

UNIT

1

New start

Aims and objectives**In this unit, students will learn:**

- simple past
- simple past endings
- disagreeing and correcting
- words for clubs and activities
- to ask about favorite things
- to talk about clubs and activities

Warm-up

Look at the photo with the class and ask (in students' own language if necessary): *Where are the characters?* (in school) *How do you know it's a school day?* (They are carrying backpacks.) *Look at the title of the unit. What is the "new start?"* (Someone's new at the school.)

2 1 Listen and read

Play the recording. Ask students to follow along in their books and check their answers to the questions in the warm-up. Ask some general questions to check comprehension:
What is the new girl's name? (Olivia)
Where is she from? (California)
How long has she been in New York? (a month)
Which teacher didn't she like very much? (the P.E. teacher)
What club is on Thursdays? (choir)
What club is on Tuesdays? (drama)

Tapescript

See SB2, page 4

Ask students to work in pairs and practice the conversation. Then have one or two pairs perform the conversation for the class.

2 Circle T (True) or F (False) for the sentences below.

Model reading the first sentence for the class as an example. Ask students to complete the task in pairs. Check answers.

Key

1 T 2 T 3 F 4 F 5 F 6 F

Get talking
Asking about favorite things**3 3 Listen and repeat.**

Play the recording. Ask students to follow along in their books. Play it a second time and then get students to repeat the dialogues in pairs.

Tapescript

See SB2, page 5

4 4 Work with a partner. Ask and answer questions about the things below. Use the dialogues above.

Ask students to work in pairs to practice the dialogues in Exercise 3. Have them substitute the topics in the questions with the topics in the list below, and give answers that are true for them. Ask several pairs to demonstrate their dialogues for the class.

- Remind students to use *What* for objects (e.g. food, color, place, activity), and *Who* for people (e.g. singer, band).

Language Focus**Vocabulary**
Clubs and activities**4 1 Listen and write the words under the pictures.**

Say the words and ask students to repeat them. Then have students try to match the words with the pictures. Play the recording. Ask students to write down the words under the matching picture. Check answers with the class. To encourage students to use the vocabulary, ask *What's C?* etc.

Key

- | | |
|--------------------|--------------------|
| A football team | F photography club |
| B school choir | G movie club |
| C school orchestra | H computer club |
| D marching band | I art club |
| E drama club | J chess club |

Get talking

Talking about clubs and activities

5 **2 Listen and repeat.**

Play the recording. Ask students to follow along in their books. Play it a second time. Then have students repeat the dialogues in pairs.

Tapescript

See SB2, page 6

3 **Work with a partner. Make similar dialogues. Use the information in the boxes.**

Have students work in pairs. Ask them to substitute the topics in the dialogues in Exercise 2 with the information given in the boxes.

Ask several pairs to demonstrate their dialogues for the class.

FOLLOW UP

Ask students to work in pairs and make true dialogues about the clubs they belong to at school or elsewhere.

Grammar

Simple past

1 **Complete the rules.**

Read through the examples in the grammar box. Ask students to figure out the rules while working in pairs, and to complete the rules. Check answers.

- 1 were 2 -ed 3 liked 4 carried

2 **Complete the sentences with the verbs in the simple past tense.**

Read aloud the verbs in the box and have students repeat after you. Ask them the meanings of the verbs (they are all recycled from Level 1). Have students complete the sentences and compare their answers in pairs before a whole class check.

Key

- 1 were 2 wanted 3 opened 4 watched
 5 rescued 6 called 7 waited 8 was

Simple past endings /t/ /d/ /ɪd/

3a **Write the verbs in the correct columns.**

Read the verbs aloud and have students repeat after you. Ask them to think carefully about the sounds of the endings. After they have written them in the correct column, allow students to compare answers in groups and discuss any differences.

Key

/t/	/d/	/ɪd/
talked	arrived	waited
jumped	tried	wanted
watched	called	visited

3b **Now listen and check your answers.**

Play the recording. Ask students to listen and check.

