

AMERICAN EMPOWER

**TEACHER'S BOOK
WITH DIGITAL PACK**

A1

STARTER

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

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

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/9781108818339

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First published 2022

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Great Britain by CPI Group (UK) Ltd, Croydon CR0 4YY

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

ISBN 978-1-108-81813-1 Starter Student's Book with eBook

ISBN 978-1-108-81831-5 Starter Student's Book A with eBook

ISBN 978-1-108-81832-2 Starter Student's Book B with eBook

ISBN 978-1-108-86221-9 Starter Student's Book with Digital Pack

ISBN 978-1-108-86227-1 Starter Student's Book A with Digital Pack

ISBN 978-1-108-86229-5 Starter Student's Book B with Digital Pack

ISBN 978-1-108-81814-8 Starter Workbook with Answers

ISBN 978-1-108-81815-5 Starter Workbook A with Answers

ISBN 978-1-108-81819-3 Starter Workbook B with Answers

ISBN 978-1-108-81820-9 Starter Workbook without Answers

ISBN 978-1-108-81825-4 Starter Workbook A without Answers

ISBN 978-1-108-81826-1 Starter Workbook B without Answers

ISBN 978-1-108-81827-8 Starter Full Contact with eBook

ISBN 978-1-108-81828-5 Starter Full Contact A with eBook

ISBN 978-1-108-81829-2 Starter Full Contact B with eBook

ISBN 978-1-108-86223-3 Starter Full Contact with Digital Pack

ISBN 978-1-108-86224-0 Starter Full Contact A with Digital Pack

ISBN 978-1-108-86225-7 Starter Full Contact B with Digital Pack

ISBN 978-1-108-81833-9 Starter Teacher's Book with Digital Pack

ISBN 978-1-108-81810-0 Starter Presentation Plus

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

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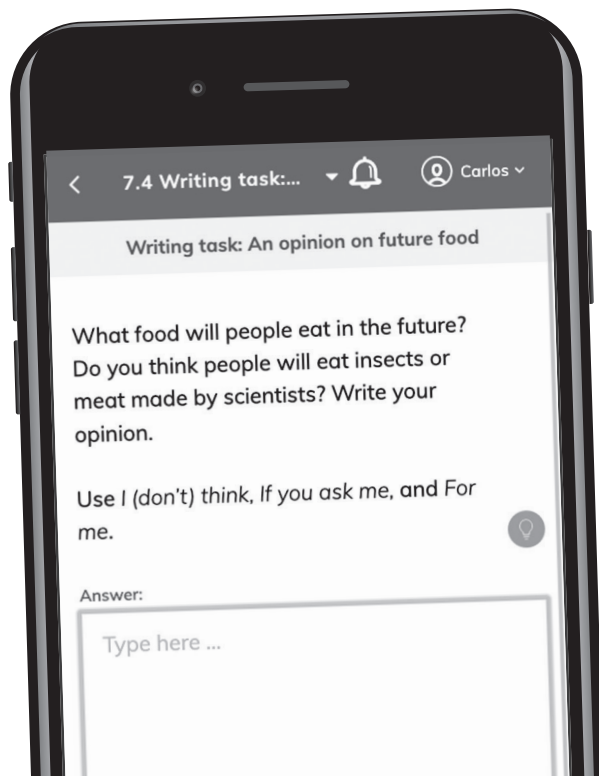
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CAN DO OBJECTIVES

- Talk about past events
- Describe events in the past
- Make and respond to suggestions

UNIT 8

PAST EVENTS

GETTING STARTED

a Look at the picture of a New Year's Eve celebration and talk about the questions.

- 1 Do you want to go there? Why / Why not?
- 2 What do you think is happening at this New Year's Eve celebration? Here are some ideas:

<input type="checkbox"/> music	<input type="checkbox"/> fireworks
<input type="checkbox"/> dancing	<input type="checkbox"/> eating food
<input type="checkbox"/> shopping	<input type="checkbox"/> meeting friends

b Talk about the questions.


- 1 Where were you last New Year's Eve?
- 2 Who were you with?
- 3 What things did you do?
- 4 Did you have fun?

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Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

4 PRONUNCIATION Intonation in questions

- a  02.28 Play the recording for students to listen for whether the intonation goes up or down at the end of the questions. Check the answer as a class, playing the recording again if necessary and using your hands to show the downward movement of the intonation.




Answer

The intonation goes down ↘.


LANGUAGE NOTES

In *Wh-* questions, the intonation usually falls from high to low at the end of the question:


What's your last name?

- b  02.28 Play the recording again, pausing after each question so students can listen and repeat.
- c   02.29 In pairs, students practice saying four more questions. Monitor and check whether students are saying the question with a downward intonation at the end. Play the recording for students to compare themselves to the audio.

5 SPEAKING


- a  Tell students that they can now practice using all the language from the lesson with a partner. Give students one minute to prepare their questions and answers. They then work with two or three different partners to ask for and give personal information. Monitor and note down any common mistakes/errors to deal with when giving feedback. Have students share their answers with the class.

