.*
- Ask *Who's Alex?* and invite a confident student to complete the answer in the example: *He's the boy that's standing next to Silvana.*
- Ask the class to continue the questions and answers in pairs, using words from the Clothes Word Bank.

Suggested questions and answers

Who's Ramón? He's the one who's wearing a shirt (and jeans). He's the boy that's standing next to Emma.
Who's Emma? She's the one who's wearing a green top (and black pants/boots). She's the girl that's standing next to Ramón.
Who's Jay? He's the one who's wearing a blue T-shirt (and jeans). He's the boy who has an umbrella.
Who's Steve? He's the one who's wearing a black jacket (and jeans). He's the man who's looking at the map.
Who's Lara? She's the one who's wearing a pink top (and jeans/boots). She's the girl who's looking at the map.
Who's Alex? He's the one who's wearing a red shirt (and blue pants). He's the boy who has a camera.
Who's Silvana? She's the one who's wearing a blue top.
Who's the actor? He's the one who's wearing a black clothes.
 (NB Students can swap "the one" with "the girl/boy/man" and "who's" with "that's".)

- Ask a few students what questions they asked. Encourage the class to answer.

6 Speaking

- Read out the question and answer in the example.
- In pairs, students ask and answer questions about what people in the photo are doing.
- Ask each pair to read out a question and answer to the class.

Suggested questions and answers

What's Ramón doing? He's talking/standing next to Emma.
What's Emma doing? She's talking/standing next to Ramón.
What's Jay doing? He's listening to Steve.
What's Steve doing? He's talking about San Francisco.
What's Lara doing? She's looking at the map.
What's Alex doing? He's looking at his camera.
What's Silvana doing? She's helping Alex with his camera.
What's the thin man doing? He's taking the girl's wallet.
What's the girl in the orange top doing? She's watching the juggler.
What's the juggler doing? He's juggling!

Optional activities

- ◆ Give students one minute to look at the photo in detail. Students then close their books. Ask quick-fire questions to test their memory (use the suggested questions above). This can be a quiz or a team game. Give one point for a correct answer and an extra point for the correct use of the present progressive.
- ◆ In pairs, one student closes his/her book and the other asks questions.

7 Writing

- Students look at the photo on pages 12–13 and write sentences describing the people without using their names. Encourage them to include information about where they are, what they are wearing, and what they are doing. Go through the example with the class first.
- Students exchange sentences and try to guess the names of the people described.

Extension Ask students to read the example in their book, and then ask one student to go and look out of the classroom window and say one thing that is or isn't happening outside, e.g. *A car is driving along the street.* Tell students to look out the window (you could ask them to do this a few students at a time) and to write down four or five things that are or aren't happening outside. Remind students to listen out for noises as well as looking for things that are happening. Check students' answers and ask a few students to read their sentences aloud.

LANGUAGE WORKOUT

- Ask students to look at the top half of the Language Workout box and explain that we use the present progressive to talk about things that are happening *now*.
- Ask students to complete the sentences in the box. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.

Ask students to look at the bottom half of the Language Workout box and complete the sentence.

- Students turn to page 113 of the Language File to check their answers.

Answers

*wearing are is is are
that*

- Drill the examples in chorus for pronunciation and stress.

Practice

- Students do Practice exercise 2 on page 113 of the Language File. Ask students to write sentences using the present progressive.

NOTEBOOK SECTION

Complete the sentences using the present progressive.

- She ___ to music. (listen)
- They ___ basketball. (not play)
- What ___ your brother ___? (watch)
- Are they the ones who ___ pink? (wear)
- I like the girl that ___. (sing)

Answers

- Steve is talking about San Francisco.
- Lara is visiting San Francisco for the first time.
- Are Jay and Lara looking at the map?
- Alex and Silvana aren't holding hands!
- Is the thin man stealing the girl's wallet?
- Jay is holding an umbrella.
- Silvana is watching the juggler.
- Ramón isn't listening to Steve.
- Why are Emma and Ramón running?
- I'm not taking pictures right now.