Tapescript

talked, jumped, watched
 arrived, tried, called
 waited, wanted, visited

FOLLOW UP

Ask students to look through the dialogue on page 4 again and find the other regular past tense verbs to add to the right columns in the table above.

Key

- /t/: walked
 /d/: lived, loved, joined

4 Complete the story. Write the verbs in brackets in the simple past tense.

Ask students to complete the story with the correct past tense forms. Then have them compare answers before a whole class check. As a way of checking, ask students to read sentences one by one for the rest of the class to check.

Key

1 called 2 wanted 3 was 4 walked 5 was
 6 wasn't 7 arrived 8 waited 9 tried 10 shouted
 11 jumped 12 was 13 laughed 14 helped

FOLLOW UP

Ask students to add the rest of the verbs ending in “-ed” from Exercise 4 to the table in Exercise 3.

Key

/t/: walked laughed helped

/ɪd/: shouted

FOLLOW UP

Play Grammar Tennis. Divide the class into two teams, or several groups. Give Team A a regular verb from this unit, e.g. *practice*, or a form of the verb *to be*, such as *is* or *am*. Team A has to make the past tense (*practiced*). If it is correct, they get a point. Then give Team B a verb, and so on. The game continues in this way. If a team gets the past tense wrong, the other team has a chance to suggest the correct one. The winner is the team or group with the most points when you call an end to the game. Other verbs in the unit before this page: *am, are, is, miss, ask, like, answer, use, listen, play, act, open, rescue*.

Grammar

Disagreeing and correcting

Read aloud the dialogues in the grammar box. Ask students to work in pairs and repeat them. Elicit with gestures that A and B are contradicting each other in the dialogues: If A says something in the affirmative, B says the negative, and vice versa. Make sure students have noticed the rule for making the negative (adding the correct form of *do/be* and *not* or the contraction = *n't*).

5 Match the sentences and the answers.

Ask students to work in pairs to complete this exercise. If they are having difficulty, ask them to look carefully at two things:

- Is the sentence affirmative? If so, then look for a negative answer. If the sentence is negative, look for an affirmative answer.
- Look at the subject. If it is *Harry*, look for an answer with *he*. If it is *She*, look for *she* in the answer, too.

Ask different pairs to take turns to read aloud the sentences and matching answers. Ask the rest of the class to say whether they think the answers are correct or not.

Key

2 f 3 h 4 a 5 c 6 b 7 e 8 g

6 Listen and check.

Play the recording. Ask students to listen and check.

Tapescript

1

A: I don't know anyone here.

B: Yes, you do! You know me.

2

A: Brazilians speak Spanish.

B: No, they don't! They speak Portuguese.

3

A: Harry likes pizza.

B: No, he doesn't! He hates it.

4

A: That boy doesn't speak English.

B: Yes, he does! I talked to him yesterday.

5

A: She's a nice girl.

B: No, she isn't! I don't like her.

6

A: Olivia isn't from California.

B: Yes, she is! She lived in San Diego.

7

A: Sally was in school last Friday.

B: No, she wasn't! She was at home.

8

A: Olivia wasn't here yesterday.

B: Yes, she was! I talked to her.

FOLLOW UP

Ask students to work in pairs to make other simple statements for their partner to disagree with. Ask several pairs to demonstrate their dialogues for the class.

7 Complete the beginning of each answer.

Model completing the first example for the class. Make sure they understand that they only have to fill in the contradiction to the first sentence. (The continuation proves that the contradiction is true.) Check answers by asking one student to read aloud the first sentence, and someone else to read aloud the next two to make a dialogue of disagreement.

