

English Advantage



Starter

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Book 1



Goal: Introducing yourself

Let's start

Did you know

Western names have meanings too. For example, the name Ben means "son of".

Practice spelling the names below. How do you spell your name?



Let's try

Did you know

There are three common patterns used when making nationalities:
 ~ **n** (American)
 ~ **ese** (Japanese)
 ~ **ish** (English)

Listen to your teacher's introduction. Fill in the blanks below, then read the introduction back to the teacher.

"Hello, my name is _____. I am _____ years old. I am from _____. I am _____. I am a _____. My hobby is _____."

Introduce yourself.

Remember to state:

- your name
- your age
- where you are from
- your nationality
- your job
- your hobby

Communicative lesson goal

By the end of the lesson, the student should be able to greet someone and introduce themselves.

Discourse competence:

The student should be able to greet someone and introduce themselves by following the 4 steps below:

- 1) greet your partner
- 2) state your name
- 3) state where you are from
- 4) state your occupation

e.g. Hi, nice to meet you. My name is Hannah Green. I am from Wellington in New Zealand. I am a teacher.

Linguistic competence:

- The student should be able to use the present simple tense to introduce themselves.
- The student should be able to use "I am" and "my".
- The student should be able to use some basic greetings.

Sociolinguistic competence:

Non-verbal behavior: The student should know how to do a correct handshake.

Register: When meeting a new person outside business situations a casual register is used.

Social rules: We usually don't say our age or ask for someone's age when introducing ourselves.

Cultural references: "Where are you from?" can be pronounced "Where ya from?"

Let's start

Activity

Practice spelling the names.

e.g. John J-O-H-N

A) What's your name?

B) My name is John.

A) How do you spell that?

B) J-O-H-N.

Let's try

Audio scripts

NA

Please fill in the gaps using your own information.

e.g. "Hello, my name is Peter. I am 25 years old. I am from Chicago. I am American. I am a teacher.

My hobby is fishing."

Progression



Reading homework

Read the website on page 80, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Let's practice

Sample target utterance

My name is John Brown. I am from Manchester. I am British. I am 36. I am a bus driver. I like watching movies.

Embedded grammar

- present tense
be + noun / be + name / be + age / be + preposition
I am a teacher / I am Ben / I am 34 / I am from...
- contractions
I am = I'm / you are = you're / he is = he's / she is = she's / we are = we're / they are = they're

Extra activities

- Teach the student how to end a conversation. e.g. *It was nice talking to you, bye.*
- Teach the student how to use AAA. (Answer, Add, Ask)
- Activity: The student imagines they are a famous person and introduces themselves.
- Game: Partner 1 says a country, partner 2 then says the related adjective. e.g. *Japan > Japanese*
- Introduce some of the content in the table below.

Extra vocabulary		
<u>Nationalities ~n</u>	<u>Nationalities ~ish</u>	<u>Questions</u>
1. Australian	11. Spanish	- Where are you from?
2. American	12. Turkish	- What's your name?
3. Canadian	13. English	- What do you do?
4. Indian	14. British	- How old are you?
5. Indonesian	15. Scottish	- What's your nationality?
6. Korean	<u>Nationalities ~ese</u>	
7. Brazilian	16. Chinese	
8. Mexican	17. Portuguese	
9. Russian	18. Taiwanese	
10. Norwegian	19. Vietnamese	
	20. Lebanese	

Let's speak

Sample target utterance

Hello. Nice to meet you. I'm Kenji. I'm from Osaka. I live in Tokyo now. I am a designer. I design web-pages. I like watching movies.

Let's practice

Use the example phrases and the information below to practice introducing yourself.

Example phrases

- Hello.
- Nice to meet you.
- I'm Emily.
- My last name is Brown.
- I am 29.
- I'm Japanese.
- I am from Sydney, Australia.
- I am a doctor.
- I like watching movies.