Optional activity

Individually, students write three new sentences about the photo using the present progressive. They then jumble up the word order and give the sentences to a partner, who must re-order them. Write an example on the board, e.g. *his hand in man the her putting is bag.*

Follow-up activities

- Draw a word map on the board. Write *CLOTHES* in the center. Elicit different categories from the class and write them on the word map, e.g. different occasions, different seasons, men and women.
- Divide students into small groups to draw their own word map on a large piece of paper or card. Encourage them to think of their own categories, and add as many words as they can. Set a time limit and give out bi-lingual dictionaries if available. The word maps can be displayed in the classroom.
- Students choose to be A or B. Student A looks out the window and answers questions about what is happening outside. Student B asks as many questions as possible and *draws* what is going on. Which pair has the best pictorial representation?

Homework

Students cut out pictures of people from magazines and write sentences to describe what the people are doing and what they are wearing. Ask students to bring their pictures and sentences to the next lesson.

3 It's my sister's birthday

Communicative Aims

Talking about possessions

Language

Possessive adjectives and pronouns
Possessive 's and s'

Pronunciation

/i/ eat
/eɪ/ break

Vocabulary

Communication technology
Personal possessions
Jobs and occupations

Optional aids

Exercise 4 Optional activity: a bag

WARM-UP 1

If you set the homework suggested in the previous lesson, stick the students' pictures on the board and write a number next to each one. Students take turns reading out one of their sentences. The other students listen and guess which picture is being described. This could be played as a team game.

WARM-UP 2

Students stand back-to-back and describe what their partner is wearing. Alternatively, students take turns to describe someone in the room and the others guess.

- Give students two minutes to read the text and match the tweets with the characters. Students compare their answers in pairs before checking as a class.
- Elicit the key words in the tweets that helped students make their decisions.

Answers

- A Rosie's—interview
B Anna's—writing a song
C Luke's—trying to learn
D Teresa's—pictures
E Scott's—dog, work with animals
F Bill's—I'm having fun in the office

1 Opener

- The aim is to pre-teach the vocabulary for the following exercises and set the scene for the reading text. Find out how many students use Twitter, and ask which other social networking sites they use.
- Students read the words in the box and decide which are most likely to be in the text. Elicit the meaning of *account*, *password*, and *username*.
- Students do the task individually and then compare their answers in pairs.
- Encourage them to discuss why they expect to find the words they have chosen.

2 Reading

- Ask students to read the text about Twitter to confirm their guesses.

Answers

account cell phone e-mail address Internet
password text message username

Optional activity

1.11 Play the recording of the text for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. *messages*, *tweets*, and ask students to repeat.

- The aim is to read for main ideas and to identify characters. Explain to students that they do not need to understand every word of the text at this stage.

3 After Reading

- The aim is to read for specific information and detail. Set a short time limit. Students could work in pairs to find the answers and write full sentences in their notebooks.
- Check the answers by asking one student to ask a question and choosing another student to answer it.

Answers

- 1 Linkin Park
2 It's about people's problems and what they can do about them.
3 Luke
4 Teresa's sister's
5 She's in a meeting.
6 Scott's

Your Response

Give students some time to write their own tweet.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

4 Speaking

- Ask students to look at the photos on pages 14–15 and find the objects in the box. Help students with any words they don't know.
- Ask *Whose is the book? Whose are the glasses?* Let students answer both questions and then drill the questions in chorus and individually. Encourage students to

link together *whose*≈*is* and *whose*≈*are*. Check that they understand the difference between *who's* (= *who is*) and *whose* (= *who is the owner of*).

- Students ask and answer the questions about the remaining objects in the box. This can be done as a whole class or in pairs.

