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FOUR CORNERS

Second Edition

Teacher's Edition

with Complete Assessment Program

JACK C. RICHARDS & DAVID BOHLKE

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Scope and sequence

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 Classroom language Page 4	Students can ... <input checked="" type="checkbox"/> introduce themselves and others <input checked="" type="checkbox"/> say hello and good-bye		
Unit 1 Pages 5–14	Students can ... <input checked="" type="checkbox"/> ask for and say names <input checked="" type="checkbox"/> spell names <input checked="" type="checkbox"/> talk about where people are from and what they do <input checked="" type="checkbox"/> discuss people’s names and jobs	The verb <i>be</i> Possessive adjectives Subject pronouns Yes / no questions with <i>be</i>	Names and titles Interesting jobs
Unit 2 Pages 15–24	Students can ... <input checked="" type="checkbox"/> ask for and say people’s nationalities <input checked="" type="checkbox"/> ask for and give phone numbers and email addresses <input checked="" type="checkbox"/> identify family members and give their ages <input checked="" type="checkbox"/> give information about family and friends	Plural subject pronouns Questions with <i>be</i> <i>Who</i> and <i>How old</i> with <i>be</i>	Nationalities Family members
Unit 3 Pages 25–34	Students can ... <input checked="" type="checkbox"/> ask about and identify everyday items <input checked="" type="checkbox"/> ask what something is called in English <input checked="" type="checkbox"/> talk about clothes and possessions <input checked="" type="checkbox"/> describe favorite possessions	Demonstratives Articles <i>a</i> and <i>an</i> Plurals Possessive pronouns <i>Whose</i> ‘s and s’	Everyday items Clothes and colors
Unit 4 Pages 35–44	Students can ... <input checked="" type="checkbox"/> describe how people get around <input checked="" type="checkbox"/> ask for and tell the time <input checked="" type="checkbox"/> ask and answer questions about routines <input checked="" type="checkbox"/> describe the things they do on weekends	Simple present statements Simple present yes / no questions	Ways of getting around Days of the week and routines
Unit 5 Pages 45–54	Students can ... <input checked="" type="checkbox"/> talk about their online habits <input checked="" type="checkbox"/> accept and decline help <input checked="" type="checkbox"/> ask and answer questions about leisure activities <input checked="" type="checkbox"/> discuss how they use technology	Adverbs of frequency Simple present <i>Wh-</i> questions with <i>do</i>	Online activities Leisure activities and places
Unit 6 Pages 55–64	Students can ... <input checked="" type="checkbox"/> identify and talk about jobs <input checked="" type="checkbox"/> ask for someone on the telephone <input checked="" type="checkbox"/> have someone wait <input checked="" type="checkbox"/> describe their talents and abilities <input checked="" type="checkbox"/> talk about study and work programs	Simple present <i>Wh-</i> questions with <i>does</i> <i>Can</i> for ability <i>And, but, and or</i>	Jobs Abilities