Key

- | | |
|------------------|-------------------|
| 2 Yes, we are. | 5 Yes, it was. |
| 3 Yes, she does. | 6 Yes, they were. |
| 4 Yes, they do. | |

8 Write the answers. Use the word in parentheses.

Model completing the first example for the class. Make sure they understand that they only have to use the word in parentheses in their new negative sentence. (Check answers by asking one student to read aloud the first sentence and someone else to read aloud the next two to make a dialogue of disagreement.)

Key

- 2 No, she doesn't. She lives in New York.
 3 No, they aren't. They're friends.
 4 No, it wasn't. It was really bad.
 5 No, they weren't. They were at home.

9a Write four sentences that you know are wrong. Write about: *your town / your school / yourself.*

Ask students to spend five minutes writing their sentences in their notebooks.

9b Work with a partner. Say your sentences. Listen to your partner and correct him/her.

Ask students to work in pairs and take turns to read aloud one of their false sentences. If their partner doesn't know how to correct it, they only

need to disagree with it, e.g.

- A** I speak French and German.
B No, you don't! (You can only speak English.)

FOLLOW UP

Ask students to write five more sentences about themselves or their family. Tell them to include some true sentences and some false sentences. Ask them to work in pairs and take turns to read aloud one of their sentences to each other. Their partner has to guess whether the sentence is true or not:

- A** My mother works in a bank.
B I think that's true.
A Yes, it is! My father drives a sports car.
B No, he doesn't. He drives a family car.

Skills Reading Warm-up

Ask students to work in groups and make a list of their free-time activities. Write their ideas on the board. Ask them which free-time activities they think students in the U.S. have, and which activities they might NOT do in the U.S.

1 Read Joshua's web page about what American students do in their free time. Then write how many students do these things.

Ask students to read the information on the web page. Explain that a "sophomore" is a student who is in 10th grade. Ask a few general questions to check comprehension:

How old is he? (15)

Where does he live? (Little Rock, Arkansas)

How many students are in his class? (27)

What is the most popular free-time activity?
(swimming)

Where do most students meet their friends? (in the park)

How many students like action and adventure video games? (4)

What do students buy most? (candy)

Ask students to work in pairs and tell each other how many students play football (8), like ice cream most (3), go dancing (2), buy magazines (4). This could be done using index cards with prompts written on them, e.g. *play football, like ice cream most*, so questions and answers are more random.

Listening

- 8 **2** Listen to Joshua's interview with two of his classmates. Which of the questions from the questionnaire does he not ask them?

Play the recording. Ask students to find the question in the questionnaire that they do not hear. Check answers.

Tapescript

JOSHUA: Hey, Anna and Paul. Do you have a second?

ANNA: Sure.

PAUL: Yes, what is it?

JOSHUA: I'd just like to ask you a few questions for my class project.

ANNA: OK.

PAUL: No problem.

JOSHUA: So, Paul. Where do you meet your friends?

PAUL: I like to hang out with my friends in the park.

ANNA: Yeah. Me too. In the park.

JOSHUA: OK, so you both meet your friends in the park. Next question. What is your favorite food?

ANNA: Ice cream. I love ice cream.

JOSHUA: And you, Paul?

PAUL: Let me think. Hamburgers. No, pizza. Definitely pizza.

JOSHUA: Pizza?

PAUL: That's right.

JOSHUA: Question three. What are your favorite kinds of video games?

PAUL: I like sports ones.

JOSHUA: Sports. And you, Anna?

ANNA: Nothing. I don't like video games.

PAUL: You don't like video games?

ANNA: No, I think they're boring.

JOSHUA: OK, last question. What are your hobbies?

ANNA: I like dancing and swimming.

PAUL: And I like playing football. Oh, and I like making models, too.

JOSHUA: Football and models. OK, thank you for your time.

ANNA: No problem.

PAUL: You're welcome.

Key

What do you buy with your allowance?

- 9 **3** Listen again. Copy the table into your notebook and complete it with their answers.