Answers

- Whose is the book? It's Luke's.*
- Whose is the camera? It's Teresa's.*
- Whose are the cell phones? They're Bill's.*
- Whose is the dog? It's Scott's.*
- Whose are the glasses? They're Bill's.*
- Whose is the guitar? It's Anna's.*
- Whose is the laptop? It's Bill's.*
- Whose is the microphone? It's Rosie's.*
- Whose is the pen? It's Bill's.*
- Whose is the pink shirt? It's Anna's.*
- Whose is the stethoscope? It's Scott's.*

- Introduce the second part of this exercise by picking up students' objects and asking the wrong owner *Is this yours?* Elicit *No, it isn't mine. It's hers/his/Maria's*, etc.
- Point out the guitar on page 14, and ask *Is it Bill's guitar?* Elicit *No, it isn't his. It's Anna's*. Drill the example exchange chorally and individually.
- Students ask and answer questions about the photos in pairs. Check answers with the class.

Answers

- Is it Luke's microphone?* No, it isn't his. It's Rosie's.
- Are they Teresa's glasses?* No, they aren't hers. They're Bill's.
- Is it Rosie's camera?* No, it isn't hers. It's Teresa's.
- Is it Bill's pink shirt?* No, it isn't his. It's Anna's.
- Are they Scott's cell phones?* No, they aren't his. They're Bill's.
- Is it Anna's dog?* No, it isn't hers. It's Scott's.

Optional activity

Game *Whose is this?* Ask each student to secretly give you an object. Place the objects in a bag. Take one object out at a time. In pairs, students note the name of the object and who the owner is. Then pick up each object in the same order and ask *Whose is this?* Elicit guesses from students, e.g. *It's Angel's* before checking, e.g. *Angel, is this pen yours?*

5 Pronunciation

- Ask students to look through the words in the box.
- Play the first part of the recording, pausing after each word for students to repeat.

1.12 Recording

*break eat great meal mean
meet plane play speak take*

- Ask students to copy the chart into their notebooks and write the words in the correct column.
- Play the second half of the recording for students to check their answers.

1.12 Recording and answers

/i/ eat, meal, mean, meet, speak

/eɪ/ break, great, plane, play, take

6 Vocabulary

- Students match the definitions with jobs from the Word Bank. Explain to students that there are six extra jobs in the Word Bank.
- Students check answers in pairs and then with the whole class. Encourage students to say whole sentences when giving their answers, e.g. *A photographer is someone who takes pictures.*

Answers

- | | |
|-----------------------|----------------------------------|
| <i>a</i> photographer | <i>d</i> reporter |
| <i>b</i> actor | <i>e</i> vet |
| <i>c</i> musician | <i>f</i> PA (personal assistant) |

Extension Students choose two other jobs from the Word Bank and write definitions for them. In pairs, they read out their definitions and see if their partner can guess the job. Invite some students to read out their definitions for the rest of the class to guess.

Suggested answers

firefighter—someone who helps put out fires

nurse—someone who cares for sick people

pilot—someone who flies planes

receptionist—someone who helps people when they arrive at a hotel or office

teacher—someone who gives lessons

waiter—someone who brings food or drinks to the table in a coffee shop or restaurant

Optional activity

Put students in groups, and give each student a job from the Word Bank. They write the name of the job on one piece of paper and the definition on another. Students mix their papers up and then, in their groups, match the definitions with the jobs.

7 Speaking

- The aim is to contrast the simple present and present progressive. Refer students to the Language File on pages 112–113, which explains the use of these two tenses.
- In pairs or as a class, students follow the first example. They then look back at the photos and tweets on pages 14–15, and the jobs in the Word Bank on page 15, and make notes about what job each person does and what they are doing at the moment.
- Students then take turns to ask and answer questions about the people, saying what they do and what they are doing now.

Suggested answers

- What does Rosie do? She's a reporter.*
- What's she doing? She's waiting to interview Linkin Park.*
- What does Anna do? She's a musician.*
- What's she doing? She's writing a song.*
- What does Luke do? He's an actor.*
- What's he doing? He's trying to learn his lines for a play.*
- What does Teresa do? She's a photographer.*
- What's she doing? She's having a meal in a restaurant for her sister's birthday.*
- What does Scott do? He's a vet.*
- What's he doing? He's giving his dog Goldie a health check.*
- What does Bill do? He's a PA.*
- What's he doing? He's having fun in the office.*

8 Writing

- Ask students to read the example.
- Students work individually, writing sentences describing what each of the characters in the photos does and is doing right now.
- In pairs students compare their sentences.