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Saying hello Saying good-bye			<ul style="list-style-type: none"> • Introductions • Greetings
Interactions: Asking for spelling	Listening: Spelling names Pronunciation: Contractions	Reading: “Famous Names” An article Writing: My name	<ul style="list-style-type: none"> • Class introductions and greetings • <i>Keep talking:</i> Name circle • Class name list • Guessing game about famous people • <i>Keep talking:</i> “Find the differences” activity about jobs and cities • Quiz about celebrities
Interactions: Asking for someone’s phone number Asking for someone’s email address	Listening: Directory Assistance calls Information forms People I know Pronunciation: Word stress	Reading: “People in My Life” Photo captions Writing: My friends	<ul style="list-style-type: none"> • True and false information about people • <i>Keep talking:</i> Interviews with new identities • Class survey for new contact information • Information exchange about family members • <i>Keep talking:</i> Family trees • Presentation about friends
Interactions: Asking what something is	Listening: Things around the classroom Favorite things Pronunciation: Plurals	Reading: “Yuna’s Blog: My favorite things!” A blog post Writing: My favorite thing	<ul style="list-style-type: none"> • Questions and answers about personal items • <i>Keep talking:</i> Things in the closet • Memory game about everyday items • Personal items and their owners • <i>Keep talking:</i> “Find the differences” activity about clothing colors • Presentation of favorite things
Interactions: Asking the time	Listening: Times of different events Angela’s routine Pronunciation: Reduction of <i>to</i>	Reading: “What’s your favorite day of the week?” A message board Writing: About my weekend	<ul style="list-style-type: none"> • Survey about getting to school and work • <i>Keep talking:</i> Transportation facts • Interview about the times of specific events • Interview about routines • <i>Keep talking:</i> “Find someone who” activities about routines • Survey about busy weekends
Interactions: Declining help Accepting help	Listening: Shopping Favorite websites Pronunciation: Thirteen or thirty?	Reading: “Fun Online Activities” An article Writing: Let’s chat	<ul style="list-style-type: none"> • Comparison of online habits • <i>Keep talking:</i> Interview about online habits • Role play of a shopping situation • Interview about leisure activities • <i>Keep talking:</i> Interviews about fun activities • Discussion about favorite websites
Interactions: Asking for someone on the phone Having someone wait	Listening: Telephone calls Ads for overseas programs Pronunciation: <i>Can</i> and <i>can’t</i>	Reading: “Fun Jobs” A magazine article Writing: My abilities	<ul style="list-style-type: none"> • “Find someone who” activity about jobs • <i>Keep talking:</i> Memory game about jobs • Role play of a phone call • Interview about abilities • <i>Keep talking:</i> Board game about abilities • Discussion about study and work programs

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Food A <i>Breakfast, lunch, and dinner</i> B <i>I like Chinese food!</i> C <i>Meals</i> D <i>Favorite food</i>	Students can ... <input checked="" type="checkbox"/> say what meals they eat <input checked="" type="checkbox"/> say what they like and dislike <input checked="" type="checkbox"/> talk about their eating habits <input checked="" type="checkbox"/> talk about their favorite food	Count and noncount nouns <i>Some</i> and <i>any</i> <i>How often</i> Time expressions	Food More food
Unit 8 Pages 75–84			
In the neighborhood A <i>Around town</i> B <i>How do I get to...?</i> C <i>Fun in the city</i> D <i>A great place to visit</i>	Students can ... <input checked="" type="checkbox"/> give the locations of neighborhood places <input checked="" type="checkbox"/> ask for and give directions <input checked="" type="checkbox"/> talk about interesting places in their towns <input checked="" type="checkbox"/> give a presentation on a city attraction	Prepositions of location <i>There is, there are</i>	Places in the neighborhood Places to visit
Unit 9 Pages 85–94			
What are you doing? A <i>I'm looking for you.</i> B <i>I can't talk right now.</i> C <i>These days</i> D <i>What's new?</i>	Students can ... <input checked="" type="checkbox"/> describe what people are doing right now <input checked="" type="checkbox"/> ask if someone can talk right now <input checked="" type="checkbox"/> explain why they can't talk on the telephone <input checked="" type="checkbox"/> describe what people are doing these days <input checked="" type="checkbox"/> discuss what people are doing	Present continuous statements Present continuous questions	Actions and prepositions Activities
Unit 10 Pages 95–104			
Past experiences A <i>Last weekend</i> B <i>You're kidding!</i> C <i>Did you make dinner last night?</i> D <i>I saw a great movie.</i>	Students can ... <input checked="" type="checkbox"/> say what they did last weekend <input checked="" type="checkbox"/> show that they're listening <input checked="" type="checkbox"/> express surprise <input checked="" type="checkbox"/> talk about routine events in the past <input checked="" type="checkbox"/> talk about past activities	Simple past regular verbs Simple past irregular verbs <i>Yes / no</i> questions	Weekend activities Things to do
Unit 11 Pages 105–114			
Getting away A <i>Where were you?</i> B <i>That's great!</i> C <i>My vacation</i> D <i>Travel experiences</i>	Students can ... <input checked="" type="checkbox"/> describe where they were in the past <input checked="" type="checkbox"/> react to news <input checked="" type="checkbox"/> talk about their last vacation <input checked="" type="checkbox"/> describe a vacation	Past of <i>be</i> Simple past <i>Wh-</i> questions	Adjectives Vacation activities
Unit 12 Pages 115–124			
Time to celebrate A <i>I'm going to get married.</i> B <i>Sure. I'd love to.</i> C <i>Planning a party</i> D <i>Birthdays</i>	Students can ... <input checked="" type="checkbox"/> talk about their plans for specific dates <input checked="" type="checkbox"/> accept or decline an invitation <input checked="" type="checkbox"/> discuss and agree on plans <input checked="" type="checkbox"/> describe birthday traditions in their culture	<i>Be going to</i> <i>Yes / no</i> questions <i>Wh-</i> questions with <i>be going to</i> Object pronouns	Months and dates Party checklist