Name: John Brown
Hometown: Manchester
Nationality: British
Age: 36
Occupation: bus driver
Hobby: watching movies



Name: Andrew Hall
Hometown: Sydney
Nationality: Australian
Age: 42
Occupation: chef
Hobby: reading books



Name: Emma Wong
Hometown: Beijing
Nationality: Chinese
Age: 20
Occupation: student
Hobby: playing soccer



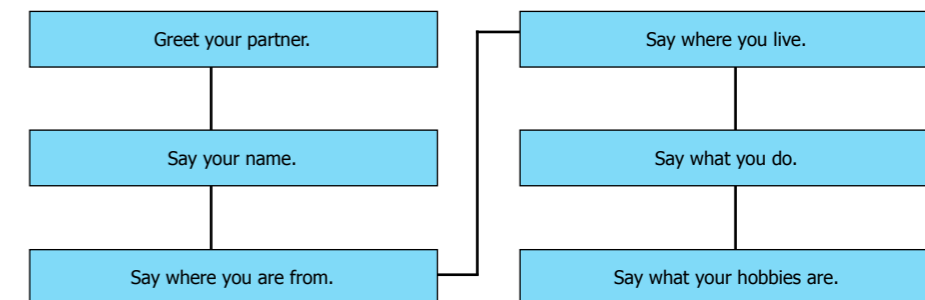
Name: Mary Wilson
Hometown: Boston
Nationality: American
Age: 29
Occupation: doctor
Hobby: studying languages

Let's speak

Use the steps below to do a short self-introduction.

Did you know

People usually say "Nice to meet you" when they meet someone for the first time. People usually say "Nice to see you" when they meet the same person again.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

You have just entered a new company. Write a short self-introduction for the company's newsletter.

Goal: Exchanging personal information

Let's start

1. first name
2. last name
3. email address
4. telephone number
5. cell number
6. fax number
7. address
8. website address

Use the words in the box to describe the business card below.

Roselyn Ishi
English instructor

roselyn.ishi@rosettastone-lc.jp 〒 160-0023 Tokyo, Shinjuku Ward
 T 03-5538-4313 West Shinjuku, 7-10-3
 C 0120-704-620 Number 3 Amemiya Bld, 7th Floor
 F 555-857-9248 http://rosettastone-lc.jp

Rosetta Stone
Learning Center

Let's try

Track #1

Listen to the man introduce himself. Check the things that you hear the man talk about, then tell your teacher about the man.

- | | |
|--|---|
| <input type="checkbox"/> hobby | <input checked="" type="checkbox"/> first name |
| <input checked="" type="checkbox"/> email address | <input checked="" type="checkbox"/> last name |
| <input checked="" type="checkbox"/> telephone number | <input checked="" type="checkbox"/> age |
| <input checked="" type="checkbox"/> address | <input checked="" type="checkbox"/> nationality |
| <input checked="" type="checkbox"/> occupation | <input checked="" type="checkbox"/> hometown |

Progression



Reading homework

Read the business cards on page 81, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to ask for and give personal information.

Discourse competence:

The student should be able to exchange personal information using the following 3 points:

- 1) Ask someone for personal information.
- 2) Comment
- 3) Share your own information

e.g.

A) Where are you from?

B) I'm from Tokyo, Japan.

A) Cool! I'm from Sendai

Linguistic competence:

- The student should be able use the present simple tense to share and ask about facts
e.g. Are you Chinese?
- The student should be able to use the indefinite article when giving a definition
e.g. I am a teacher.

Sociolinguistic competence:

Register: When asking a new friend for information a casual register is usually used

Social rules: We usually only ask someone's age if they seem like they are a similar age to us.

Let's start

Sample target utterance

Her first name is Roselyn. Her last name is Ishi. Her e-mail address is...

Extra activity

- Practice how to read a Japanese address.
ku = ward
shi = city
machi = town
ken = prefecture

Let's try

Key words to introduce.