Suggested answers

Anna is a musician and she's writing a song about people's problems and what they can do about them. It's called You Can Get it Right and she hopes we like it.

Luke is an actor and he's trying to learn his lines for a play, which starts tomorrow. Everyone else knows their lines.

Teresa is a photographer and she's having a meal in a great restaurant for her sister's birthday. She's taking lots of pictures.

Scott is a vet, and he's giving his dog Goldie a health check. He works with hundreds of animals, but he only has one of his own.

Bill is a PA, and he's going on Twitter. His boss says he can't go on Twitter at work. But she's in a meeting, and it's his lunch break, so he's not working! He's having fun.

Extension Write the name of a famous celebrity on the board, and ask students *What does he/she do?* Then ask *What do you think he/she is doing right now?* Elicit suggestions from students, reminding them to use the present progressive. Ask students to think of three celebrities and to write sentences about them like the one in exercise 8, to say what they do and what students think they are doing right now.

NOTEBOOK SECTION

Circle the correct option in each sentence.

- 1 *Who/Whose* cell phone is ringing?
- 2 Do you have *my/mine* CDs?
- 3 That isn't my dog. It's *Juan's/Juans'*.

LANGUAGE WORKOUT

- Ask students to look at the top half of the Language Workout box and to complete the chart. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.
- Students turn to page 113 of the Language File to check their answers.

Answers

our mine your their

- Highlight the difference between possessive adjectives and possessive pronouns (*pronouns are not used with nouns*). Point out that we don't use *the* with possessive adjectives or possessive pronouns, i.e. *It's the mine*.
- Drill the examples in chorus for pronunciation.
- Ask students to look at the bottom half of the Language Workout box. Highlight that we can use the possessive 's form with or without a noun, e.g. *It's Emma's bag./It's Emma's*.

Practice

- Students do Practice exercise 3 on page 113 of the Language File. They complete the sentences with the possessive pronouns and check their answers in pairs.

Answers

1 yours, mine 2 ours, theirs 3 hers, his 4 yours, ours

- Students do Practice exercise 4 on page 113 of the Language file. They write phrases using 's or s' and then check their answers in pairs.

Answers

- | | |
|--------------------------------|-------------------------------|
| <i>1 my parents' car</i> | <i>5 his sisters' books</i> |
| <i>2 the teacher's glasses</i> | <i>6 the people's clothes</i> |
| <i>3 the children's school</i> | <i>7 students' work</i> |
| <i>4 your doctor's name</i> | <i>8 Alex's watch</i> |

Homework

Students write a short paragraph about a family member's job. They define the job, and say what the person usually does and what he/she is doing right now.

Integrated Skills Personal profiles

Skills

Reading Connecting ideas:
magazine interview

Listening Checking details of
personal information

Speaking Interviewing
Writing Personal profile

Learner Independence

Finding the meaning
Personal phrasebook

Vocabulary

Personal information
Useful expressions

WARM-UP 1

Check students' memory of the job vocabulary from Lesson 3, exercise 6. Give the job definitions and ask students to write the jobs down in their notebooks without looking in the Student's Book. Check their answers and their spelling.

WARM-UP 2

Give students a short test on vocabulary from previous lessons. If you have started a Vocabulary box, choose words from the box. Give students definitions and ask them to write down the word. Check their answers and their spelling.

1 Opener

- The aim is to encourage students to predict before reading. Ask students where Lara is from. Tell students to close their books and ask them the two questions. Students discuss their guesses in pairs.

2 Reading

- The aim is to read and connect ideas by matching questions and answers, and to review personal information. Explain to students that extracts like this one from the World2day website appear throughout the book.
- Students read through the interview once before completing it with the correct sentences. With a less confident class, start the exercise with the whole class.
- Play the recording for students to listen and check their answers.