Key

		Anna	Paul
1	friends	in the park	in the park
2	favorite food	ice cream	pizza
3	video games	none	sports video games
4	hobbies	dancing and swimming	playing football, making models

FOLLOW UP

Have students create two new questions for the questionnaire to ask other students in the class. Then have them work in groups and ask each other their new questions. Find out during a whole class feedback session what the results of their surveys were, e.g. *Five people in my group like going to the movies. Only one student doesn't like going to the movies. He prefers to watch DVDs at home.*

Speaking

- 4 **Work in groups of four. Ask the questions from the survey on page 9 and write down the answers. Report your answers to the class.**

Ask students to work in groups of four to ask each other the survey questions. Read aloud the example dialogue for them to use as a model. Then have a whole class feedback session to hear what the groups' findings were.

Reading

- 5 **Read the article. Write the names under the pictures.**

Ask students to read the article. Ask them a few general questions to check comprehension:
When is the cooking club? (on Tuesdays)
What did they bake last week? (cookies)
How long does it take to make a model? (two weeks)
Why doesn't the school have a model-making club? (The teachers and kids weren't interested.)
Where did one student once live? (in Brazil)

Whose horses does she ride? (two horses belonging to her friend)

Ask students to say which students do the activities in the pictures.

Key

Carla: cooking
 Paul: model making
 Ana Marisa: horseback riding

6 Who says these things (with different words)?

Ask students to read the article again to find the answers. Then check their answers. Have students tell you the exact words the speakers used.

Key

- 1 Carla: Sometimes I cook with my friend Susana.
- 2 Paul: After school I go home and I make models.
- 3 Ana Marisa: I learned how to ride horses and take care of them.
- 4 Ana Marisa: ... twice a week after school (on Wednesdays and Fridays) I go there to ride with her.

7 Circle T (True) or F (False) for the sentences below.

Ask students to complete the exercise individually and check their answers in pairs before a whole class check.

1 F 2 T 3 F 4 F 5 F 6 F

Writing for your Portfolio

8 Write a short text about what you do after school.

This exercise can be assigned as homework. Ask students to use the words for clubs they have learned in the unit to write about what they do after school, following the model sentences given. Ask students to exchange their work in pairs or small groups and read each other's writing.

MORE fun with Fido

Give students a few minutes to figure out the story. *Why is Fido looking forward to the children going back to school?* (because it will be peaceful and quiet at home) *When do they come home?* (at four o'clock) *Is it peaceful and quiet then?* (no) Find out what students are going to do during their next break from school. Ask whether or not they always look forward to vacations, or if they ever find them boring. If so, why?

Learn MORE through English

A short history of California

Read the key words aloud and have students repeat them after you. Ask them to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any words they don't know.

10

1 Complete the time line. Then listen and check.

Background notes

- Native Americans are the native people of America, who were living there long before any European settlers arrived. Even though the first Spanish explorers arrived in California in the 1500s, the state wasn't settled for more than two centuries after that.
- Pressure for colonization came from the missionaries. Missionaries such as Father Junipero Serra established missions to convert Native Americans to Christianity.
- Once gold was discovered in California, it didn't take long for the population to grow.
- Within two years, California was a state. Since then, it has grown to become the state with the highest population.

Ask students to work in pairs to determine the most logical order for the four sentences on the time line. Ask them to think about the other events and decide which event was most likely to follow.

Play the recording for students to listen and check their answers.

Tapescript Key

1542: Spanish explorers arrive in California.

1769: Father Junipero Serra establishes the first mission at San Diego.

1848: Gold is discovered.

1850: California is admitted to the Union.

2a Read the text.

Read the text with the students and ask if they are surprised to learn about women and the right to vote in California.

2b Now answer these questions about your country.

Ask students to work in pairs or small groups. This exercise can be assigned as homework or can form part of a mini-project about women's rights in their country. Students may have to do research on the Internet or use reference books to find the answers.

Mini-project

Spanish missions in California

- 3** Ask students to work in groups to complete the project. This activity can be used as an IT lesson or assigned as homework. Students should work together to prepare their maps and answers. Have a whole class feedback session for students to report their findings.