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Expressing dislikes Expressing likes</p>	<p>Listening: Food preferences A typical Swedish meal Pronunciation: Word Stress</p>	<p>Reading: “My Favorite Food” An article Writing: A typical meal</p>	<ul style="list-style-type: none"> • Survey about meals • <i>Keep talking:</i> Recipes • Information exchange about food preferences • Comparison of eating habits • <i>Keep talking:</i> Discussion about eating habits • Interview about favorite food
<p>Interactions: Asking for directions</p>	<p>Listening: GPS directions Tourist information Pronunciation: Word stress</p>	<p>Reading: “Escape Rooms” A magazine article Writing: Group poster</p>	<ul style="list-style-type: none"> • Information exchange with maps • <i>Keep talking:</i> Information gap activity with neighborhood maps • Role play about directions • Interview about places in town • <i>Keep talking:</i> Description of an unusual zoo
<p>Interactions: Asking if someone can talk now Explaining that you can’t talk now</p>	<p>Listening: Sound effects Telephone calls Pronunciation: Intonation in questions</p>	<p>Reading: “Status Updates” A micro-blog Writing: My status update</p>	<ul style="list-style-type: none"> • Guessing game about people’s actions • <i>Keep talking:</i> Interpretations of actions • Role play of a phone call • “Find someone who” activity about things people are doing these days • <i>Keep talking:</i> Guessing game about who’s doing what • Speculations about someone’s activities
<p>Interactions: Showing that you’re listening Expressing surprise</p>	<p>Listening: Diana’s week Matt’s busy week Pronunciation: Simple past -ed endings</p>	<p>Reading: “Matt’s Movie Reviews” Blog post Writing: A blog post</p>	<ul style="list-style-type: none"> • Information exchange about last weekend • <i>Keep talking:</i> Picture story • Role play of surprising conversations • Interview about routine events in the past • <i>Keep talking:</i> Memories • “Find someone who” activity about past activities
<p>Interactions: Reacting to good news Reacting to bad news</p>	<p>Listening: A short trip Three vacations Pronunciation: Reduction of <i>did you</i></p>	<p>Reading: “Travel Tales” Blog posts Writing: A postcard</p>	<ul style="list-style-type: none"> • Interview about where you were • <i>Keep talking:</i> Interview about school trips • Class exchange of personal news • Information exchange about vacations • <i>Keep talking:</i> Speculation about a vacation • Presentation of postcards
<p>Interactions: Declining an invitation Accepting an invitation</p>	<p>Listening: Invitations A “Sweet 16” birthday party Pronunciation: Reduction of <i>going to</i></p>	<p>Reading: “Birthday Traditions” An article Writing: A thank-you note</p>	<ul style="list-style-type: none"> • Information exchange about special days • <i>Keep talking:</i> Weekend plans • Class invitations • Discussion of plans for three scenarios • <i>Keep talking:</i> Plan for a party • Discussion about birthday traditions

Welcome

1 Introducing yourself

Learning objective: *Introduce one's self.*

A 🎧 (Level 1, Track 2)

- Direct Ss' attention to the picture to set the scene. Point to each student in the picture and say: *Simon and Chen.*
- Go over the instructions. Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss repeat to practice pronunciation.
- Have Ss read the conversation in pairs.
- **Option** Read Simon's lines and have the class read Chen's lines chorally. Then divide the class in half. Lead one half in saying Simon's lines and the other in saying Chen's lines, and then change roles and practice again.

B

- Model the activity. Introduce yourself to a S, using your name. Tell the S to read Chen's line and substitute his or her own name.
- Have Ss work in pairs to practice introducing themselves.
- Walk around the room and give help as needed.