6 WRITING

- a Give students one minute to read the form and find any new information about Juan. They check in pairs. Check answers as a class.

Answers

Juan's email (juan@travelmail.com)

- b  02.30 Students go to Writing Plus 2C Part 2 on SB p. 158. Read the information in the box. Write *adress* on the board and elicit the correct spelling: *address*. Individually, students complete Exercise d. Play the recording so students can check the spelling. Then write all the correct answers on the board. Tell students to go back to SB p. 21.

Answers (Writing Plus 2C Part 2 SB p. 158)

d

- 1 address
- 2 book
- 3 umbrella
- 4 happy
- 5 small
- 6 difficult
- 7 interesting
- 8 right
- 9 wrong
- 10 knife

- c Give students up to five minutes to complete the form with their own information. Tell students that they can make up the information if they prefer. Monitor and point out errors for students to self-correct.

EXTRA ACTIVITY

Students copy the form in 6c on a piece of paper, leaving it empty. In pairs, they role-play a conversation. Student A works at Local Rentals. Student B is a customer. Student A asks questions and fills in the form with Student B's information (first name, last name, etc.). Write this opening exchange on the board, which students can use to begin their conversation:

A: Can I help you?

B: Yes, I need an apartment near here.


Students A and B then switch roles and repeat the conversation.

ADDITIONAL MATERIALS

Workbook 2C

Unit Progress Test

Photocopiable activities: Pronunciation 2C

- b**  Tell students to write the words for three drinks. They then use these words to interview their partner using: *Do you like ... ?* and *Do you drink ... (every day)?*

Pairs share answers with the class. Ask a few pairs: *What food and drink do you like?* so that they can tell the class using *We ...*. For example, *We like rice. We don't like vegetables.*

⊕ ADDITIONAL MATERIALS

Workbook 3A

Photocopiable activities: Grammar 3A, Vocabulary 3A, Pronunciation 3A



3B I USUALLY HAVE DINNER EARLY

💡 OPTIONAL LEAD-IN

Books closed. Draw a simple picture of the sun rising on the board, as well as a very simple picture of what you ate and drank for breakfast this morning. (If you had nothing, draw an empty plate!) Elicit or pre-teach the word *breakfast*.

Ask students: *Do you have breakfast?* Take a class vote on how many people eat breakfast.

1 READING


- a** If you didn't do the optional lead-in, elicit or teach the word *breakfast* by pointing to the four typical kinds of breakfast food in 1c. You may also wish to teach the word *nothing* (= 0). Give students one minute to check their answers in the chart.
- b**  In pairs, students compare their answers. Nominate a few pairs to share their answers with the class.
- c**  In pairs, students guess the answer to the question. Elicit students' ideas, but don't check the answers at this point.
- d** Give students one minute to read the text and check if their idea in 1c was correct.

Answer

eggs

💡 EXTRA ACTIVITY

Write *eggs - 1* on the board. Ask: *What about the other pictures?* Encourage students to number the other pictures according to how popular they are for breakfast in the U.S. (cereal - 2, fruit - 3, toast - 4).

- e**  Put students into pairs to ask and answer the questions, then have pairs share with the class. If you wish, give students information from the Culture Notes.

At the end of this lesson, students will be able to:

- understand a text about breakfast in the U.S.
- use a lexical set of food words correctly
- use a lexical set of time phrases to say the time correctly
- understand three people talking about dinner
- use adverbs of frequency correctly
- ask and answer questions about mealtimes

🌍 CULTURE NOTES

In some countries, including the U.K. and the U.S., most people eat specific "breakfast food" – things like cereal with cold milk and toast with butter and jam. They don't usually eat these things for lunch or dinner, and they never or rarely have lunch food or dinner food for breakfast. In other places, however, breakfast meals are the same as or similar to other meals of the day. Here are some examples:

- In Pakistan, Northern India, and Bangladesh, people often eat *khichdi* for breakfast; it's made of rice, lentils, spices, and pickles – ingredients that are used in other meals during the day.
- Similarly, in Japan, people often eat a breakfast dish made of *natto* (fermented soy beans), rice, miso soup, and green tea.
- In Turkey, people eat *tarhana* – a thick soup made of wheat, yogurt, and vegetables – at all meals, not just breakfast.
- In Morocco, people often eat the leftovers of the previous day's *tagine* (spiced meat and vegetable casserole) for breakfast.
- In El Salvador, a typical breakfast is fried sweet plantains, black beans, and rice in onion sauce with salsa – all standard foods eaten at other meals.
- A popular Egyptian breakfast is *ful medames* – beans cooked with olive oil, onion, parsley, garlic, and lemon juice.

- f **03.23** Play the audio recording for students to understand the general meaning and put pictures a–c in order. They check in pairs. Check answers as a class.