1.13 Recording

- CARRIE *Lara is one of the winners of the World2day vacation contest. What's she like? Find out here!*
- LARA *Hi, Lara. Where do you live?*
- LARA *In Recife in Brazil, but right now I'm staying at the Bridge Hotel in San Francisco.*
- CARRIE *What are your favorite clothes?*
- LARA *It depends. I often wear jeans and a sweatshirt, but I like dresses in the summer.*
- CARRIE *And your favorite colors?*
- LARA *That's easy. Pink and black!*
- CARRIE *What is your favorite English word?*
- LARA *"Cool." Americans say "cool" all the time!*
- CARRIE *What makes you angry?*
- LARA *People who don't listen.*
- CARRIE *What makes you happy?*
- LARA *Sunshine and blue skies!*
- CARRIE *How do you relax?*
- LARA *I listen to music.*
- CARRIE *What languages do you speak?*
- LARA *Portuguese, of course, and Spanish. And I'm learning English.*
- CARRIE *Is there someone very important to you?*
- LARA *What do you mean? Do I have a boyfriend? I'm not telling you! But my mother is very important to me.*
- CARRIE *Is there something special you do every day?*
- LARA *That's difficult. Let me think. I know. I try to help someone every day.*
- CARRIE *What are you reading right now?*
- LARA *An English book called L.A. Winners. It's great!*
- CARRIE *Thank you, Lara!*

Answers

1 c 2 d 3 a 4 b 5 e

Optional activity

Students read and act out the interview in pairs.

3

- Students read Ramón's answers to some of the questions in the profile and decide which questions they match.

Answers

- What makes you happy?
- What makes you angry?
- How do you relax?
- Is there someone very important to you?
- Is there something special you do every day?

Optional activities

- Students interview you, asking similar questions.
- In small groups, students make up answers to five of the questions in the interview to give to another group. Groups exchange answers and guess the questions.

4 Listening

- The aim is to listen for specific details. Students read the profile. Confirm that students know what to do. Ask them to predict what the incorrect information is. Tell them not to worry about correcting the mistakes on the first listening.
- Play the recording. Students listen to check details and note the mistakes. They compare their answers in pairs before you play the recording again.

1.14 Recording

CARRIE Hello and welcome to our World2day podcast and "Five Minutes with ... Jay." Jay is one of the winners of our vacation contest. What's he like? Let's find out. Jay, welcome, where are you from?

JAY From the U.S., from Chicago.

CARRIE Tell us about you and your family.

JAY Well, I'm sixteen and I live at home with my parents and my sister, Zoey.

CARRIE And how old is Zoey?

JAY She's only three and she's fantastic.

CARRIE Ah, that's nice ... And tell me, what are your favorite clothes?

JAY That's easy—shorts and T-shirts.

CARRIE And your favorite colors?

JAY Hmm. Red, white, and blue.

CARRIE And what's your favorite word?

JAY I don't have a favorite word.

CARRIE OK ... and what makes you angry?

JAY Nothing!

CARRIE Wow! That's great! Right, Jay, now tell me: what makes you happy?

JAY My friends—it's great to be with good friends.

CARRIE How do you relax?

JAY I play with DJ in the park—she's my dog.

CARRIE DJ ... nice name ... right. And what languages do you speak?

JAY I speak English and I'm learning Spanish.

CARRIE Spanish? Great! And is there someone very important to you?

JAY Not one person, but my friends are very important to me. I'm missing them now that I'm in San Francisco.

CARRIE And is there something special you do every day?

JAY I read for half an hour every night. I love it!

CARRIE Thank you, Jay. That's great.

JAY Thank you.

- Play the recording again for students to correct the mistakes. They check their answers in pairs. Play the recording again if necessary.