2 Introducing someone else

Learning objective: *Introduce someone else.*

A 🎧 (Level 1, Track 3)

- Direct Ss' attention to the picture to set the scene. Point to the students in the picture and say their names: *Simon, Chen, Sofia.*
- Go over the instructions. Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss repeat to practice pronunciation.
- Have Ss read the conversation in pairs.

B

- Model the activity. Introduce a "new" student to the class. Have each pair of Ss from Exercise 1 join another pair to take turns introducing their first partner to another S.

Cultural note

Both men and women in North America often shake hands when they are introduced. They usually use a firm grip and shake up and down once or twice.

3 Hi and bye

Learning objective: Say hello and good-bye.

A 🎧 (Level 1, Track 4)

- Direct Ss' attention to the pictures to set the scene. Point to the pictures and say: *Simon and Chen again.*
- Go over the instructions. Play the audio. Have Ss listen and read silently.
- If helpful, play the audio line by line and have Ss repeat.
- Have students practice the conversation in pairs and then change roles and practice again.

B 🎧 (Level 1, Track 5)

- Point out the target expressions in the conversations (*Hi. Good morning. See you later. Bye.*). Explain that there is more than one way to say *hi* and *bye*.
- Go over the expressions in the boxes. Refer to the pictures in the left-hand box to explain the differences between the expressions. Explain that *See you.* and *See you later.* are used when you are not exactly sure when you will see the other person again.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio again and have Ss repeat.
- Model the activity with a S. Say Simon's lines and show how to substitute a different expression to say hi. Have the S substitute another greeting. Repeat with the ways to say good-bye.
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.


Cultural notes

Some of the expressions are a little more formal than others. For example, a teacher in North America is more likely to greet the class with *Good morning / afternoon / evening* than with *Hi*. *Hi* is often used between friends. When people are answering their own phones, they will usually say *hello*, but a receptionist at work may say *good morning* or *good afternoon* to answer the phone.

C

- Go over the instructions.
- Model the activity with a S. Show how to substitute your names and use different ways to say hello and good-bye.
- Have Ss walk around the room to practice the conversation. Encourage Ss to talk to at least five classmates.
- Finally, tell Ss to check the "can do" statement if they can introduce themselves and others and say hello and good-bye.

3 Hi and bye


A  Listen and practice.






Simon Hi, Chen!
Chen Good morning, Simon! How are you?
Simon I'm fine, thanks. And you?
Chen Fine, thank you.



Simon See you later, Chen!
Chen Bye, Simon!

B  Listen to the expressions. Then practice the conversation again with the new expressions.


Saying hello

- Hi.
- Hello.
-  Good morning.
-  Good afternoon.
-  Good evening.

Saying good-bye

- Bye.
- Good-bye.
- See you.
- See you later.
- See you tomorrow.

C **CLASS ACTIVITY** Say hello to your classmates and ask how they are. Then say good-bye.

I can introduce myself and others. 

I can say hello and good-bye. 

1 Quick pair review

Learning objective: Review everyday items, clothing, and colors; plurals.

Lesson A Brainstorm!

- Go over the instructions.
- Model the activity. Ask: *What is one everyday item? (A cell phone.) What is the plural? (Cell phones.)*
- Have Ss work individually or in pairs to list all the everyday items and their plurals that they can. Set a time limit of two minutes.
- Elicit ideas.

Presentation Plus: Guided brainstorming page xxviii
After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for everyday items.

Lesson B Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering what things are. Designate one Student A and one Student B. Set a time limit of two minutes.
- Elicit what the things are (*wallet, camera, magazine, comb, flash drive, hairbrush*).

Lesson C Do you remember?

- Go over the instructions and the example.
- Model the activity. Point to a S. Close your eyes and say what he or she is wearing.
- Have Ss work in pairs to take turns closing their eyes and describing their partner's clothes. Set a time limit of two minutes.

Lesson D Find out!

- Go over the instructions and the questions.
- Model the activity with a S. Find something you both have. Ask and answer the questions. Tell the class about your things (e.g., *My wallet is red. His wallet is black. His wallet is two years old. Mine is five years old. My wallet is from Italy. His is from Mexico.*)
- Have Ss work in pairs to talk about one thing they both have.
- Call on Ss to tell the class about their things.