Answers

a 2 b 3 c 1

Audioscript

HANNAH Hi, Tracy. How are you?
TRACY Hi, Hannah. I'm good, really good.
H Ooh, is that a new watch?
T Yeah, it's a smartwatch!
H Nice!
SERVER Hi! Welcome to City Café. Something to drink?
H Yes, I'd like a large coffee, please.
S OK. One large coffee.
T And ... um ... I'd like tea. Yes, a large tea, please. (*to Hannah*) Chocolate cake?
H No, thank you.
T OK. That's one piece of chocolate cake for me, please.
S OK ... So that's a large tea, a large coffee, and a piece of chocolate cake.
T That's right. Thanks.

H Sorry, I'd like a piece of chocolate cake, too.
T Can we have *two* pieces of chocolate cake, please?
S Sure. That's \$15.00, please.
T Here you go.
S Thank you.
H So, I love your watch! It's pretty small.
T It is. I like it. It has this great app. Look ... I can see what I eat and when ...
H That's great.
T Yeah. I *never* eat cake for lunch.
H I sometimes do.
T Really? You *really* like cake, Hannah! I usually eat a sandwich.
H I never eat a big meal for lunch. But I *always* have coffee!
T Me, too!

- g **03.23** Play the audio recording again for students to decide whether the statements are true or false. Check answers as a class. Encourage students to correct the false answers.

Answers

- 1 T
- 2 F (Hannah orders a large coffee, and Tracy orders a large tea.)
- 3 T
- 4 F (Hannah always has coffee at lunch.)

2 PRONUNCIATION Stressed and unstressed words

- a **03.24** Play the recording for students to listen to the pronunciation of the words and phrases. Check the answer as a class.

Answer

No, it isn't. In 1 (in isolation) it is pronounced more clearly, as /ɑv/. In 2 and 3 (in phrases) it is pronounced /əv/.

- b **03.25** Play the recording for students to listen and notice which word isn't stressed. Check the answer as a class.

Answer

The word *a* in these phrases isn't stressed. It is pronounced /ə/.

LANGUAGE NOTES

English is a stress-timed language, unlike some other languages which are syllable-timed. This means that in connected speech, the words *a*, *an*, *and*, *of*, and *the* are usually unstressed and contain the weak /ə/ (schwa) sound.

EXTRA ACTIVITY

Say these word pairs a few times, clapping as you say each word: *bottle, water; piece, cake*.

Ask students to say and clap the word pairs with you. Then, without changing the beat of two claps, and without clapping the weak sound of (/əv/), say:

- *a bottle of water*
- *piece of cake*

Again, ask students to speak and clap along with you. Finally, still without changing the beat of two claps, and without clapping the weak sounds for a (/ə/) and of (/əv/), say:

- *a bottle of water*
- *a piece of cake*

This focus on the rhythm of the stressed words should help students pronounce the unstressed words *a* and *of* naturally as the weak forms /ə/ and /əv/.

- c In pairs, students practice saying the phrases in 2b.

- d Remind students of the food and drink in Vocabulary Focus 3A and 3B on SB pp. 139–140. Elicit a few more phrases with *a ... of ...*. Then put students into pairs to think of more phrases and practice saying them.

3 USEFUL LANGUAGE

Ordering and paying in a café

- a **03.26** Play the recording for students to listen and complete the sentences. Check answers as a class. Play the recording again for students to listen and repeat the questions. Write on the board: *I'd like ... , please.* and *Can I have ... , please?* Elicit some different examples from the class, e.g., *I'd like a glass of soda, please.*, *Can I have a piece of chocolate cake, please?*

Answers

1 like 2 have

- b **03.27** Individually, students put the words in the correct order. Play the recording for students to listen and check their answers.

Answers

- 1 Can I have a small coffee, please?
- 2 I'd like a vegetable sandwich, please.
- 3 Can we have two pieces of banana cake?

- c In pairs, students practice saying the sentences.

- d **03.28** Individually, students put the conversation in the correct order. Play the recording for students to listen and check.

Answers

- 3 A slice of cheese pizza, please.
- 4 Of course. That's five dollars, please.
- 2 Sure. And to eat?
- 5 Here you are.
- 1 Can I have a bottle of water, please?
- 6 Thank you.

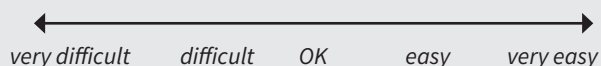
- e Put students into pairs to practice the conversation, but with different details (*drink, food, and price*). Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson.

LOA TIP REVIEW AND REFLECT

Write these four kinds of questions on the board:

- 1 Yes/No questions with *be*, e.g., *Are you a student?*
- 2 Yes/No questions with *do*, e.g., *Do you like your office?*
- 3 *Wh-* questions with *be*, e.g., *What's your name?*
- 4 *Wh-* questions with *do*, e.g., *Where do you live?*

Next, draw this scale on the board:



Ask students to think about the four kinds of questions. Ask: *How easy or difficult are 1–4?* Give them one minute to choose a word on the line.

