

FOUR CORNERS

Second Edition

Teacher's Edition

with Complete Assessment Program

JACK C. RICHARDS & DAVID BOHLKE

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/fourcorners

© Cambridge University Press 2012, 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2012

Second edition 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3

Printed in Malaysia by Vivar Printing

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-56021-4 Student's Book with Online Self-Study 2
ISBN 978-1-108-57070-1 Student's Book with Online Self-Study 2A
ISBN 978-1-108-62772-6 Student's Book with Online Self-Study 2B
ISBN 978-1-108-62849-5 Student's Book with Online Self-Study and Online Workbook 2
ISBN 978-1-108-57586-7 Student's Book with Online Self-Study and Online Workbook 2A
ISBN 978-1-108-62779-5 Student's Book with Online Self-Study and Online Workbook 2B
ISBN 978-1-108-45958-7 Workbook 2
ISBN 978-1-108-45959-4 Workbook 2A
ISBN 978-1-108-45961-7 Workbook 2B
ISBN 978-1-108-65228-5 Teacher's Edition with Complete Assessment Program 2
ISBN 978-1-108-56039-9 Full Contact with Online Self-Study 2
ISBN 978-1-108-63454-0 Full Contact with Online Self-Study 2A
ISBN 978-1-108-68906-9 Full Contact with Online Self-Study 2B
ISBN 978-1-108-45968-6 Presentation Plus Level 2

Additional resources for this publication at www.cambridge.org/fourcorners

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

Introduction

Scope and sequence	iv
Introduction to <i>Four Corners Second Edition</i>	viii
Essential teaching tips	xii
Core series components	xiii
Walkthrough of the Student's Book	xiv
Walkthrough of the Teacher's Edition	xx
Walkthrough of the Workbook and Online Self-study.....	xxi
Introduction to the Video program	xxii
Walkthrough of the Video program	xxiv
Introduction to Presentation Plus.....	xxv
Presentation Plus activity types.....	xxviii
Information on the CEFR	xxxiii

Teaching notes

Welcome	T-2
Classroom language	T-4
1 My interests.....	T-5
2 Descriptions.....	T-15
3 Rain or shine	T-25
4 Life at home	T-35
5 Health	T-45
6 What's on TV?.....	T-55
7 Shopping.....	T-65
8 Fun in the city	T-75
9 People	T-85
10 In a restaurant.....	T-95
11 Entertainment	T-105
12 Time for a change	T-115
Keep talking.....	T-125
Grammar reference	T-153

Additional resources

Workbook answer key.....	T-155
Class audio scripts	T-165
Video activity sheets	T-177
Video notes.....	T-201
Video scripts	T-225
Language summaries.....	T-233

Scope and sequence

LEVEL 2	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 Classroom language Page 4	Students can... <input checked="" type="checkbox"/> ask questions about English words		Classroom instructions
Unit 1 Pages 5–14			
My interests A I'm interested in fashion. B Can you repeat that please? C Do you play sports? D Free time	Students can... <input checked="" type="checkbox"/> ask and talk about interests <input checked="" type="checkbox"/> ask for repetition <input checked="" type="checkbox"/> ask someone to speak more slowly <input checked="" type="checkbox"/> ask and talk about sports and exercise habits <input checked="" type="checkbox"/> talk about people's free-time activities	Present of <i>be</i> Simple present	Interests Sports and exercise
Unit 2 Pages 15–24			
Descriptions A He's talkative and friendly. B I don't think so. C What do they look like? D People's profiles	Students can... <input checked="" type="checkbox"/> ask and talk about people's personalities <input checked="" type="checkbox"/> say they think something is true and not true <input checked="" type="checkbox"/> ask and talk about people's appearances <input checked="" type="checkbox"/> describe their personality and appearance	What . . . like?; <i>be</i> + adjective (+ noun) What . . . look like?; order of adjectives	Personality adjectives Appearance
Unit 3 Pages 25–34			
Rain or shine A It's extremely cold. B In my opinion, . . . C I'd like to play chess. D Where would you like to go?	Students can... <input checked="" type="checkbox"/> talk about the weather and seasons <input checked="" type="checkbox"/> ask for and give an opinion <input checked="" type="checkbox"/> talk about what they would like to do <input checked="" type="checkbox"/> talk about a place they would like to visit	Adverbs of intensity; quantifiers with verbs <i>Would like</i> + infinitive	Weather Indoor activities
Unit 4 Pages 35–44			
Life at home A There's a lot of light. B Can you turn down the music? C I always hang up my clothes! D What a home!	Students can... <input checked="" type="checkbox"/> ask and answer questions about their home <input checked="" type="checkbox"/> make and agree to requests <input checked="" type="checkbox"/> talk about household chores <input checked="" type="checkbox"/> describe a home	<i>How many / much</i> ; quantifiers before nouns Separable two-word phrasal verbs	Things in a home Household chores
Unit 5 Pages 45–54			
Health A Breathe deeply. B I'm not feeling well. C How healthy are you? D Don't stress out!	Students can... <input checked="" type="checkbox"/> give and follow instructions <input checked="" type="checkbox"/> say how they feel <input checked="" type="checkbox"/> wish someone well <input checked="" type="checkbox"/> ask and talk about healthy habits <input checked="" type="checkbox"/> discuss ways to manage stress	Imperatives; adverbs of manner <i>How</i> questions	Parts of the body Healthy habits
Unit 6 Pages 55–64			
What's on TV? A I love watching game shows. B I don't really agree. C I'm recording a documentary. D Popular TV	Students can... <input checked="" type="checkbox"/> talk about types of TV shows they like <input checked="" type="checkbox"/> agree and disagree with an opinion <input checked="" type="checkbox"/> describe future plans <input checked="" type="checkbox"/> give their opinions about popular TV shows	Verb + infinitive or gerund Present continuous for future plans	Types of TV shows Television