- a dentist
- at + address

Audio scripts

- Track #1

Hello, my name is David Brown. I'm a dentist. I'm 53 years old. I'm American and my home town is Seattle. My e-mail address is david.brown@mymail.com. My telephone number is 555-335-6788. My address is 53 Elm Road.

Let's practice

Sample target utterance

A) What's your first name?

B) It's Ted.

A) Is your last name Martin?

B) No, it's Moore.

A) Are you Australian?

B) Yes, I am.

A) How old are you?

B) I'm 34.

A) What do you do?

B) I'm a doctor.

A) Where are you from?

B) I'm from Melbourne, Australia.

Embedded grammar

- possessive adjectives
my / your / his / her / our / their

Extra activities

- Teach the student how to use AAA (Answer, Add, Ask)
- Teach the student to say "OH" instead of "ZERO" when reading phone numbers.
- Skit: If the student has a business card, teach the student how to exchange business cards.
- Introduce some of the *content* in the table below.

Extra vocabulary			
<u>Personal information</u>	<u>Phone numbers</u>	<u>Questions</u>	
1. (one's) middle name	1. double	- Where are you from?	
2. (one's) surname	2. triple	- What do you do?	
3. (one's) mobile phone number	3. oh / zero	- How old are you?	
4. (one's) birthday	<u>Places</u>	- What's your nationality?	
5. (one's) date of birth		4. a country	- What's your job?
6. (one's) favorite		5. a state	- What's your name?
- food		6. a prefecture	- What's your age?
- actor		7. a ward	- Are you Japanese?
- game		8. a city	- Whereabouts in Japan?
- movie		9. a town	- Where is your hometown?

Let's speak

Sample target utterance

- What is your name? What is your last name?

- Are you English? What's your nationality?

- Where are you from? Whereabouts in America?

- What's your hobby?

Let's practice

Use the example phrases and the information below to practice exchanging personal information.

Example phrases

- | | |
|--|---|
| <ul style="list-style-type: none"> Are you from Japan?
Yes, I am. Are you Australian?
No, I'm not. Is your first name Sam?
Yes, it is. What's your phone number?
It's 555-662-008. | <ul style="list-style-type: none"> What are your hobbies?
My hobbies are playing the guitar and cooking. Where are you from?
I'm from Tokyo, Japan. How old are you?
I'm 19 years old. What do you do?
I'm a teacher. |
|--|---|

first name: <u>Ted</u> last name: <u>Moore</u> age: <u>34</u> job: <u>doctor</u> nationality: <u>Australian</u> hometown: <u>Melbourne</u> hobbies: <u>cooking, hiking</u>	full name: <u>Jane Carol Martin</u> company: <u>ACE Computers</u> Job: <u>programmer</u> phone #: <u>555-404-663</u> e-mail: <u>jane-m@ace.com</u> date of birth: <u>8th May 1984</u> hometown: <u>Seattle</u>
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Let's speak

Read the information below, then role-play the situation with your partner.

Situation:

Role-play meeting your teacher for the first time. Ask your teacher questions.

Find out:

- your teacher's name
- your teacher's nationality
- your teacher's hometown
- your teacher's hobbies

Did you know

Your hometown can be the place where you were born, or the place you are living now.

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

You have a new pen pal. Write them a letter and ask them at least five questions about themselves.



Goal: Talking about your hobbies

Let's start

- watching movies
- reading books
- listening to music
- traveling
- cooking
- playing sports
- shopping
- going to concerts
- gardening

Use the words in the box to describe the pictures below.



Let's try

Tracks #2-4

Listen to the people talk about their hobbies. Make some notes, then tell your teacher about each person's hobbies.

Andrew: gardening, cooking

growing vegetables, cooking vegetables

Ruth: music

listening to music, going to concerts

Sophia: playing sports

playing tennis, golf, basketball

Progression



Reading homework

Read the e-mail on page 82, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to have a conversation about hobbies.