Answers

- ~~New York~~ Chicago
- ~~17~~ 16
- ~~green~~ blue
- ~~His favorite word is "Yes".~~ He doesn't have a favorite word.
- ~~French~~ Spanish
- ~~watches TV~~ reads

Optional activities

- In pairs, Student A covers the text and tells Student B everything he/she remembers about Jay. Student B listens and checks in the book.
- Students close their books and remember as many questions from the article on page 16 as they can.
- Students write the correct information about Jay in full sentences in their notebooks. Monitor and help where necessary.

5 Speaking

- In pairs, students act out an interview using the questions in the profile of Lara on page 16. Students sit across from each other. Student A writes in his/her notebook while Student B answers. Then they change roles.

Optional activity

Students go around the class choosing different people to interview. Set a time limit and tell students to ask as many questions as they can.

6 Writing

- The aim is to write a personal profile using a model for guidance. Students read Jay's profile again and match each paragraph with the questions. Check the answers with the class.

Answers*Paragraph 1**Where do you live?**What are your favorite clothes?**Paragraph 2**And your favorite colors?**What is your favorite English word?**What makes you angry?**What makes you happy?**Paragraph 3**How do you relax?**What languages do you speak?**Is there someone very important to you?**Is there something special you do every day?*

- Students write a similar three-paragraph profile based on the answers from their interview in exercise 5. Remind students not to forget the third person s. Write a large S on the board and refer students to this as you monitor. Give students a few minutes to check their paragraphs for grammar, spelling, and capital letters. They then give it to another student to check.

Optional activity

Ask students to tell you something interesting about the student they interviewed.

7 Learner Independence

- The aim is to identify students' preferred way of finding the meaning of new words and to encourage them to experiment with other ways. Write three or four words or phrases from the previous lessons on the board, e.g. *account, password, receptionist, chat with people online*. Do students remember the meanings of these words? Ask *How can you find out the meaning of these words?* Find out who has a dictionary and if it is monolingual or bilingual. Discuss the advantages and disadvantages of these two types of dictionaries.
- Students look at the list in exercise 7 and mark from 1 to 6 (1 = best) their favorite way of finding a word. They compare their order with another student's.
- Elicit feedback from the class and compare the advantages and disadvantages of each method. Encourage students to try and find the meaning of the word themselves before asking for help. Equally, it is better to guess from the context before consulting a dictionary or asking for help.
- Suggest that students try out a new way of finding out the meanings of words for a week and then report back to the class.

NOTEBOOK SECTION

Complete the sentences using one of these words:

Where's, Who's, Whose, What's, What.

1 ___ your favorite animal?

2 ___ Puerto Rico?

8

- The aim is to encourage students to develop their own store of words and expressions in English. Ask students to look back through the unit and tell you expressions they like and want to learn. Write five or more of their chosen expressions on the board. Ask students to help you find the best translation by guessing or using a dictionary.
- Ask students to copy the expressions and translations into their notebook under the heading of Personal Phrasebook: Unit 1.
- Then ask students to find five more expressions to translate and write into their notebooks. Circulate and help students to find correct translations of the expressions.
- Emphasize the importance of reviewing the expressions in their Personal Phrasebooks at home.

9 Phrasebook

- Ask students to look through the unit and find the expressions, and to notice how they are used.
- Then play the recording for students to listen to and repeat the idiomatic expressions.

1.15 Recording and answers

Of course not. (Emma, Lesson 1, ex 2)

It's a joke! (Emma, Lesson 1, ex 2)

What's happening? (Ramón, Lesson 2, ex 2)

Let me see! (Ramón, Lesson 2, ex 2)

Ow! (Emma, Lesson 2, ex 2)

Hey! (Ramón, Lesson 2, ex 2)

I hope you like it. (Tweet B, Lesson 2, ex 3, not recorded)

It depends. (Lara, Lesson 4, ex 2)

What do you mean? (Lara, Lesson 2, ex 3)

- Students can add expressions that they like to their Personal Phrasebooks. Help with translation.
- Ask students to work in pairs to make up the four-line dialogues. Ask some confident pairs to act out their dialogues in front of the class.

Follow-up activities

- ◆ Write jumbled sentences from previous lessons on the board for students to re-order.
- ◆ Quick dictation: dictate five sentences from the recording in exercise 4. Students exchange their sentences and correct each other's work.