ADDITIONAL MATERIAL

Workbook 4A

Photocopiable activities: Grammar 4A, Vocabulary 4A, Pronunciation 4A

4B

SHE HAS A SISTER AND A BROTHER

At the end of this lesson, students will be able to:

- understand information about famous families
- use a lexical set about family and people correctly
- understand a text about an international family
- use numbers 21–100 correctly
- use the simple present with *he / she / it* in affirmative statements correctly
- talk about their family

OPTIONAL LEAD-IN

Pre-teach the words *man*, *woman*, and *famous* by gesturing to appropriate students in the class or pointing to pictures on SB p. 10. Write these phrases on the board:

- *an American woman*
- *a Spanish man*
- *a funny man*
- *a beautiful woman*
- *a good man*
- *an interesting woman*

Put students into pairs to write down the name of one person who matches each phrase. Students share their answer with the class to see if the pairs have the same names or different names in their lists. At the end of the activity, use all the names to pre-teach the word *people*.

1 READING AND LISTENING

- a** Point to the pictures of famous people on SB pp. 34–35. If you didn't teach *famous people* in the optional lead-in, you may wish to pre-teach it now. Ask the class: *Do you know the famous people in the pictures?*, but don't elicit any names yet. Put students into pairs to try to match the pictures with the sentences.

- b** 04.08 Play the recording for students to check their answers.

Answers

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

Audioscript

- 1 c** It's Lionel Messi, the soccer player. He's with his three sons in this photo. **5 d** It's a photo of the actor Colin Hanks. He's with his father Tom Hanks, a famous actor.
- 2 e** This is Beyoncé, the pop star. In this photo, she's with her husband, Jay-Z, and her sister Solange. **6 b** It's a photo of singer Camila Cabello. She's from Cuba. She's with her mother in this photo.
- 3 a** This is a photo of the movie star Kate Hudson. She's with her parents in this photo.
- 4 f** And this one – this is the movie director Alejandro González Iñárritu. That's his wife, his son, and his daughter.

4C

EVERYDAY ENGLISH

This is my father

OPTIONAL LEAD-IN

Books closed. Show students photos of your own family and ask them to guess who they are. Encourage students to ask questions about them.

1 LISTENING

- a** Pre-teach the word *wallet* by showing your own, or drawing one on the board. Give students one minute to think about their answers to the questions. Then put them into pairs or small groups to discuss the questions. Ask students to share their answers with the class.
- b** **04.15** Play Part 1 of the audio recording for students to answer the questions. Call on two students to check the answers.

Answers

- his sister
- She's in Brazil.

Audioscript (Part 1)

HECTOR Hi, Toby. **T** In Brazil?
TOBY Hi, Hector! I'm happy you can study with me. This math class is hard! **H** That's right.
H No problem. **T** Is she OK?
T So, this homework ... Hey, are you OK, Hector? **H** Oh, she's fine. It's just ...
H Well, yes ... and no ... It's this email from my sister. **T** ... she's in Brazil.
H ... with my parents and my brother. **T** And you're here in Florida.
H Yeah, it's difficult.

- c** **04.16** Play Part 2 of the audio recording for students answer the questions individually. Ask students to share their answers with the class.

Answers

- five (his mother, his father, his sister, his sister's two girls)
- three (his brother, his brother's wife, his cousin)

Audioscript (Part 2)

TOBY Yeah ... Do you have photos of your family? **H** This is Yasmin, she's five, and this is Gabriela, she's three.
HECTOR Yes. Yes, I do. **T** Nice.
T Oh, can I see them? **H** So, what about you? Do you have photos?
H Sure ... OK. This is my mother. She's a teacher. **T** Yes, I do! Just a minute ... Ah, here we are. So ... this is Mike.
T Oh, wow. Nice picture! **H** Who's Mike? ... Is he your ... father?
H And this one, this is my father. **T** No! He's my brother. He IS older.
T Oh, right. Is he a teacher too? **H** Oh! He looks nice.
H No, he's a manager. He works for a big supermarket. **T** He is. He lives in Texas.
T And who's this? **H** What's his job?
H This is my sister, Isa. And her two girls. **T** He works with computers.
T Oh, they're cute. How old are they? **H** OK.

At the end of this lesson, students will be able to:

- understand a conversation about family
- use appropriate phrases for asking and talking about photos
- recognize and produce the sounds /tʃ/ and /dʒ/ correctly
- talk about photos of family and friends
- write about a favorite photo of their family

T And this is Kara, his wife. **H** Oh, yes.
 She works in a hotel. She's a manager. **T** James lives near you. Maybe we can go and see him?
H Ah. Nice photo. **H** Yeah ... that sounds good. Thanks, Toby.
T And this is James. He's my cousin. He's really great!