Discourse competence:

The student should be able to talk about their hobbies using the two steps below:

1) State what your hobby is

2) Share some information about your hobby.

e.g. I like playing video games. I play video games every day. My favorite game is Mario Kart.

Linguistic competence:

- The student should be able to use the following verbs + gerund combinations (like doing, love doing, enjoy doing, hate doing, dislike doing)
- The student should be able to name some popular hobbies.

Sociolinguistic competence:

Register: When talking about hobbies people usually use a casual register.

Social rules: Talking about hobbies is a great way to start a conversation.

Cultural references: "What do you do for fun?" means the same as "What's your hobby?"

Let's start

Sample target utterance

- In picture #1, the woman is cooking.
- In picture #2, the man is watching a movie.
- In picture #3, the woman is listening to music.
- In picture #4, the family is traveling.
- In picture #5, the man is playing golf.
- In picture #6, the women are shopping.
- In picture #7, the woman is reading a book.
- In picture #8, the man is gardening.
- In picture #9, the people are going to a concert.

Let's try

Key words to introduce from the listenings:

- to grow something
- a vegetable

Audio scripts

- Track #2
Hello, my name is Andrew. I'm from London and my hobbies are gardening and cooking. I like growing vegetables and then cooking them.
- Track #3
Hi, my name's Ruth. I love music. My hobbies are listening to music and going to concerts.
- Track #4
Hello, I'm Sophia. My hobby is playing sports. I like playing tennis, golf, and basketball.

Let's practice

Sample target utterance

I like having dinner at nice restaurants. I love going hiking in summer. I don't like playing video games. I enjoy talking with my friends. I like traveling. I really watching TV.

Embedded grammar

- verb + present participle
love + ing / enjoy + ing / like + ing / dislike + ing / hate + ing / don't mind + ing / can't stand + ing

Extra activities

- Have the student tell a story about the hobbies of the people in the pictures.
- Look at the pictures and name different things you can see e.g. controller
- Teach the student how to use AAA (Answer, Add, Ask)
- Introduce some of the *content* in the table below.

Extra vocabulary		
<u>Words from the pictures</u>	<u>Popular hobby-related verbs</u>	<u>Hobby questions</u>
1. to have dinner	1. to collect something	- What are you into?
2. to play video games	2. to ride a bike	- What do you do for fun?
3. to take a selfie	3. to exercise	- What do you do in your free time?
4. photography	4. to run	- What are your hobbies?
5. a tourist site	5. to jog	- Do you like ...?
6. to go hiking	6. to go to karaoke	- What do you like?
7. a mountain	7. to do calligraphy	- What do you hate?
8. to hang out	8. to go to hot springs	- What don't you like?
9. to chat	9. to spend time with	
10. to relax	10. to shop	

Let's speak

Sample target utterance

- A) What are your hobbies?
 B) I like playing sports and watching TV.
 A) What sports do you like?
 B) Golf and soccer. How about you? What are your hobbies?
 A) I like traveling. I want to go to Spain.

Let's practice

Use the example phrases and the information below to practice talking about your hobbies.

Example phrases

- I love traveling.
- I really like shopping.
- I enjoy playing soccer.
- I like taking photos.
- I don't like cooking.
- I hate cleaning.

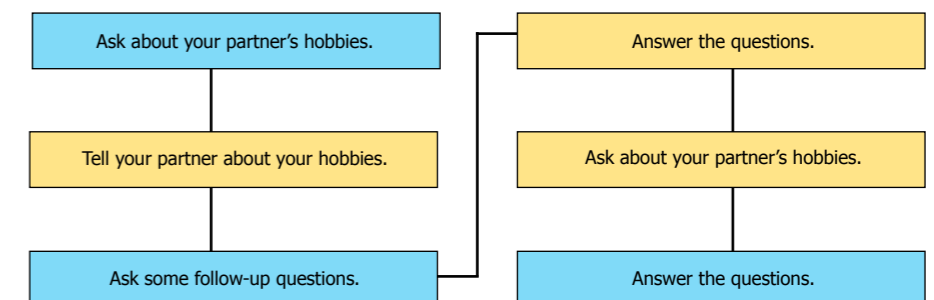


Let's speak

Use the steps below to role-play talking about your hobbies.