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
			<ul style="list-style-type: none"> • Discussion about English words
Interactions: Asking for repetition Asking someone to speak more slowly	Listening: About a party An unusual interest Pronunciation: Intonation in <i>yes / no</i> and <i>Wh-</i> questions	Reading: “What’s your hobby?” Social media posts Writing: An interest	<ul style="list-style-type: none"> • Interview about interests • <i>Keep talking:</i> Board game about favorites • Class contact list • Interview about sports and exercise • <i>Keep talking:</i> “Find someone who” activity about free-time activities • Discussion about other people’s interests
Interactions: Saying you think something is true Saying you think something isn’t true	Listening: People’s personalities An online profile Pronunciation: <i>Is he or Is she</i>	Reading: “Online Profiles” A webpage Writing: Guess who!	<ul style="list-style-type: none"> • Descriptions of family member personalities • <i>Keep talking:</i> Quiz about confidence • Discussion about people at a party • Guessing game about physical appearances • <i>Keep talking:</i> Different physical appearances • Personal descriptions
Interactions: Asking for an opinion Giving an opinion	Listening: Weather in different cities A good time to visit places Pronunciation: Reduction of <i>would you</i>	Reading: “Canada Through the Seasons” A brochure Writing: An email to a friend	<ul style="list-style-type: none"> • True or false information about the weather • <i>Keep talking:</i> Information gap activity about the weather • Opinions about the weather • Decisions about things to do • <i>Keep talking:</i> Things to do someday • Discussion about places to visit
Interactions: Making a request Agreeing to a request	Listening: Friendly requests A tour of Graceland Pronunciation: Intonation in requests	Reading: “Unusual Homes from Around the World” An online article Writing: Dream home	<ul style="list-style-type: none"> • Discussion about homes • <i>Keep talking:</i> Memory game about a home • Problems and requests • Interview about chores • <i>Keep talking:</i> Decisions about chores • Discussion of a dream home
Interactions: Saying how you feel Wishing someone well	Listening: What’s wrong? Creative ways to manage stress Pronunciation: Reduction of <i>and</i>	Reading: “Feeling Stressed?” An online article Writing: Managing stress	<ul style="list-style-type: none"> • Instructions • <i>Keep talking:</i> Exercises at your desk • Role play about health problems and not feeling well • Questions about healthy habits • <i>Keep talking:</i> Quiz about health • Tips for living with stress
Interactions: Agreeing with an opinion Disagreeing with an opinion	Listening: What to watch on TV Favorite TV shows Pronunciation: Sentence stress	Reading: “Reality Shows” An online article Writing: My favorite TV show	<ul style="list-style-type: none"> • “Find someone who” activity about TV preferences • <i>Keep talking:</i> Debate about things to watch • Opinions about television • List of shows to record • <i>Keep talking:</i> Plans for tomorrow • Discussion about reality TV shows