- d** **04.16** Give students one minute to complete the text with the words in the box. Play Part 2 of the audio recording for students to check their answers. Play the recording again if necessary. Check answers as a class.

Answers

- teacher
- supermarket
- sister
- computers
- hotel
- cousin

- e** Give students two minutes to think of a favorite family photo and prepare their answers to the question. Put students into pairs or small groups to discuss this.

2 USEFUL LANGUAGE

Asking and talking about photos

- a** Individually, students match the expressions from Part 2 of the audio recording to the three different functions. Don't check answers at this point.
- b** **04.17** Students match the four expressions to the groups in 2a. Play the recording for students to check answers to Exercises 2a and 2b.

Answers and Audioscript

a ask about photos

Do you have photos of your family?
 Can I see them?
 Who's this?
 Do you have any pictures of your home?

b talk about your photos

This is my mother.
 This is my sister, Isa.
 This is a picture of my town.
 These are my friends Rob and Mona.

c talk about another person's photos

Nice picture!
 They're cute.
 It's really nice.

5 WRITING

- a** Give students one minute to read Hector's photo caption and answer the question. Check the answer as a class.

Answer

They live in a new house in Rio de Janeiro. Pablo is her husband.

- b** **»»** Students go to Writing Plus 4C on SB p. 159. Read the examples in Exercise a. Individually, students do Exercises b and c. Check answers as a class. When checking answers for Exercise c, nominate a few students to write the sentences on the board. Tell students to go back to SB p. 37.

Answers (Writing Plus 4C SB p. 159)

b 1 b 2 a 3 b 4 b 5 a 6 a

- c** 1 They don't speak German.
2 You have coffee there.
3 We don't work in a factory.
4 My dad teaches Italian at the university.
5 I don't like the computer at the office.
6 They have a nice house in Canada.

💡 FAST FINISHERS

Ask fast finishers to write more sentences using the sentence patterns in Exercise 5a.

- c** Remind students about the family photo they talked about in Exercise 1e. Give them five minutes to write about it. Encourage them to look at Hector's photo caption again and to use the expressions in the Useful Language section.
- d** Students read their partner's text. Ask: *How many people does your partner write about?* Students share their answers with the class.

⊕ ADDITIONAL MATERIAL

Workbook 4C
Unit Progress Test
Photocopiable activities: Pronunciation 4C

UNIT 5

PLACES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about places and hotels
- exchange and convey information and opinions about places and hotels
- evaluate places to live and stay
- ask and answer questions about towns and places
- ask and say where places are
- write an email about a place

UNIT CONTENTS

G GRAMMAR

- *there is / there are*: affirmative
- *there is / there are*: negative and questions

V VOCABULARY

- Places in a town: *bank, beach, café, hospital, hotel, movie theater, museum, park, restaurant, school, store, subway station, supermarket, swimming pool*
- Hotels: *bathub, bed, blanket, parking, pillow, room, shower, towel, TV, Wi-Fi*
- Language Plus: *a few, a lot of*

P PRONUNCIATION

- *there is / there are*
- Sound and spelling: /u/ and /ʌ/
- Sound and spelling: /ʃ/
- Stressed syllables
- Emphasizing what you say 1


G COMMUNICATION SKILLS

- Describing a town
- Talking about hotels and hostels
- Asking about and saying where places are
- Writing about a part of town
- Writing Plus: *and* and *but*

GETTING STARTED


OPTIONAL LEAD-IN

Books closed. Write the word *MUSEUM* on the board and ask students to name some museums in the town or city you're in. Write them on the board. Ask about the museums on the board: *Which museums are old? Which are new? Which are good?* With advanced classes, ask: *Why?*

- a**  Use the picture to teach the word *building*. Ask students to look at the picture and check the things they think are in this building. Put students into pairs to compare answers. Notice whether students attempt to use *there is/are*, but don't correct errors at this stage. Check answers as a class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

The picture shows the Louis Vuitton Foundation building in Paris, France. It is an art museum and cultural center. It opened in 2014. The museum is a complex of connected buildings designed by the architect Frank O. Gehry. It houses modern and contemporary art.

- b**  In pairs, students answer the questions. Monitor and find out how easily students can do the activity. Don't correct errors at this stage. Check answers as a class.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

d Sound and spelling /u/ and /ʌ/

05.05 For Exercise 1, play the recording for students to listen and notice the pronunciation of the sounds and example words. Ask: *Is /u/ a long or short sound? (long). Is /ʌ/ a long or short sound? (short).* Show students the position of the mouth for each sound: lips rounded and jaw up for /u/, mouth open and jaw down for /ʌ/.

05.06 For Exercise 2, tell students to copy the chart in their notebooks, but with more space to write into. Play the recording for students to complete the categorizing task. Students compare answers. Play the recording again, then check answers as a class. Point out how the /u/ and /ʌ/ sounds can have different spellings: /u/ = *oo, ew, wo, o* and *eau*; /ʌ/ = *u* and *o*.