Did you know

Be careful when talking about animals you like. "I like cat" and "I like cats" mean different things.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (60-60 words)

Write a letter to your pen pal. Tell them about you and your friends' hobbies. Ask them about their hobby.

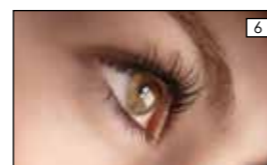
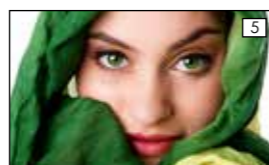


Goal: Describing your friends

Let's start

- curly blond hair
- a beard
- long, straight hair
- brunette
- a moustache
- freckles
- bald
- green eyes
- hazel eyes

Use the words in the box to describe the people below.



Let's try

Tracks #5-7

Listen to someone describe the three people below. Number the pictures and make some notes, then tell your teacher about each person.



Ryan / 48 / goatee / hardworking / polite



Luke / 12 / pretty tall / short, brown hair



Susan / 26 / long, blonde hair / friendly / funny

Progression



Reading homework

Look at the picture on page 83, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to describe someone they know.

Discourse competence:

The student should be able to describe someone they know by following the 4 steps below:

- 1) State the relationship.
 - 2) Describe the person's appearance.
 - 3) Describe the person's features.
 - 4) Describe the person's personality.
- e.g. My boss's name is Tim. He is really tall. He has brown hair, and he is a really serious guy.

Linguistic competence:

- The student should be able to name some basic features. e.g. eyes.
- The student should be able to describe features e.g. He has blue eyes.
- The student should be able to state some adjectives that are used to describe personality e.g. smart
- The student should be able to state some adjectives that are used to describe appearance e.g. tall

Sociolinguistic competence:

Register: When talking to your friend about people you know, a casual register is usually used. Social rules: We usually don't say people are "fat" or "thin".

Let's start

Sample target utterance

The boy in picture #1 has curly blond hair. The girl in picture #2 has long straight hair...

Extra activities

- Name some of your friends and state one point about each person. e.g. Sam. Black hair. (You can use this later for practice in "Let's Practice")
- Test the student by covering the vocabulary box and asking them to describe five of the people.

Let's try

Key words to introduce.

- friendly
- funny
- pretty
- a goatee
- polite

Audio scripts

- Track #5
Her name is Susan. She is 26 years old. She has long, blonde hair. She is friendly and funny.
- Track #6
His name is Luke. He is 12 years old. He's pretty tall. He has short, brown hair.
- Track #7
His name is Ryan. He is 48 years old. He has a goatee. He is hardworking and very polite.

Let's practice

Key words to introduce.

- relationship
- appearance
- personality
- features
- shy
- winkles
- kind
- generous
- quiet

Sample target utterance

Her name is Emma. She is my sister. She is young and cute. She has blond hair and freckles. She is funny and friendly.

Embedded grammar

- be + adjective (He is tall)
- have + feature (He has a nose)

Note: English and Japanese use different grammar structures for describing features. In Japanese it's perfectly OK to say "He is Blue eyes" (彼は青い目です) but in English we use "have" to describe features, not "be" like in Japanese.

Extra activities

- Teach the student some phrases for introducing people, then practice using them together "Have you met...?" / "I'll introduce you." / "A meet B" /
- Teach the student how to use AAA (Answer, Add, ask)
- Teach the student some of the content in the table below.