2 In the real world

Learning objective: Research what is in style by looking for clothes in a magazine and then writing about the clothes.

- Go over the instructions, the questions, and the example description.
- Model the activity. Show a picture of clothes from a magazine and describe the picture.
- Have Ss do research as an out-of-class assignment or bring in magazines. Have Ss write a description.
- Have Ss work in pairs or small groups to read their descriptions.
- Call on Ss to read their descriptions to the class.

Extra activity: Extension

If possible, collect the magazine photos that Ss used in their descriptions. Post them on the walls of the classroom. Collect the descriptions and redistribute. Have Ss read the description and find the photo it matches.

Wrap-up

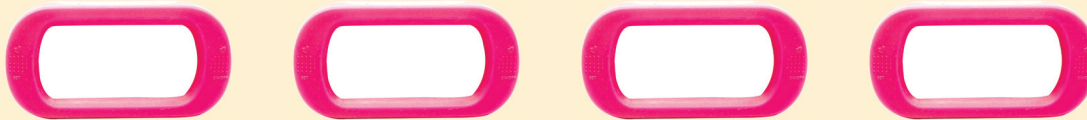
1 Quick pair review

Lesson A **Brainstorm!**

Make a list of ways of getting around. How many do you know? You have one minute.

Lesson B **Test your partner!**

Say four different times. Can your partner write them correctly? Check his or her answers. You have two minutes.



Lesson C **Guess!**

Say a time and a day. Can your partner guess your routine at that time? Take turns. You have two minutes.

A: Two o'clock on Monday.

B: Do you exercise at 2:00 on Monday?

A: No.

B: Do you study?

A: Yes.

Lesson D **Find out!**

What are three things both you and your partner do on weekends? You have two minutes.

A: I exercise on Saturday mornings. How about you?

B: No, I don't. I go to bed late on Saturdays. How about you?

A: Yes, I do!

2 In the real world

What time is it around the world? Go online and find the local time in these cities.

Beijing	Cairo	Los Angeles	Rio de Janeiro	Tokyo
Buenos Aires	London	Mexico City	Sydney	Toronto

What time is it now?

It is nine o'clock in the evening in Beijing now.
In Buenos Aires, it's ...



Beijing

LESSON B overview

Interactions: Showing that you're listening; expressing surprise

Listening: Diana's week

Speaking: Role play of surprising conversations

1 Interactions Expressing surprise

Learning objective: Practice showing that you're listening; express surprise.

A

- Direct Ss' attention to the pictures to set the scene.
Ask: *Where are they in the first picture? (At school.) What are they doing? (Talking.) Where is the second picture? (Walt Disney World.)*
- Ask the question. Elicit Ss' ideas.

B (Level 1, Track 143)

- Play the audio. Have Ss listen and read silently. If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: *Disappearing dialogue* page xxvii

After doing Part B, follow the steps for *Disappearing dialogue* to practice expressing surprise.

C (Level 1, Track 144)

- Point out the target expressions in the conversations (*Uh-huh. You're kidding!*). Explain that there are other ways to show interest and express surprise.

- Go over the expressions in the boxes. Explain that these are words that are used to show that you are listening to someone. These words are not always meaningful on their own. Explain that *Really?* and *What?* have question marks, but they aren't really questions.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Diego's lines. Show how to substitute another way to show you're listening and another way to express surprise.
- Have Ss practice the substitution conversations in pairs, then change roles and practice again.
- **Option** Have a pair of Ss perform the conversation in front of the class.

D

- Go over the instructions.
- Have Ss check the best responses and then compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to take turns saying the sentences and responding.

Keep talking!

Unit 1, Lesson A

Learning objective: Practice saying names and possessive adjectives.

Refer Ss to page 125.

A

- Go over the instructions and the example conversation. Say: *My name is Eduardo.* Have a S read the next line: *His name is Eduardo. My name is Ming-mei.* Continue with two more Ss.
- Have Ss work in groups to practice the activity. Have Ss stand in a circle.
- Go around the room and provide help as needed. Make sure Ss use the correct possessive adjectives and forms of *be*.

B

- Go over the instructions and the example sentences.
- Have students work in groups to practice the activity.
- Go around the room and provide help as needed. Make sure Ss use first and last names.
- Call on Ss to tell the class about the people in their group.

unit

Lesson A

Keep talking!