LEVEL 2	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Shopping A <i>It's lighter and thinner.</i> B <i>Would you take \$10?</i> C <i>This hat is too small.</i> D <i>A shopper's paradise</i>	Students can... <input checked="" type="checkbox"/> describe and compare products <input checked="" type="checkbox"/> bargain <input checked="" type="checkbox"/> describe how clothing looks and fits <input checked="" type="checkbox"/> discuss good places to shop	Comparative adjectives <i>Enough</i> and <i>too</i>	Opposites Adjectives to describe clothing
Unit 8 Pages 75–84			
Fun in the city A <i>You shouldn't miss it!</i> B <i>I'd recommend going . . .</i> C <i>The best and the worst</i> D <i>The best place to go</i>	Students can... <input checked="" type="checkbox"/> say what people should do in a city <input checked="" type="checkbox"/> ask for and give a recommendation <input checked="" type="checkbox"/> make comparisons about their city <input checked="" type="checkbox"/> discuss aspects of a city	<i>Should</i> for recommendations; <i>can</i> for possibility Superlative adjectives	Places to see Adjectives to describe
Unit 9 Pages 85–94			
People A <i>Where was he born?</i> B <i>I'm not sure, but I think . . .</i> C <i>People I admire</i> D <i>Making a difference</i>	Students can... <input checked="" type="checkbox"/> ask and talk about people from the past <input checked="" type="checkbox"/> express certainty and uncertainty <input checked="" type="checkbox"/> describe people they admire <input checked="" type="checkbox"/> describe people who made a difference	<i>Was / were</i> born; past of <i>be</i> Simple past; <i>ago</i>	Careers Personality adjectives
Unit 10 Pages 95–104			
In a restaurant A <i>The ice cream is fantastic!</i> B <i>I'll have the fish, please.</i> C <i>Have you ever . . . ?</i> D <i>Restaurant experiences</i>	Students can... <input checked="" type="checkbox"/> talk about menus and eating out <input checked="" type="checkbox"/> order food in a restaurant <input checked="" type="checkbox"/> ask about and describe food experiences <input checked="" type="checkbox"/> describe restaurant experiences	Articles Present perfect for experience	Menu items Interesting food
Unit 11 Pages 105–114			
Entertainment A <i>I'm not a fan of dramas.</i> B <i>Any suggestions?</i> C <i>All of us love music.</i> D <i>Singing shows around the world</i>	Students can... <input checked="" type="checkbox"/> talk about their movie habits and opinions <input checked="" type="checkbox"/> ask for and give suggestions <input checked="" type="checkbox"/> report the results of a survey <input checked="" type="checkbox"/> describe important singers and musicians	<i>So, too, either, and neither</i> Determiners	Types of movies Types of music
Unit 12 Pages 115–124			
Time for a change A <i>Personal change</i> B <i>I'm happy to hear that!</i> C <i>I think I'll get a job.</i> D <i>Dreams and aspirations</i>	Students can... <input checked="" type="checkbox"/> give reasons for personal changes <input checked="" type="checkbox"/> react to good and bad news <input checked="" type="checkbox"/> make predictions about the future <input checked="" type="checkbox"/> discuss their dreams for the future	Infinitives of purpose <i>Will</i> for predictions; <i>may, might</i> for possibility	Personal goals Milestones

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Bargaining for a lower price Suggesting a different price	Listening: Bargaining at a yard sale A weekend market in London Pronunciation: Linked sounds	Reading: “Chatucak Weekend Market” A webpage Writing: An interesting market	<ul style="list-style-type: none"> • Comparison of two products • <i>Keep talking:</i> Comparing several products • Role play of a bargaining situation • Discussion about clothes • <i>Keep talking:</i> Different clothing items • Discussion about good places to shop
Interactions: Asking for a recommendation Giving a recommendation	Listening: Cities At a tourist information desk Pronunciation: Word stress	Reading: “Austin or San Antonio?” A message board Writing: A message board	<ul style="list-style-type: none"> • Discussion about things to do in one day • <i>Keep talking:</i> Discussion of possible things to do • Role play at a tourist information desk • Comparison of places in a town or a city • <i>Keep talking:</i> City quiz • Discussion about aspects of a city
Interactions: Expressing certainty Expressing uncertainty	Listening: Friends playing a board game People who made a difference Pronunciation: Simple past -ed endings	Reading: “A Different Kind of Banker” A biography Writing: A biography	<ul style="list-style-type: none"> • Guessing game about famous people • <i>Keep talking:</i> Information gap activity about people from the past • Group quiz about famous people • Descriptions of admirable people • <i>Keep talking:</i> Discussion about inspiring people • Description of a person who made a difference
Interactions: Ordering food Checking information	Listening: Customers ordering food Restaurant impressions Pronunciation: <i>The</i> before vowel and consonant sounds	Reading: “Restaurants with a Difference” A webpage Writing: A review	<ul style="list-style-type: none"> • Discussion about eating out • <i>Keep talking:</i> A menu • Role play of a restaurant situation • Discussion about food experiences • <i>Keep talking:</i> Board game about food experiences • Restaurant recommendations
Interactions: Asking for suggestions Giving a suggestion	Listening: Fun things to do An influential world musician Pronunciation: Reduction of <i>of</i>	Reading: “Everybody Loves a Sing-Off” An online article Writing: A popular musician	<ul style="list-style-type: none"> • Movie talk • <i>Keep talking:</i> Movie favorites • Suggestions about the weekend • Class musical preferences • <i>Keep talking:</i> Class survey about music • A playlist
Interactions: Reacting to bad news Reacting to good news	Listening: Sharing news An interview with an athlete Pronunciation: Contraction of <i>will</i>	Reading: “An Olympic Dream Flies High” An online article Writing: A dream come true	<ul style="list-style-type: none"> • Discussion about changes • <i>Keep talking:</i> Reasons for doing things • Good news and bad news • Predictions about the future • <i>Keep talking:</i> Predictions about next year • Dream planner

Welcome

1 Working with a partner

Learning objective: Use expressions for working with a partner.