Extra vocabulary		
Features	Relationships	Questions
1. sideburns	10. a friend	- What does he look like?
2. stubble	11. a best friend	- What is he like?
3. a goatee	12. a teacher	- Does he have long hair?
4. pimples	13. a co-worker	- Is he tall?
5. wavy hair	14. a colleague	- How tall is he?
6. straight hair	15. a boss	- Does he wear glasses?
7. spiky hair	16. a manager	- Is he your co-worker?
8. curly hair	17. a classmate	- Can you tell me about your brother?
9. dreadlocks	18. a teammate	

Let's speak

Sample target utterance

- A) What's your brother's name? B) He's a cook.
 B) His name is Kenji. A) What does he look like?
 A) How old is he? B) He's tall and he has long black hair.
 B) He is 34. A) Is he funny?
 A) What does he do? B) No, he is very serious.

Let's practice

Use the example phrases and the information below to practice describing your friends.

Example phrases

- His name is Justin.
- He is bald.
- He has a beard.
- He is my brother.
- He is funny and friendly.
- He has short, blond hair.



Name: Emma
 Relationship: sister
 Appearance: young
 cute
 Features: blond hair
 freckles
 Personality: funny
 friendly



Name: Owen
 Relationship: boss
 Appearance: short
 bald
 Features: a beard
 glasses
 Personality: quiet
 shy



Name: Cameron
 Relationship: co-worker
 Appearance: tall
 slim
 Features: black hair
 a goatee
 Personality: hardworking
 serious



Name: Isabella
 Relationship: grandmother
 Appearance: short
 Features: grey hair
 wrinkles
 Personality: active
 kind
 generous

Let's speak

Read the information below, then complete the interview.

Situation:

You want to learn more about your partner's friends and family. Ask them about two different people they know.

For each person, find out:

- their name
- their age
- about their appearance
- about their features
- about their personality

Did you know

We usually don't say people have "black eyes" because it sounds like an injury.

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Describe some of the different people you know.

05

Milestone Class presentation

Situation:

You need to do a presentation in front of your class about yourself, your friends, and the teacher, but you don't have enough information. Use the three different activities to learn about the different people.

Reading:

Read the e-mail from Kate and answer the following questions:

1. How old is she?
2. Where is she from?
3. What does she do?
4. Does she have long hair?
5. Is she tall?
6. Does she like reading comics?

The screenshot shows a web browser window with the address bar at www.RSLCmail.com. There are three tabs: Mail, Weather, and Games. The email interface includes a 'Send' button, 'To:', 'Cc:', and 'Subject: Hello' fields. The email body contains the following text:

Hi!

My name is Kate. I'm 19 years old. I am from Brighton, England. I am a university student. I'm 187 cm tall and I have long brown hair. I like traveling, playing video games, and reading comics.

How about you?

Milestone lesson flow

This lesson presents a problem that the student needs to solve. Read the situation, then use the content from the three sections (Reading, Listening, and Interview) to complete the final task.

Milestone lesson goal

By the end of the lesson, the student should be able to do a short presentation where they introduce themselves, two of their friends and their teacher.

Discourse competence:

The student should be able to do a short presentation about themselves and people they know by following the 6 steps below:

- 1) Start the presentation (say what it's about)
- 2) Introduce yourself
- 3) Introduce your friends
- 4) Introduce your teacher
- 5) Thank the audience
- 6) Answer questions

Linguistic competence:

- The student should be able to use the present simple tense to state facts.
e.g I am from Japan. / My name is Taro. / I am a teacher.

Sociolinguistic competence:

Register: When doing a presentation, it's common to use a polite register.

Social rules: We usually don't usually share other people's ages when introducing them.

Reading

Answers

- 1) How old is she?
She's 19.
- 2) Where is she from?
She's from Brighton, England.
- 3) What does she do?
She's a university student.
- 4) Does she have long hair?
Yes, she does.
- 5) Is she tall?
Yes, she is.
- 6) Does she like reading comics?
Yes, she does.