Name circle

A GROUP WORK Stand in a circle. Go around the circle and say your first names. Repeat your classmates' names before you say your own name.



B GROUP WORK Go around the circle again. Repeat your classmates' full names.

A: My name is Eduardo Sanchez.

B: His name is Eduardo Sanchez. My name is Ming-mei Lee.

C: His name is Eduardo Sanchez. Her name is Ming-mei Lee. My name ...

Keep talking!

125

Unit 9, Lesson C

Learning objective: Describe what Ss are doing these days.

Refer Ss to page 145.

A

- Go over the instructions and the example.
- Model the activity. Say three sentences about what you are doing these days.
- Have Ss work individually to write three sentences about what they are doing these days on three pieces of paper.
- Go around the room and give help as needed.

B

- Put Ss into groups. Direct Ss' attention to the picture. Ask: *What are they doing? (They are working / studying together.)*
- Go over the instructions and the example.
- Have Ss put their papers on a table in the middle of their group. Tell them to shuffle the papers.
- Have Ss each take a paper and take turns reading the sentences and guessing who wrote them. Point out that they can substitute *This person* for *I* when reading the sentences.
- **Option** Do the activity as a class.

C

- Go over the instructions and the example conversation.
- Have Ss take turns asking and answering questions in their groups about what they are doing these days.
- Call on Ss to tell the class about someone in their group.

unit

9 Lesson C

Who is it?

A Write three sentences about what you're doing these days on three pieces of paper. Don't write your name!

I'm tutoring a student.

I'm taking tennis lessons.

I'm not studying every night!

B **GROUP WORK** Put your papers on the table. Take one paper and read the sentences. Your group guesses the name. Take turns.



A: This person is tutoring a student.

B: Is it Juliana?

C: No, it's not me!

D: Is it Kate?

C **GROUP WORK** Discuss the activities you're doing these days. Ask and answer questions for more information.

A: Who are you tutoring these days, Ken?

B: I'm tutoring a friend of mine. His name is Luke.

C: Are you tutoring him in English?

B: No, I'm not. I'm tutoring him in Japanese.

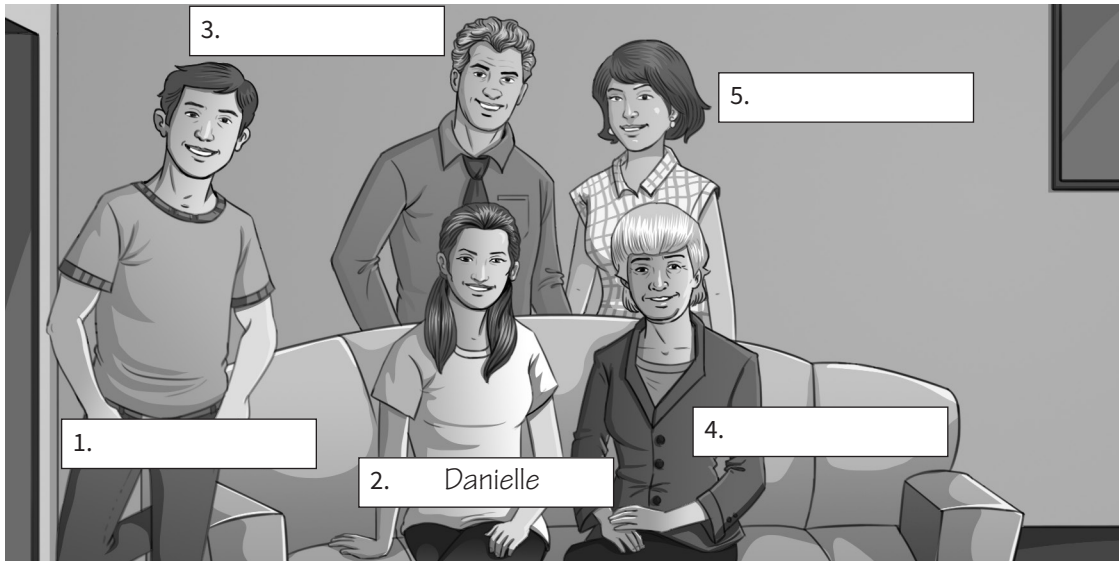
Keep talking!