A  (Level 2, Track 2)

- Direct Ss' attention to the pictures. Explain that these Ss are working with partners. Say that there are many expressions we can use when we work with a partner in class.
- Go over the instructions.
- Have Ss work individually to complete the conversations.
- **Option** Have Ss check their answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the sentences to practice pronunciation.

B

- Model the first practice conversation with a S. Ask: *Are you ready?* Have the S read the response: *Not yet. Just a second.* Then change roles and model the conversation again.
- Have Ss work in pairs to practice the conversations.
- Go around the room and offer help as needed.

2 Asking for help

Learning objective: Learn and practice expressions for asking teachers or other Ss for help.

A

- Go over the instructions and the example.
- Have Ss work individually to match the questions and answers.
- **Option** Have Ss check their answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice the questions and answers. Have one student ask the questions and the other read the answers. Then have them change roles.

B

- Go over the instructions and read the four questions aloud. Do the first sentence together as a class (*How do you pronounce this word?*).
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.

C (Level 2, Track 3)

- Play the audio. Have Ss listen and check their answers.
- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.
- Have Ss work in pairs to practice the conversations.

3 Speaking Do you know?

Learning objective: Ask questions about English words.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Read the example dialogue with a S, taking the role of A.
- Have Ss work individually to think of two English words they know and to write them down.
- Have Ss work in pairs to ask their partner if they know these words.

B

- Go over the instructions and the two questions. Have Ss repeat the two questions after you say them.
- Have Ss work individually to look at Unit 5 and find two words to write in the blanks.
- Have Ss work in groups and ask each other about the words they chose.
- Go around the room and give help as needed.

C

- Go over the instructions. Have two Ss read the example dialogue. Tell Ss that if they don't know the answer, they can say *I'm not sure*, or *I don't know*.
- Have Ss work in the same group to ask each other about words or expressions they want to know in English.
- Finally, tell Ss to check the "can do" statement if they can ask questions about English words.

2 Asking for help

A Match the questions and answers. Then practice with a partner.

- | | | |
|---|----------|----------------------------|
| 1 How do you spell this word? | <u>d</u> | a You say "welcome." |
| 2 How do you pronounce this word? | <u>c</u> | b It means "not common." |
| 3 What does this word mean? | <u>b</u> | c /'habi/ (hobby). |
| 4 How do you say <i>bienvenidos</i> in English? | <u>a</u> | d I-N-T-E-R-A-C-T-I-O-N-S. |

B Write these four questions in the conversations. Then compare with a partner.

What does this word mean?
How do you pronounce this word?

How do you say *Boa sorte* in English?
How do you spell your first name?

- 1 **A** How do you pronounce this word?
B /'kantekst/ (context).
A Oh, that's easy!
- 2 **A** What does this word mean?
B I think it means "working together."
A Just like us!
- 3 **A** How do you spell your first name?
B E-M-I-K-O.
A That's a nice name.
- 4 **A** How do you say "Boa sorte" in English?
B You say "Good luck."
A I see. Well, good luck!



C Listen and check your answers. Then practice the conversations with a partner.

3 Speaking Do you know?

A **PAIR WORK** Think of two English words you know. Ask your partner about them.

A: What does the word *kitten* mean?

B: It means "baby cat."

B **PAIR WORK** Look at a page in the book and find two words. Write one word in each blank. Ask about the words.

How do you spell this word?

How do you pronounce this word?

C **GROUP WORK** Think of words or expressions that you want to know in English. Ask your group how to say them. Can they answer?

A: How do you say _____ in English?

B: You say "_____."

1 Quick pair review

Learning objectives: Review vocabulary for discussing weather, temperature, indoor activities, and would like + infinitive; review expressions for asking for an opinion; ask and answer questions about a place.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm weather and temperature words. Set a time limit of two minutes.
- Elicit the ideas and write them on the board.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review words for weather and temperature.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to read the questions and check the ones they can use to ask for someone's opinion. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions. Have two Ss read the dialogue. Point out that when Ss agree on an indoor activity they can go on to discuss an outdoor activity. Remind them to pay attention to *would like* + infinitive.
- Have Ss work in pairs to find indoor and outdoor activities to do together. Set a time limit of two minutes.
- Call on Ss to tell the class the two activities they agreed on, beginning with *We'd like to* . . .

Lesson D Guess!

- Go over the instructions. Read the dialogue with a S. Point out that the famous place they describe can be a city, a natural place (e.g., a waterfall, a mountain, or a beach), or something else.
- Have Ss work in pairs to take turns describing and asking questions about a place. Set a time limit of two minutes for each person to guess.