Answers

Sound 1 /u/	Sound 2 /ʌ/
food	summer
new	mother
two	umbrella
who	sometimes
beautiful	
pool	

Put students into pairs to practice saying the words in Exercise 3.

4 LISTENING

a 05.07 Give students time to look at the map and the task. Play the recording for them to match places 1–5 on the map with the words in the box. Check answers as a class. Encourage students to say what information helped them find the answers.

Answers

- café (near the bus stop)
- bookstore (on 14th Street)
- supermarket (on 14th Street)
- bank (on Main Street, near the school)
- restaurant (on Main Street, near the movie theater)

Audioscript

- A** Excuse me, where are the stores? Are they near here?
B Yes, there are a few stores on 14th Street. That's right near here. There's a supermarket and there's also a good bookstore. It's pretty small, but the people are great. Oh, and there's a good Italian café on 14th Street, right by the bus stop. They have great pastries, and also good coffee.
- A** What about a bank?
B There's a bank on Main Street. They have an ATM. It's near the school.
A And restaurants?
B Well, there's a new Chinese restaurant. That's on Main Street. It's near the movie theater. But it's expensive.

b 05.07 Play the recording again for students to decide whether the statements are true or false. Check answers as a class. Ask students to correct the false sentences.

Answers

- F (There are a few stores on 14th Street.)
- T
- T
- F (The coffee is good.)
- T
- F (The restaurant is expensive.)

c Put students into pairs to discuss the question. Point out that they can talk about the town they're in now or their original hometown. Pairs share their answers with the class.

5 SPEAKING

- a** Give students two minutes to prepare what they're going to say.
- b** Put students into small groups. They take turns describing the street to other students, using their notes. Monitor, but don't interrupt fluency. Can the other students identify the streets they hear about? Groups share their answers with the class.


+ ADDITIONAL MATERIAL

Workbook 5A

Photocopiable activities: Grammar 5A, Vocabulary 5A


4 USEFUL LANGUAGE

Asking and saying where places are

- a  **05.23** Give students one minute to complete the questions. Then play the recording for students to listen and check their answers. Nominate three students to read aloud a completed question each.


Answers

- 1 Where
- 2 there
- 3 near

- b  **05.24** Give students one minute to match the questions and answers. Then play the recording for them to check their answers. Check answers as a class by saying each question and nominating a student to give the two possible answers.

Answers

- 1 c
- 2 b
- 3 a

- c  **05.25** Give students two minutes to put the conversation in order by numbering it 2–8. Play the recording for students to listen and check their answers. Write the correct sequence on the board (5, 1, 7, 3, 4, 6, 2, 8).

Answers and Audioscript

- 1 **A** Excuse me, can you help me?
- 2 **B** Yes, of course.
- 3 **A** Are there any good cafés near here?
- 4 **B** Yes, there's one on the next street – Park Café.
- 5 **A** Great, thank you. And is there a good restaurant in this part of town?
- 6 **B** No, I'm sorry, there are no restaurants near here. But there's one near the bus station.
- 7 **A** OK, thanks for your help.
- 8 **B** No problem.

- d  Write the beginning and ending of the conversation on the board:

A: *Excuse me, can you help me?*

B: Yes, ____.

A: *Thanks for your help.*

B: No ____.

Elicit the missing words (*of course, problem*). Ask: Does “no problem” have a positive or negative meaning? (positive). Say to a few different students: *Excuse me, can you help me?* and *Thanks for your help* so they can practice the responses. Then put students into pairs to practice saying the conversation.

EXTRA ACTIVITY

Use this activity to give students confidence-building strategies for speaking. Write this mini-conversation on the board:

Lily: *Is there a supermarket near here?*

Anya: _____.

Ask: *Can you remember what Anya says?* Play Part 1 of the audio recording again and write Anya's answer on the board (*I don't know*).

Remind students of these other things they can say when answering a question that is difficult:

- *I'm sorry, I don't know.*
- *Sorry, I don't understand.*
- *Can you repeat that, please?*

Drill the phrases. Put students into pairs to have mini-conversations with *Excuse me, is there a ... near here?*, and the phrases above.

5 SPEAKING

➤➤➤ Divide the class into pairs and assign A and B roles. Student As look at the information on SB p. 45. Student Bs look at the information on SB p. 106. Students prepare how they will ask for and give information about the places on their role cards. Remind them to use polite phrases like *Excuse me, ...* and *Thank you*. If you think your students need support, write on the board: *Excuse me, is there a ... ?*, *Excuse me, are there any ... ?* If you did the Extra activity in 4d, remind students of phrases they can use if they have a problem. Students have two conversations in the street. Monitor, but don't interrupt fluency. Write down any mistakes with the target language to deal with. Encourage students to reflect on how easy or difficult they found the task. Tell students to go back to SB p. 45.