UNIT

2

A great movie!

Aims and objectives**In this unit, students will learn:**

- simple past irregular verbs
- words for TV shows and movies
- to talk about movies and events
- to talk about TV
- to talk about past actions

Warm-up

Ask students to name their favorite movie. Ask how many students like horror movies or scary TV shows. Find out how many think horror is their favorite kind of movie.

11 1 Listen and read

Play the recording. Ask students to follow along in their books and check their answers to the questions in the warm-up. Ask some general questions to check comprehension:

- Where did Tony watch a great movie?* (on TV)
- What kind of movie was it?* (horror/scary/mystery)
- Does Sally like that kind of movie?* (no)
- What did she think of the movie?* (It was terrible.)
- Who called Sally?* (Fred)
- What did he want to tell her about?* (the same movie)

Tapescript

See SB2, page 14

Ask students to work in groups of three and practice the conversation. Then have one or two groups perform the conversation for the class.

2 Match the phrases and form sentences.

Model the first one for the class as the example. Ask students to complete the task in pairs. Check answers.

Key

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

Get talking**Talking about a movie/events****12 3 Listen and repeat.**

Play the recording. Ask students to repeat each line. Try to get them to copy the intonation and expression in the sentences.

Tapescript

See SB2, page 15

4 Work with a partner. Take turns asking each other about movies as Student A. For each answer, Student B should choose two sentences from the box (one from the first column and one from the second column).

Ask students to read the dialogue aloud in pairs. Choose two students (or role-play the dialogue with a student yourself) to model how they should make an answer by choosing two connected ideas from the box, e.g. *It was terrible. I turned it off.*

Ask students to work in pairs to complete the task. Monitor them as they work, making sure they are using two sentences that connect to each other logically.

Have students demonstrate different dialogues for the class as a way of checking answers.

5 Ask and answer about other events in your life.

Read the speech bubbles with the class, then pair them off and have them ask and answer similar questions. Ask several pairs to demonstrate their dialogues for the class.

Language Focus**Vocabulary****TV shows and movies****13 1 Listen and write the number of the TV next to the correct description in the list on the left. Check your answers with a partner.**

Draw students' attention to the kinds of movies and TV shows listed on the left. Say each one aloud, and have them repeat after you. Look at the completed example together. Then have students work in pairs to complete the task.

Tapescript Key

- SPEAKER 1:** There's a romance movie on TV1.
SPEAKER 2: There's a music video on TV2.
SPEAKER 1: The news is on TV3.
SPEAKER 2: There's a science-fiction movie on TV4.
SPEAKER 1: There's a cartoon on TV5.
SPEAKER 2: There's a nature program on TV6.
SPEAKER 1: There's a quiz show on TV7.
SPEAKER 2: There's a sports show on TV8.
SPEAKER 1: There's a detective movie on TV9.
SPEAKER 2: There's a western on TV10.
SPEAKER 1: There's a game show on TV11.
SPEAKER 2: There's a horror movie on TV12.

FOLLOW UP

Ask students to work in pairs to suggest examples of all the different kinds of movies or TV shows in the list in Exercise 1, e.g. *The Simpsons* (cartoon), *War of the Worlds* (science-fiction movie). Write their suggestions in a list on the board.

14 2 Which TV are they watching? Listen, and then write the number of the correct TV next to each person.

Play the recording. Ask students to listen and complete the task. Then get them to compare answers in pairs before a whole class check.

Tapescript

- ANNOUNCER:** What's David watching?
GIRL: Oh John!
MAN: Oh Hannah!
GIRL: Oh John!
MAN: Oh Hannah!
- ANNOUNCER:** What's Andrew watching?
PRESENTER: Today on *Animals in Africa* we are looking at lions. There are lions in many places ...
- ANNOUNCER:** What's Joanna watching?
PRESENTER: OK, hands on the buzzer. Question 1. What's the capital of Finland?