2 In the real world

Learning objective: Research and write about typical weather in a place during every season.

- Go over the instructions and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information they find. (They can write it in their prewriting journal, if they are keeping one.)
- Suggest or elicit some search terms they can use to find information.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.
- Encourage Ss to proofread their writing for errors with *would like* + infinitives, and other errors from the class checklist they may have started in previous units, before they hand it in.

Extra activity: Extension

To teach revision and have Ss think about audience and purpose in writing, have Ss rewrite their assignment in the style of a tourist brochure. They should make the place sound exciting and encourage people to visit. They can even add pictures. Have Ss post their tourist brochures on the wall or online (if possible), and read other Ss' brochures. Call on Ss to say which brochures made them want to visit a place and why.

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of the rooms in a house and the things that go in each room. How many do you know?
You have two minutes.

Lesson B **Do you remember?**

Complete the conversations with the correct words. You have two minutes.

- 1 A *could* _____ you turn down the music, please?
B No *problem* _____.
- 2 A *Would* _____ you answer the phone, please?
B I'd be *happy* _____ to.
- 3 A Could you buy some milk, p*lease* _____?
B *Sure* _____.

Lesson C **Test your partner!**

Act out a chore. Can your partner guess what it is? Take turns. You and your partner have two minutes.

Lesson D **Guess!**

Describe a room in your house, but don't say its name. Can your partner guess what room it is? Take turns.

You and your partner have two minutes.

A: This is my favorite room. There are three posters on the wall.

B: Is it your bedroom?

A: Yes, it is.

2 In the real world

Go online and find information in English about an unusual house.
Then write about it.

- Why is it unusual?
- What are the rooms like?
- Find a picture of the home, if possible.

An Unusual Home

Fallingwater is a famous house at the top of a waterfall. It has rooms that look like ...



a. Japan b. Iceland c. Brazil d. France

Answers to Warm-up Part A (page 35)

LESSON B overview

Interactions: Ordering food and checking information

Listening: Customers ordering food

Speaking: Role play of a restaurant situation

1 Interactions At a restaurant

Learning objective: Ordering food; checking information.

A

- Direct Ss' attention to the pictures to set the scene. Ask: *What is this woman doing? (Reading a menu, ordering in a restaurant.)*
- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- Elicit answers to the questions.
- **Option** Do the activity as a class.

B (Level 2, Track 135)

- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answers

Maria orders the fish, some rice, and a small salad.

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

Presentation Plus: Restoring text page xxx

After doing Part B, follow the steps for *Restoring text* to review language.

C (Level 2, Track 136)

- Point out the target expressions in the conversation (*I'll have . . . please.*; *Let me check that.*) Explain that the first expression is used to order food and the second expression is to check information; it can be used in other situations, too. Explain that there are other ways to order food and to check information.
- Go over the expressions in the box. Point out that the expressions are all equally polite. Explain that the expressions on the right can be used in other situations; elicit examples (*checking information you get over the phone, such as addresses or phone numbers; checking directions to a place*).
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio. Have Ss listen and repeat.
- Model the activity with a S. Take the part of Maria and substitute *I'd like . . . please.* for *I'll have . . . please.*
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions. Model the activity with a S, taking the role of the waiter. Ask: *Are you ready to order?* Have the S use one of the pictures of food to answer. (If the S does not know the name of the dish, the S can point to the picture and say: *I'll have this dish, please.*)
- Have Ss work in pairs to take turns ordering food and checking information, using the pictures for ideas. Have Ss change roles for the second picture.
- Go around the room and give help as needed.

Keep talking!

Unit 1, Lesson A

Learning objective: Practice questions and answers with the present of *be* and words for discussing interests.

Refer Ss to page 125.

- Go over the instructions.
- Model the activity with a S: Toss a coin, move to a space on the board and ask a S the question. Encourage Ss to add a sentence or a question to their answer, as in the example conversation.
- Put students in groups of three.
- Make sure each group has three game markers to identify each player and one coin to toss. Ss can use items such as erasers or paper clips as markers. Make sure Ss understand the “heads” and “tails” sides of a coin.
- **Option** To make the game more exciting, offer a simple prize to the winner in each group.
- **Tip** To encourage Ss to get to know different classmates, group Ss with people they have not yet worked with.
- Go around the room and take notes on errors you hear in the use of the present of *be*, question word order, statement word order, and contractions.
- Write the errors you heard on the board. Encourage Ss to correct them.

unit

1

Lesson A

Keep talking!

Favorites

GROUP WORK Play the game. Put a small object on *Start*. Toss a coin.



Move 1 space.



Move 2 spaces.

Heads

Tails

Use the correct form of *be* to ask and answer questions. Can you answer the questions? Take turns.

Yes → Move ahead.

No ← Move back.