145

Before you watch

A Label the picture with the correct words. Then compare with a partner.

✓ Danielle mother boyfriend father grandmother



B Which person in Part A is *not* a member of the family?

While you watch

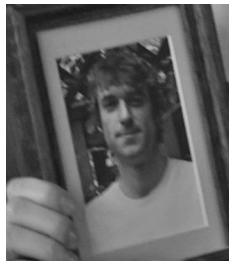
A Write D (Danielle), I (Irma), M (Max), P (Peter), or W (Wendy).



Danielle



Irma



Max



Peter



Wendy

- 1 _____ is Peter's mother.
- 2 _____ is Danielle's brother.
- 3 _____ is Peter's wife.
- 4 _____ is Peter and Wendy's daughter.
- 5 _____ is Irma's son.
- 6 _____ is Wendy's husband.
- 7 _____ is Max's sister.
- 8 _____ is Danielle and Max's mother.

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

class graduation job summer



1 _____



2 _____



3 _____



4 _____

B Answer the questions. Then compare with a partner.

1 What months of the year do students go to class in your school?

2 When do students graduate from your school?

3 What do you usually do in the summer?

4 When do most people in your country look for their first job?

While you watch

A What do Bo's parents think Bo is going to do? Circle the correct answers.

1 They think Bo is going to get _____ this summer.

a a job b a cat c an award

2 They think he's going to _____ this summer.

a relax b travel c take classes

3 They think he's going to be a _____ someday.

a teacher b doctor c pilot

4 They think he's going to go to _____.

a Toronto b the beach c medical school

5 They think he's going to take _____ classes.

a science b English c art

I had a party last night.

Story summary

I had a party last night is an episode in Marco's video blog. Marco narrates the story of how he planned to have a quiet evening at home reading a book on his birthday and how it turned into a big, noisy party with all of his classmates. Marco shows photos of the events as he tells his story.

Language summary

Grammar

- Simple past of regular verbs
- Simple past of irregular verbs
- Yes/no questions in the simple past

Vocabulary

- Weekend activities
- Things to do

Before you watch (page T-191)

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and the sample answer to the first sentence.
- **Do the activity** Have Ss complete the rest of the sentences with the simple past form of the verbs in the box.
- **Check answers** Have Ss compare their answers with a partner. Go over the answers with the class.

Answers

1. had 2. invited 3. danced
4. ate, drank 5. played

While you watch (pages T-191–192)

A

In this activity, Ss note the order of events in the video.

- **Preview the activity** Explain that Ss will pay attention to the order of events. Go over the instructions. Have Ss read the list of events.
- **Play the video** Have Ss number the events as they watch. Play the video again, if needed.
- **Check answers** Go over the answers with the class.

Answers

10, 1, 4, 7, 6, 8, 5, 2, 3, 9

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Explain that Ss will listen for details from the video. Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. a 2. b 3. c 4. c 5. b

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

C

In this activity, Ss listen for specific facts.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. T 2. T 3. F (bubble tea)
4. F (video games) 5. T

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

Emi Do you speak Portuguese?
Alicia No, but I'm studying it now. It's hard, but the class is fun.
Emi OK. Are you doing anything else?
Alicia Yes. I'm exercising a lot – you know, to look good for the beach! I'm running, I'm swimming, and I'm riding my bike to work.
Emi Good for you. Well, enjoy your trip!
Alicia Thanks!
Emi Oh, I'm late! I'm taking a dance class. OK, everybody! See you next time on *Street Talk*. Good-bye!

Unit 10

I had a party last night.

Marco creates a video blog to tell his followers about how his birthday started as a small dinner celebration, and ended as a big, noisy party.