Homework

Students try out the methods from the Learner Independence section to learn new vocabulary.

3 ___ your favorite singer?

4 ___ boyfriend is he?

5 ___ are your favorite colors?

Answers

1 *What's* 2 *Where's* 3 *Who's* 4 *Whose* 5 *What*

Inspired EXTRA!

LANGUAGE LINKS

- Check that students understand the meaning of *Congratulations* and ask them to work in pairs to think of situations when you might say the word, e.g. when someone passes a school exam, gets engaged/married, etc.
- Ask students to share their ideas with the class.
- Give students two minutes to work in pairs matching the words for *Congratulations* with the correct language.

Answers

Congratulazioni!—Italian

Gefeliciteerd!—Dutch, *Félicitations!*—French

¡Felicitaciones!—Spanish, *Glückwünsche!*—German,

Parabéns!—Portuguese, *Pozdravlyayu!*—Russian

- Ask students if anyone can say any of the words, and encourage them to demonstrate, letting the class repeat.
- Ask students if they know how to say *please* and *thank you* in other languages.

Game Spelling Chain

- Review the pronunciation of the letters of the alphabet.
- Read the instructions in the Student's Book with the class. Demonstrate the example with three confident students. Point out that A can't say anything at the end because he/she doesn't know any words starting with X.
- Divide the class into two teams and play the game.

Skit The Train Conductor

- The aim is for students to enjoy using their English while also getting valuable stress and intonation practice. Ask students to look at the cartoon and elicit train vocabulary: *ticket, station, train conductor*. Ask *What does a train conductor do?*
- With a more confident class, play the recording with books closed. Then play it again with books open. With a less confident class, play the recording while students follow in their books, and then again with books closed.



1.16 Recording

See text on page 18 of the Student's Book.

- Divide the class into two groups and play the recording again, with one group repeating in chorus as the Waiter/Conductor and the other as the Passenger. Encourage students to exaggerate stress and intonation.
- Ask students to close their books and play the recording again. Then ask students to work in groups of three and read the skit aloud. Choose several groups to act out the skit in front of the class.

Consolidation

Lesson 1

Suggested answers

Silvana loves sea lions. She goes to the movies on Saturdays.

She goes to yoga on Saturdays.

Emma doesn't like sea lions at all. She thinks dogs are

OK. Cats are her favorite pets. She has two cats at home.

She does yoga every Tuesday. Her mom teaches yoga. She

doesn't speak Chinese.

Jay loves dogs. He never plays computer games. He surfs

the Web and chats with people online. He watches DVDs.

He doesn't go to the movies often.

Lesson 2

For possible answers, read the dialogue and look at the answers to exercises 5, 6, and 7.

Lesson 3

Refer students to their *Clothes* word map (Lesson 2) for ideas.

Lesson 4

If necessary, point out that the three paragraphs in Jay's profile follow the order of the questions in Lara's interview.

Extension

Lesson 1

Students' own answers.

Lesson 2

Students' own answers.

Lesson 3

Suggested answers

Whose is the purple dress? It's Rosie's.

Whose is the black jacket? It's Bill's.

Whose is the grey shirt? It's Bill's.

Whose is the blue top? It's Scott's.

Whose is the colorful T-shirt? It's Luke's.

Lesson 4

Remind students to write three paragraphs.

YOUR CHOICE!

The aim is to give students more learner independence and help them identify their preferred ways of learning. Encourage students to choose an activity that they feel less comfortable with if they want a challenge or are aware that they need practice in a particular area.

Who Am I? gives students the opportunity to practice free writing.

Whose is This? gives students the opportunity to practice speaking.

Welcome to the U.S.

Useful information

Golden Gate Bridge

The Golden Gate Bridge was built at a cost of \$33 million and ten workers' lives. Its International Orange color was selected because it provided visibility in the fog for passing ships. Movies that feature the Golden Gate Bridge include: *Interview with a Vampire* (1994), *Star Trek VI: The Undiscovered Country* (1991), *A View to a Kill* (1985), and *Vertigo* (1958).