A: Are you interested in travel?

B: Yes, I am. I'm interested in new places.

START	_____ you interested in travel?	 Who _____ your favorite singer?	_____ your friends interested in politics?																					
 Who _____ your favorite artist?	 What _____ your favorite drink?	What _____ your favorite food?	November <table border="1"><tr><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td><td>Fr</td><td>Sa</td></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table> What _____ your favorite day of the week?	Su	Mo	Tu	We	Th	Fr	Sa					1	2	3	4	5	6	7	8	9	10
Su	Mo	Tu	We	Th	Fr	Sa																		
				1	2	3																		
4	5	6	7	8	9	10																		
 What _____ your favorite song?	 _____ you interested in fashion?	What _____ your favorite book?	_____ your teacher interested in sports?																					
FINISH	 What _____ your favorite place for vacation?	_____ your grandparents interested in technology?	 What _____ your favorite animal?																					

Keep talking!

125

Unit 9, Lesson A

continued

Answers

Similarities: George Washington and Jesse Owens were born in the U.S.; Frida Kahlo and Charlie Chaplin were creative; George Washington, Jesse Owens, Marie Curie, and Yuri Gagarin were the first people to do something; Jesse Owens and Marie Curie were both prize winners; Charlie Chaplin and Marie Curie were born in the 1800s / in the nineteenth century.

unit

9

Lesson A

From the Past

Student B

A PAIR WORK You and your partner have information about six famous people from the past, but some information is missing. Ask these questions and complete the information.

- Where was . . . born?
- When was . . . born?
- What did . . . do?
- Why was . . . famous?



Name	George Washington
Place of birth	the U.S.
Date of birth	February 22, 1732
What did	politician
Why famous	He was the first _____ of the _____.



Frida Kahlo
July 6, 1907
painter
She was very creative, and her art was very interesting.



Charlie Chaplin
England
April 16, 1889
actor and director
He was in a lot of _____ black-and-white _____.



Jesse Owens
the U.S.
athlete
He was the first American to win four gold medals in track and field in one Olympics.



Marie Curie
Poland
November 7, 1867
scientist
She was the first person to win _____ Nobel _____.



Yuri Gagarin
Russia
March 9, 1934
He was the first person in space.

B PAIR WORK Look at the information. What similarities can you find between these famous people and other famous people you know?

Keep talking!

145

- 3 *Man 1* I'm so bored. Do you want to go out and do something?
Man 2 Sure. Do you have any suggestions?
Man 1 Yeah, the Lions are playing tonight.
Man 2 Yeah, let's do that. Do you think we can get tickets?
Man 1 I think so. Why don't we call first?
Man 2 Their line is always busy.
Man 1 Well, why don't we just go to the stadium?
Man 2 OK. I have to do a few things first. Let's meet there and get the tickets.
Man 1 OK, at the stadium. When exactly?
Man 2 Well, the ball game is at 7 o'clock, so we could meet at . . . say . . . 6:30.
Man 1 All right. The first person there can buy the tickets.

Lesson C, Exercise 2, Part B [p. 110]

Level 2, Track 152

- Ingrid* Well, that was . . . interesting.
John Yes.
Ingrid Do the children like to play classical music?
John Oh, no. None of them do.
Ingrid What do they prefer to play? Pop?
John No, they prefer hip-hop, but their teachers don't like it very much.

Lesson D, Exercise 2 [p. 113]

Level 2, Track 156

- Radio Host* Good evening everyone, and welcome to Classical Music Hour here on Radio K-YOU. I'm your host, Vanessa Hanson. We have a special program for you this evening – one hour of great piano music. We start our program with Lang Lang. His first music lessons were at age 3, and he received his first award at age 5! He performs in concert halls from Bangkok to Budapest to Buenos Aires. Lang Lang loves to share his music with young people from all over the world. This amazing young man from China also works with UNICEF, the United Nations Children's Fund. He raises money for young people in need all over the world. Lang Lang of course plays classical music but also loves jazz, hip-hop, and pop music. So let's listen now and . . .

Unit 12

Lesson B, Exercise 2, Part B [p. 119]