Yes, Kevin. What's your answer?

KEVIN: Helsinki.

PRESENTER: Correct.

ANNOUNCER: What's Veronica watching?

SOUND EFFECT: (western music)

ANNOUNCER: What are George and Freda watching?

PRESENTER: Ha, ha, ha!!! That's great. OK, everyone, let's play another game!

ANNOUNCER: What's Jane watching?

SOUND EFFECT: (car tires screeching; sound of police sirens)

ANNOUNCER: What are Linda and Stephen watching?

SOUND EFFECT: (sound of racing cars)
 And off they go! And in the lead ...

ANNOUNCER: What's Paul watching?

PRESENTER: Good evening and here are the headlines. The president announced yesterday ...

ANNOUNCER: What's Jack watching?

SOUND EFFECT: (sound of creaking coffin opening)

ANNOUNCER: What are Emily and Holly watching?

ACTOR: Set course for Astra Nova, Mr. Scott ...

ANNOUNCER: What's Alexandra watching?

FIDO: Woof! Woof! Go away! That's my bone.

CAT: Meow!

ANNOUNCER: What are James and Charles watching?

PRESENTER: That's the latest from the band called ...

Key

- | | | |
|--------|--------|--------|
| 2 TV6 | 6 TV9 | 10 TV4 |
| 3 TV7 | 7 TV8 | 11 TV5 |
| 4 TV10 | 8 TV3 | 12 TV2 |
| 5 TV11 | 9 TV12 | |

Get talking

Talking about TV

- 3** Talk about TV with your partner. Use the sentences to help you.

Model the first sentence yourself, making a sentence using several options from those given. Then ask a student to make a sentence that is true for them. Have students work in pairs to make sentences and react to each other's sentences. Encourage them to agree or disagree, giving reasons.

Grammar

Simple past

Irregular verbs

- 1** Look at the dialogue on page 14 and complete the table.

Read through the rules in bold and the examples in the grammar box with the class. Remind students that they already know an irregular past tense verb: *to be*. Tell them that *to be* is the only verb which has different forms for *I / he / she / it* and *you / we / they* in the past tense. Ask students to complete the table, finding the past tense forms they need in the dialogue on page 14. Check answers.

Key

hear – heard	fall – fell	hit – hit
say – said	have – had	
think – thought	see – saw	

- 2** Complete the table with the verbs listed on the right.

Ask students to complete the task in pairs if you think they need help. Check answers.

Key

2 had 3 said 4 made 6 did 7 told

- 3** Match the simple present verbs to their irregular simple past version.

Ask students to complete the matching exercise following the example given. Check answers by calling out the infinitive and asking students to say the correct past tense.

Key

run – ran	leave – left
take – took	find – found
read – read	come – came
hold – held	meet – met
think – thought	

Make sure students pronounce the past tense of *read* /red/, even though the spelling is the same.

- 4** Complete the two texts. Use the verbs listed on the right in the simple past tense.

Draw students' attention to the verbs listed on the right. Have students complete the sentences and compare answers in pairs before a class check.

Key

A 1 went 2 took 3 put 4 ran
B 1 was 2 rode 3 sat 4 read

15

- 5** Listen and match the words with the numbers in the picture.

Stronger students might want to try to complete the matching exercise before they listen. Play the recording. Ask students to listen and write the numbers next to the words, or check their own guesses if they have already entered the numbers in the boxes.

Tapescript Key

rent 1
 rescue 4
 island 7
 ocean 5
 wave 6
 rocks 2
 gather wood 8
 jump into the ocean 3

16

- 6** Listen to the story and put the pictures in the correct order.

Ask students to look at the pictures and make their own predictions about the story. Which picture do they think comes first? Ask them to look at the words in Exercise 5 again and try to connect them to make a story. Listen to their ideas. Then play the recording. Ask them to write