LOA TIP REVIEW AND REFLECT

Write these four stages of learning for “Asking and saying where places are” on the board:

Learning to ask and say where places are

- 1 Put a conversation in the correct order. (Exercise 4c)
- 2 Practice the conversation with a partner. (Exercise 4d)
- 3 Have a conversation with a partner. (Exercise 5)
- 4 Ask a real person in the street where a place is.
Tell a real person in the street where a place is.

Write these three phrases on the board in speech bubbles:

No problem!

OK.

Not OK.

Read out stages 1–4 on the board and ask students to say how they feel about each stage by saying one of the phrases in the speech bubbles. Remind students where they can find extra practice of this language (Workbook 5C).

Language Plus like

Ask students to look at the two sentences with *like*. Then write these questions with blanks on the board:

- _____ cold weather?
- What _____ today?
- What _____ yesterday?

Elicit the questions. (*Do you like cold weather? What is the weather like today? What was the weather like yesterday?*) Point out that *like* is a verb in the question *Do you like rainy weather?* In *What's the weather like today?*, *like* is a preposition. Drill the three questions and elicit possible answers from the class.

- b** >>> 09.12–09.13 Students complete the exercises in Vocabulary Focus 9B on SB p. 152. Play the recording in Exercise a for students to listen and repeat the words. Students discuss Exercise b in pairs. Students share answers as a class. Students complete Exercise c individually. Play the recording for students to check their answers. Individually, students underline the correct answers in Exercise d. Check answers as a class. Students then ask and answer the questions in pairs. Monitor and check that students are pronouncing the weather words correctly. Share answers as a class. Tell students to go back to SB p. 75.

Answers (Vocabulary Focus 9B SB p. 152)

b (Suggested answers)

- 1 spring, fall, or winter 3 autumn/fall 5 winter
2 winter 4 summer

c

- 1 rainy 2 snowy 3 windy 4 sunny 5 cloudy

d

- 1 sunny 2 cloudy 3 snowy 4 sunny 5 rain

- c** Sound and spelling the letter o

09.14 For Exercise 1, play the recording for students to listen to the different sounds the letter o can have. Then play it again for students to listen and repeat the words.

09.15 For Exercise 2, play the recording for students to listen for which sound pattern the marked letters have in the words in the box. Check answers as a class. Drill the words in pairs with the same sound. (*shopping/hot, town/cloudy, cold/snow*)

Answers

- shopping : Sound 3 /a/
town : Sound 2 /ɑ/
cold : Sound 1 /oʊ/

09.16 For Exercise 3, play the recording for students to underline the word in each line which has a different o sound. Play the recording again if necessary. Check answers as a class. Play the recording one more time for students to listen and repeat.

Answers

- 1 go 2 not 3 phone

- d** >>> Divide the class into pairs and assign A and B roles. Student As look at the weather information on SB p. 111. Student Bs do the same on SB p. 113. Student B asks Student A about the weather in Mumbai. They then switch roles and Student A asks Student B about the weather in Berlin. Monitor, but don't interrupt fluency. Check answers as a class. Ask: *Do you like the weather in Mumbai? Do you like the weather in Berlin?* Tell students to go back to SB p. 75.

EXTRA ACTIVITY

Elicit the questions *What's the weather like?* and *Do you like (cold) weather?* In pairs, students take turns asking and answering the two questions about the pictures in Vocabulary Focus 9B on SB p. 152. Monitor and check that students are using the correct questions and pronouncing the weather vocabulary correctly. Pairs share their answers with the class. Ask: *What weather does your partner like?*

4 LISTENING AND GRAMMAR

Simple past: questions

- a** 09.17 Write *summer vacations* on the board. Point to the picture of Eric and Angie and tell students that Eric and Angie talk about summer vacations. Play the recording for students to listen to the conversation for general meaning and check the correct sentence. Check the answer as a class and elicit or teach *future*.

Answer

- 2 They talk about past and future vacations.

Audioscript

ERIC Where did you go on your summer vacation last year, Angie?

ANGIE I went to San Andrés Island, near Nicaragua.

E Great! How was the weather?

A It was hot and sunny. What about you, Eric?

E I stayed here in São Paulo. It rained a lot of the time. I want to go somewhere different this year.

A Well, try San Andrés Island. It's not expensive to fly there.

E Hmm ... but, well, I don't like flying.

A Oh, I see. Well, what about Uruguay? I went there two years ago. The beaches were beautiful.

E Oh, really? How did you get there?

A By bus. And, you know, the weather was really warm.

E Did you enjoy it there?

A Yes, I did. I had a great time, and I didn't want to leave!

- b** 09.17 Draw a compass on the board with the four points marked *N*, *S*, *E*, and *W*. Elicit the words *north*, *south*, *east*, and *west*. You may wish to pre-teach the word *island* by drawing a simple picture or map on the board. Play the recording again for students to complete the matching task. Students compare answers in pairs. Check answers as a class.