Walt Disney World® Resort

Four theme parks are the heart of Walt Disney World® Resort: Magic Kingdom, Epcot, the Disney-MGM Studios, and Animal Kingdom.

Universal's Islands of Adventure®

The park is based on the idea of a journey, where visitors leave a port to visit six islands, each of which has a theme. The Wizarding World of Harry Potter is the new seventh island. The park is the ninth most popular theme park in the U.S.

Kennedy Space Center

The Kennedy Space Center is located on Merritt Island, between Miami and Jacksonville on Florida's Atlantic coast. The Center is the base for the space shuttles, and is the launch site for every U.S. human space flight since 1968. As well as being home to the Center, Merrit Island is also an important wildlife sanctuary, with eagles, alligators, panthers, and snakes.

Hollywood

The word "Hollywood" is synonymous with the U.S. movie industry, even though today many studios have moved into the surrounding area. For many years, the area was in decline, with many landmarks threatened with demolition. However, Hollywood is currently undergoing a revival, with many new developments, and the opening of fashionable bars, clubs, hotels, and restaurants.

Niagara Falls

Niagara Falls were formed when glaciers receded at the end of the last ice age, and water from the newly-formed Great Lakes carved a path through the Niagara Escarpment en route to the Atlantic Ocean. They are renowned both for their beauty, and as a valuable source of hydroelectric power.

Times Square

Times Square is named after the Times Building (now One Times Square), the former offices of the New York Times newspaper. It has become an iconic world landmark, and a symbol of its home city.

The Grand Canyon

The Grand Canyon was created by the Colorado River over six million years, exposing nearly two billion years of the Earth's history.

Georgia Aquarium

Highlights include a living reef, whale sharks, animals from the polar regions of the world, and an overhead river.

1 Opener

- The aim is to arouse the students' interest in the topic of the U.S.A.
- Ask students to look at the photos of famous places in the States. Ask if anybody knows any of them and what they are called.
- Students look at the headings of the U.S. sightseeing guide A–I and try to match the places with the photos.

2 Reading

- Students read the guide and check their answers.

Answers

A 4 B 8 C 1 D 9 E 3 F 6 G 7 H 5 I 2

- Check that students understand all the questions.
- Students find the answers in the sightseeing guide.
- Check the answers orally with the whole class.

Answers

- 1 The Hollywood Wax Museum
- 2 The Georgia Aquarium
- 3 Times Square
- 4 Niagara Falls
- 5 Walt Disney World® Resort
- 6 Kennedy Space Center

Optional activity

- ◆ Ask students to close their books. Give a quick quiz: say a fact about one of the places and students have to name the place.

3 Vocabulary

- Students work individually to match the words with the definitions, and then compare their answers in pairs.

Answers

1 e 2 c 3 a 4 g 5 f 6 d 7 b

4 Mini-project Sightseeing guide

- Ask students to work in pairs or small groups and choose three well-known places in their town or country. Then students take turns to describe one place and the others have to name the place.
- In pairs, students choose one place and write a short description of it using the questions and the U.S. sightseeing guide to help them.
- Students could also do extra research to find information about the place they have chosen.
- Encourage them to illustrate their work with photos or extra information from magazines, newspapers, or the Internet, or with drawings.
- When students have written their descriptions, ask them to check their work and then join with other pairs and put their descriptions together to make a sightseeing guide.

NOTEBOOK SECTION

Draw lines to match a place on the left with a location on the right.

- | | |
|----------------------|------------------|
| 1 Hollywood | Washington, D.C. |
| 2 Niagara Falls | New York |
| 3 U.S. Capitol | Los Angeles |
| 4 Times Square | San Francisco |
| 5 Golden Gate Bridge | U.S. and Canada |

Answers

- Los Angeles*
- U.S. and Canada*
- Washington, D.C.*
- New York*
- San Francisco*

Workbook Culture pp14–15