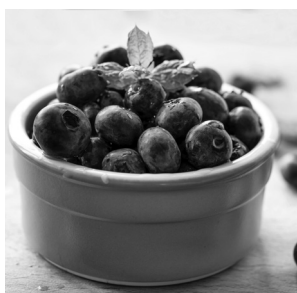
Level 2, Track 162

- 1 *Woman* Hey, Mark. Are you OK?
Man Yeah, why do you ask?
Woman I don't know. You don't look very happy.
Man Oh, well, I just came from class.
Woman Class? But it's summer vacation.
Man I know. I failed a class, so I'm taking a class this summer.
Woman Oh. I'm sorry to hear that. Is it going OK?
Man Yeah, I like the teacher. The class is pretty interesting.
Woman Well, I hope you have some free time, too.
Man Oh, I do. The class is in the afternoon, so I have the mornings and evenings free.
- 2 *Woman* Hey, Brandon.
Man Oh, hi, Lucia.
Woman How are you?
Man I'm great, thanks. How are you doing?
Woman Fantastic. I have some great news.
Man Really? What?
Woman I have a new job. I start tomorrow.
Man That's wonderful. So . . . what's the job?
Woman I have a job at Mario's Place. It's that nice new Italian restaurant downtown.
Man Oh, I think I know it. Are you going to work nights?
Woman Yeah. My hours are from five until midnight. I'm going to save my money to buy a computer.
- 3 *Woman* Jeff?
Man Oh, hi, Hannah.
Woman What are you doing on the bus?
Man I'm going to work.
Woman But by bus? You have a new car, right?
Man I do. I saved all of my money to buy a new car.
Woman I remember.
Man And I bought it last month. A new car.
Woman That's great to hear.
Man Well, yes, but there were some problems.
Woman What?
Man Yeah, it's not running very well. Yesterday, it stopped completely on the highway.
Woman That's a shame.

Before you watch

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

blueberries a hamburger soda strawberries



1 _____ 2 _____ 3 _____ 4 _____

B Circle the correct answers. Then compare with a partner.

1 What is a diner?

a a type of restaurant b a meal c a waiter

2 What is a fresh fruit plate?

a a plate with fruit painted on it b a fruit salad c a bag of apples

3 What is dessert?

a breakfast b sweet food you eat after a meal c a side dish

While you watch

A Which food items do Ben and Marco say are on the menu? Check (✓) the correct answers.

- | | | | |
|---------------------------------------|---|--|---------------------------------------|
| <input type="checkbox"/> carrot juice | <input type="checkbox"/> hamburgers | <input type="checkbox"/> oysters | <input type="checkbox"/> spring rolls |
| <input type="checkbox"/> cheesecake | <input type="checkbox"/> lamb chops | <input type="checkbox"/> rice | <input type="checkbox"/> squid |
| <input type="checkbox"/> crab cakes | <input type="checkbox"/> mixed vegetables | <input type="checkbox"/> seaweed salad | <input type="checkbox"/> steak |
| <input type="checkbox"/> fruit salad | <input type="checkbox"/> onion rings | <input type="checkbox"/> soy milk | <input type="checkbox"/> tomato soup |

A Who orders what? Draw a line from each food item to Marco or Ben.



Marco

fresh fruit plate
a hamburger
onion rings
mixed vegetables
carrot juice
a large soda
frozen yogurt

apple pie with vanilla ice cream



Ben

8 Things to do in NYC for less than \$5.00

Story summary

In this video, Soon-mi shows us her recommendations for fun things to do in New York City for under \$5.00. She tells us about the Staten Island Ferry, the Statue of Liberty, the Brooklyn Bridge, food carts, the New York Public Library, and how to get into the Metropolitan Museum of Art for \$1.00!

Language summary

Grammar

- *Should* for recommendations
- *Can* for possibility
- Superlative adjectives

Vocabulary

- Places to see
- Adjectives to describe cities

Interactions

- Giving a recommendation

Before you watch (page T-191)

A

In this activity, Ss match pictures and words.

- **Preview the activity** Direct Ss' attention to the pictures of places and things in New York City. Go over the instructions.
- **Do the activity** Have Ss match the words to the pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

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

B

In this activity, Ss complete the sentences about vocabulary that will appear in the video.

- **Preview the activity** Direct Ss' attention to the sentences. Go over the instructions. Explain that Ss will complete the sentences.
- **Do the activity** Have Ss complete the sentences.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. c 2. a 3. c

- **Option** Have volunteers name an example of each kind of place or thing mentioned in Parts A and B.

While you watch (page T-192)

A

In this activity, Ss identify activities mentioned in the video.

- **Preview the activity** Explain that Ss will identify cheap activities mentioned in the video. Go over the instructions. Have Ss read the phrases.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

eat from a food cart, go to a library, go to a museum, ride a ferry boat, see a famous statue, walk across a bridge

B

In this activity, Ss match Soon-mi's comments to the places they describe.

- **Preview the activity** Go over the instructions. Have Ss read the comments.
- **Play the video** Have Ss match the comments to the places.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

Video scripts

Unit 1

Unusual interests

Emi K., a reporter for Street Talk, interviews Tim and Alicia to find out about their unusual interests and hobbies.

Female announcer Street Talk! With Emi K.

Emi Hey, I'm Emi K., and this is Street Talk. Today's question is: "Do you have an unusual interest or hobby?" For example, I'm interested in sports and games. I play chess in the park! It's fun! And I'm interested in fashion. I make sweaters in my free time. OK. So, let's ask some people about their unusual interests. Ready? Let's go!