Marco Hey, everyone. This is Marco's video blog for Saturday, October 4th, at, um, 7:17 a.m. I had a party last night – a birthday party. What a great party. Look. Wow. That's me. So I had a big, noisy birthday party. But I didn't really want a party. I wanted a nice, quiet evening. On my birthday, I usually read a good book. So yesterday morning, I went to the library, and I got this. I saw my friends Nick and Ben at the library. Nick and Ben remembered my birthday. They gave me a gift! So I invited Nick and Ben to my apartment for dinner. I wanted a nice, quiet dinner. But I didn't have food at home, so I went grocery shopping. I bought a lot of food. At the supermarket, I saw two more friends, Alicia and Bo. Alicia and Bo saw all the food in my shopping cart. Well, they're friends, so I invited them for dinner, too. I decided to have a nice, quiet dinner party. Then, I went to class in the afternoon. All my classmates had text messages about my birthday! So I invited my class to my apartment. OK. So I didn't have a nice, quiet evening. And I didn't read my book. I had a big, noisy birthday party. But . . . I had a lot of fun. We ate some good food. We drank this really cool stuff called "bubble tea." And we played video games. Oh, and my gift from Nick and Ben? Guess what it was. It's the same book! And, now, finally, I get to read it. Bye!

Unit 11

Danielle down under!

Danielle makes a documentary video about her vacation in Australia and shows everyone a slideshow of her pictures.

Danielle Hi, everyone! I just had a great vacation. I went to "The Land Down Under." That's a nickname for Australia. I was there for two weeks. Australia is really amazing. Let me show you my pictures. This is the Sydney Opera House. It's a very famous place. I went there on the first day. I think opera is a little boring, but I like this building. It's really interesting! This is my friend, Amy. She's really cool. We go to the same college in the United States, but she's studying in Sydney this year. I stayed in Amy's dorm room. I slept on the floor. It wasn't very comfortable, but it was free. Awww! We saw this koala bear at the nature park. Isn't he cute? And we saw this kangaroo. He's cute, too! One day we flew from Sydney to Alice Springs. Then we rented a car and drove to a place called Uluru, or Ayers Rock. The drive took about four hours. It was very hot, but quiet and relaxing. Ayers Rock is a national park in the middle of Australia. The park is a very famous place. What did we do there? Well, we stayed in the park for two days. And we took a tour. It was fun, but very tiring! Our tour guide was very cute. We flew from Alice Springs to Cairns, a city near the Great Barrier Reef. Then we took a boat to the Great Barrier Reef. That was excellent. We saw some very beautiful fish. On our last night, we went dancing. We stayed out late – very late. The next day, Amy and I got up too late, and we missed our flight to Sydney. It was terrible! But, I bought a souvenir at the airport. It's a boomerang! So, that's it. Overall, it was a very exciting trip. So, thanks for looking at my pictures. As the Australians say, "G'day!"

Grammar

Present continuous statements

Affirmative statements	Negative statements
I am	I am not
You are	You are not
He is	He is not
She is standing.	She is not standing.
It is	It is not
We are	We are not
They are	They are not

- You can use *'m*, *'s*, and *'re* instead of *am*, *is*, and *are* in affirmative statements.
- You can use the contractions *'s not* or *isn't*, and *'re not* or *aren't* in negative statements.
- Use the present continuous to talk about an action happening now.
- Use the present continuous to talk about an action happening these days.

Present continuous yes / no questions and answers

Yes / no questions	Short answers Affirmative	Short answers Negative
Am I	you are.	you aren't.
Are you	I am.	I'm not.
Is he	he is.	he isn't.
Is she playing now?	Yes, she is.	No, she isn't.
Is it	it is.	it isn't.
Are we	you are.	you aren't.
Are they	they are.	they aren't.

- In affirmative short answers, use the full forms above, NOT contractions: Yes, *you're*. / Yes, *I'm*. / Yes, *he's*.

Present continuous *Wh*- questions

Questions	Answers
What are you doing?	I'm learning to drive.
What class is Dan taking?	He's taking a dance class.
Where are they standing?	They're standing under a tree.
When are we leaving?	At 2:30 on Monday.
Who is Juan talking to?	Luis.
How am I driving?	OK.

Spelling

stand	→ standing
sit	→ sitting
wave	→ waving
play	→ playing

Vocabulary

Actions

end
hold
look for
run
sit
stand
start
wave

Activities

create a website
learn to drive
look for a job
study for an exam
study Italian
take a dance class
take tennis lessons
tutor a student

Prepositions

behind
in
in front of
on
under

Functions

Asking if someone can talk now

Is this a good time to talk?
Can you talk right now?
Do you have a minute?

Explaining you can't talk now

I can't talk right now.
I'm busy right now.
This isn't a good time.