Answers

- 1 c 2 a 3 b

- c** 09.18 Play the recording for students to listen to the three questions and choose the one word missing from all of them. Check the answer as a class. Ask: *Are these questions about the past, the present, or the future?* (the past)

Answer

- did

Ideas for pre-teaching vocabulary

Before reading and listening tasks, it's often necessary to make sure students understand a few key words. This is called "pre-teaching." There are a number of ways to do this. Here are some ideas:

Give a definition: Use a short sentence to explain the meaning of a word. You could also use a learner dictionary to find on-level definitions, e.g., *dive – to swim under water, usually with breathing equipment.* (from *Cambridge Essential American English Dictionary*, Second Edition).

Draw/Show a picture or object: One of the easiest ways to teach students new words is to draw a picture on the board or show a picture on an interactive whiteboard or a computer or tablet. Using (or drawing) funny and/or interesting pictures is a good way to ensure students remember the new words, e.g., to teach the word *dive* you could find a picture of a diver with a big shark behind him.

Act it out: With lower-level students it can be useful to show the word by acting it out, rather than giving definitions which may use above-level vocabulary.

Elicit it: Elicitation allows you to check which words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying open-ended sentences, e.g., *What is the activity when we swim under the ocean and look at fish?* or *When we swim under water and look at fish, we ... ?* (dive).

Fill-in the blanks: It's useful for students to see the word in a sentence to understand the context. Write a sentence with a blank on the board (this can be one from the text), e.g., *Cristina _____ in the Mediterranean Sea every summer. She loves to see the beautiful fish under the water.* (dives). Allow students to guess what word goes in the blank, but don't confirm if they're right or wrong. After they read the text, they can guess again. Then confirm their answer.

Discussion questions: With more confident students you can write discussion questions containing the new words on the board. Then give students one or two example answers to these questions. Students try to guess the meaning. Give more example answers, if necessary. You may then wish to allow students to ask and answer these questions for themselves.

Pre-teaching for listening: You can use any of the above ideas, or others you may have, to teach new words before students listen. It may also be useful to model the pronunciation of the words so students are used to hearing how it sounds. This is particularly useful when a word has an unfamiliar spelling rule. If you don't want to model the word, it can be useful to write the word in IPA on the board (you can find this in all dictionaries).

Extra activities – how to ...

Bingo

Use: to review numbers, times, prices, years, etc.

Dynamic: whole class

Procedure:

- Decide what kind of numbers you want to review, e.g., *times*, and write 25 of these numbers on the board in numerals, e.g., 10:20, 11:30, 16:55, etc.
- Ask students to draw a bingo grid with four columns and two rows. Tell them to complete it with eight times from the board.

- Play the game as a class. Read aloud the numbers on the board in random order, making a note of the ones you read aloud.
- Students cross out the numbers on their grid as they hear them. The first student to cross out all their numbers calls out "Bingo!" Check that the numbers they crossed out were ones you actually read aloud, then announce that they're the winner.
- Depending on the kind of numbers you have chosen to review, you may wish to adjust the difficulty of the activity. For example, if you are working with numbers 1–100, include some pairs of numbers that you know often cause students problems, e.g., 14 and 40, or 16 and 17, etc. With times, you can have students write out the numbers, e.g., ten twenty, eleven thirty, or with *o'clock*, e.g., twenty after ten, a quarter to eleven, five to five, etc.

Spelling competition

Use: to review general vocabulary and reinforce the alphabet

Dynamic: whole class

Procedure:

- Ask all the students to stand. Nominate a student and give them a simple word to spell aloud by asking: *How do you spell "(word)"?* Nominate students one by one and ask each one to spell a word, e.g., *hello, book, open*. Choose students at random to prevent students from feeling stressed as they see "their turn" approaching.
- When a student makes a mistake, they are eliminated and have to sit down. Move on to the next student with the same word until someone spells it correctly.
- Gradually increase the length and difficulty of the words, e.g., *yellow, question, police officer*, leaving words you know students often have problems spelling until later in the activity.
- Eliminated students listen to the words and try to write them down before the nominated student completes the word. They then check their own spelling by listening to the student. The winner of the game is the last student standing.

Grammar auction

Use: to review a specific grammar area or general grammar

Dynamic: whole class (in teams)

Procedure:

- Prepare 10 to 15 sentences containing either items of grammar from the unit you're currently working on or areas of grammar you know students find problematic. Some of them should be correct and some incorrect.
- Write the sentences on the board and explain what an auction is (when you sell something to the person who offers the most money).
- Put students into small groups, tell them they have \$100, and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct and decide which to buy and how much they are prepared to pay for each. Don't help or allow students to look at their notes or the Student's Book.
- Take the role of auctioneer and sell each sentence to the group which offers the most money. Keep track of how much each group has spent. Remind students that once they have spent all their money, they can't buy any more sentences, so they shouldn't spend too much too soon.
- After all the sentences have been sold, go through them one at a time, revealing which are correct and which are incorrect. Ask students to correct the mistakes.