Emi Excuse me, sir? I'm Emi K., from *Street Talk*. What's your name?

Tim I'm sorry, can you repeat that, please?

Emi Sure. What's your name? This is an interview for TV.

Tim Oh, OK. My name's Tim.

Emi Good. So, Tim, today's question is, "Do you have an unusual interest or hobby?"

Tim Yeah, I do. I collect buttons.

Emi Hey, I like them! How many buttons do you have?

Tim Oh, I have about 100. A lot of them are at home.

Emi Where are the buttons from? Where do you get them?

Tim Oh, I buy them on vacation. And my friends give them to me, too. Some of them are old – like, from junior high school.

Emi I really like this button. Where is it from?

Tim That's from England. That's from my sister. She lives there now.

Emi That's interesting. Hey! Do you want this button?

Tim Yeah. Thanks!

Emi OK, everyone, this is Alicia. So, Alicia, do you have an unusual interest or hobby?

Alicia Yeah, I do. I make jewelry.

Emi Really? Is that difficult?

Alicia No. It's easy, and it's fun. Like, look at this necklace.

Emi Wow! That's really cool.

Alicia Thanks. It's easy to make. It takes a few minutes, and it isn't expensive.

Emi That's great. Hey, what about those earrings?

Alicia Oh, yeah, I make earrings, too. These are a little difficult, but I like them.

Emi Cool. Do you sell your jewelry?

Alicia No, no, it's just a hobby.

Emi That's too bad, because I want to buy some!

Emi So, wow! A lot of people have interesting hobbies. Tim collects buttons. Alicia makes jewelry. And I play chess. And I'm pretty good at chess, right? Check.

Old man Checkmate. I win!

Emi OK, guys! Thanks for watching *Street Talk*! See you next time. Good-bye!

Unit 2

Happy birthday, Eric!

Eric's family makes a home video wishing him a happy birthday while he's studying abroad in Italy.

Mom Eric, happy birthday! Oh, and buon compleanno! That's "happy birthday" in Italian . . . right? Oh, Eric! You're in Italy for school, and we're here, at home. Italy is so far away! We really miss you, all of us! Your dad and I . . .

Dad Happy birthday, son!

Mom . . . and your little sister, Lizzy . . . Put the hat on, dear.

Lizzy Wow, Eric! You're 20 now! You're really old!

Mom . . . and Grandpa Joe is here, too!

Grandpa Don't listen to Lizzy! You're not old, Eric. You're young. I'm old!

Mom And Aunt Lily has the video camera. Anyway, this video is for you. I hope you like it! We have some really cute pictures of you . . . like this one!

Dad Oh, look at that. Who's that little baby?

Mom That's you, Eric. Look at your curly, blond hair. Now you have brown hair.

Lizzy Look at this one! Ha, ha! Look at that. He looks funny!

Mom Oh, Lizzy! That's his Halloween costume. I think it's very creative. And you're very creative now, too, Eric! You play the piano, you draw pictures . . .

Grammar

Adverbs of intensity

It's + adverb + adjective	
It's extremely hot.	It's pretty rainy.
It's very sunny.	It's fairly warm.
It's really cold.	It's somewhat windy.

- Adverbs give more information about adjectives.
- Adverbs of intensity answer the question *How + adjective + is it?*
- Adverbs of intensity can range from weak (*somewhat, fairly*) to strong (*very, extremely*).

Quantifiers with verbs

Affirmative statements	Negative statements
It rains a lot .	It doesn't rain very much .
It snows quite a bit .	It doesn't rain at all .
It rains a little .	

- Quantifiers come after verbs.
- Quantifiers answer the question *How much does it . . . ?*
- Quantifiers can range from none (*not at all*) to a small amount (*a little*) to a large amount (*a lot*).

Would like + infinitive

Wh- questions	
What	
When	would I / you / he / she / it / we / you / they like to play?
Why	

Affirmative statements	Negative statements
I	I
You	You
He	He
She would like to eat.	She wouldn't like to eat.
It	It
We	We
You	You
They	They

- In affirmative statements, you can use the contraction 'd instead of *would*.
She'd like to play a board game.

Yes / no questions	Short answers Affirmative	Short answers Negative
I	you	you
you	I	I
he	he	he
Would she like to eat?	Yes, she would.	No, she wouldn't.
it	it	it
we	you	you
you	we	we
they	they	they

Vocabulary

Weather

cloudy
rainy
snowy
sunny
windy

Temperature

cold
cool
hot
warm

Seasons

dry season
fall
rainy season
spring
summer
winter

Indoor activities

bake cookies
do a crossword
do a jigsaw puzzle
make a video
make popcorn
play a board game
play chess
take a nap

Function

Asking for an opinion

What do you think?
What are your thoughts?
What's your opinion?

Giving an opinion

I think . . .
I'd say . . .
In my opinion, . . .