Progression



Listening

Audio script

Hello, my name is Peter Smith. I'm from Wellington in New Zealand. I'm 22 years old and I'm a student. My hobbies are hiking and playing sports. I like cricket and I love rugby.

Interview

Sample teacher information

- name Ben
- age 26
- job teacher
- hobby watching movies
- hometown Toronto, Canada

Task

Activities

1. Teach the student some expressions they can use for their presentation.
2. Model a sample presentation for the student.

Sample target utterance

e.g. Today I will introduce myself, my friends and my teacher. My name is Akiko. I'm 21 and I'm from Tokyo. I am a student. I go to Tokyo University. I like watching movies and meeting new people. This is my friend Kate, and this is my friend Peter. They are both students. Kate is from England, and Peter is from New Zealand. Kate is tall and has long blonde hair. Kate likes traveling, playing video games, and reading comics. Peter's hobbies are hiking and playing sports. He likes cricket and he loves rugby. Finally, I'll talk about my teacher. His name is Ben and he is 26. He is from Toronto in Canada. He really likes movies. Thank you for listening. Does anybody have any questions?

Extra activities

- After the student has finished their speech and invited questions, ask the student some follow-up questions either about themselves or their friends.
- After you have completed the role play one time. Give the student some feedback and then do it again. Time permitting, you are welcome to do this multiple times.

Listening:

Track #8

Listen to your friend introduce himself. Then fill in the blanks.

Hello, my _____ is Peter Smith. I'm from Wellington in _____. I'm _____ years old and I'm _____. My hobbies are _____ and _____. I like _____, and I love _____.

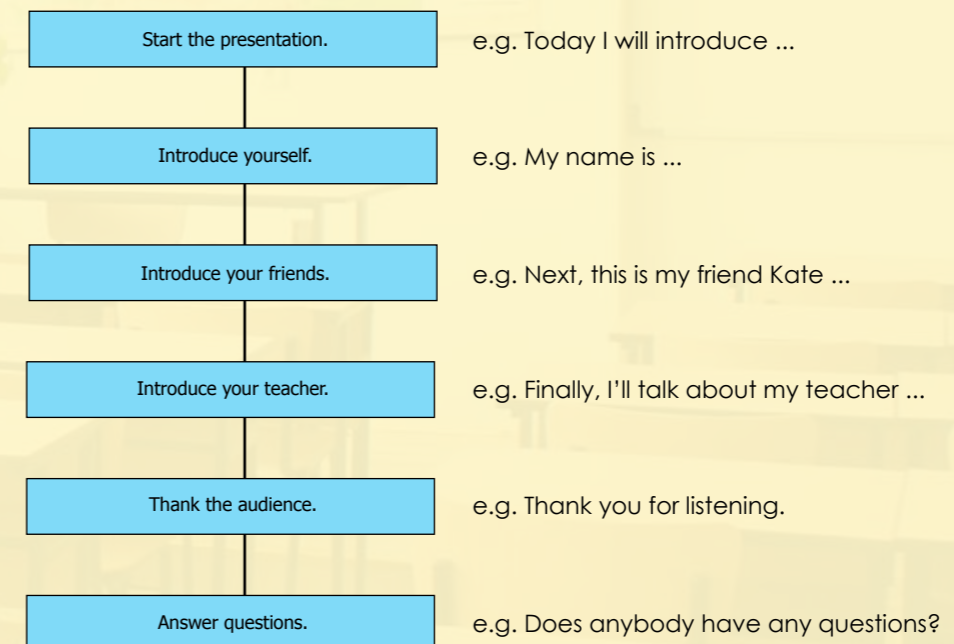
Interview:

Interview your teacher and find out their:

1. name _____
2. age _____
3. job _____
4. hobby _____
5. hometown _____

Task:

Use your notes from this lesson to make a short presentation. Introduce your teacher, your friends (Peter / Kate), and yourself.



Homework:

- Write out the class presentation.
- Complete the recommended e-learning activities listed in your pacing document.

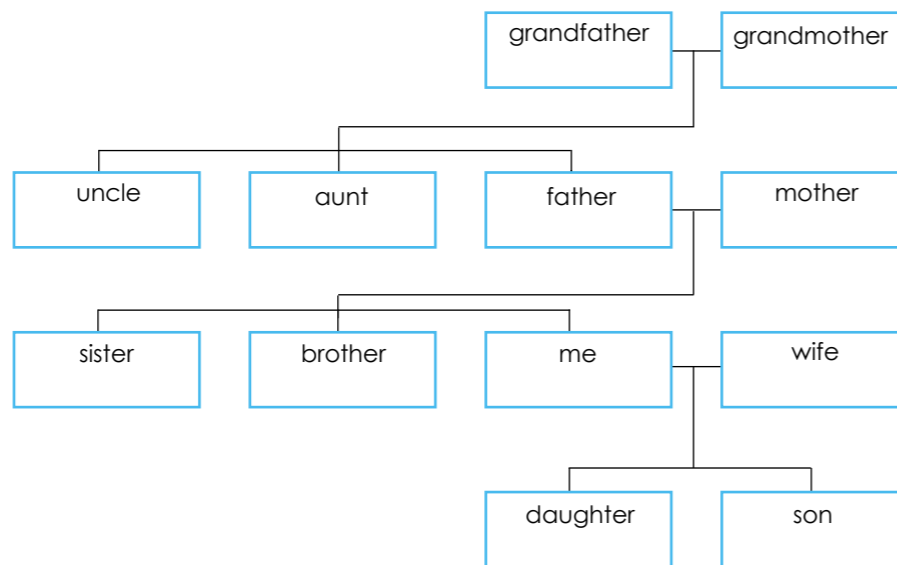


Goal: Introducing your family

Let's start

1. grandmother
2. father
3. aunt
4. sister
5. wife
6. son

Fill in the missing parts of the family tree below.



Let's try

Track #9

Listen to the person introduce their family. Write down how many people are mentioned.

- | | | |
|----------------|------------|------------|
| 1 uncle | 2 children | 1 wife |
| 1 aunt | 2 parents | 2 siblings |
| 2 grandparents | | |

Tell your teacher about the person's family.

Progression



Reading homework

Look at the family tree on page 84, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to introduce their family.

Discourse competence:

The student should be able to introduce their family by following the 3 steps below:

- 1) State which family members you have.
- 2) State what their names are.
- 3) Share some information about them.

e.g. I have a sister. Her name is Alice. She is a sales rep. She likes gardening.

Linguistic competence:

- The student should be able to use possessive adjectives e.g. Her name is Alice.
- The student should be able to use "have" to indicate family members exist e.g. I have a brother.
- The student should be able to name different family relationships. e.g. brother
- The student should be able to ask about plural and singular family members e.g. Do you have a son? / Do you have any kids?

Sociolinguistic competence:

Register: When talking to a friend about their family a casual register is usually used.

Social rules: We usually don't ask someone we have just met about their marital status. e.g. Are you married? / Do you have a wife?

Let's start

Key words to introduce.

- a family tree
- an aunt

Extra activities

- Have the student look at the picture on the top of the page, and have them guess the different relationships. e.g. I think this is her dad. I think this person is her son.
- On a separate sheet of paper, have the student draw a family tree for their family. This can be used at different points in the lesson e.g. checking to make sure they understand the different family relationships, and for the final role-play.

Let's try

Key words to introduce.

- a sibling
- a parent
- married
- called

Audio scripts

- Track #9

Hello, I'm Steve. I'm married. My wife's name is Sharon. We have two kids: Peter and Alice. I have one brother and one sister. My brother's name is Michael and my sister's name is Chloe. My mother and father are called Audrey and John. I have one uncle and one aunt. Their names are Jim and Kate. I also have a grandmother and a grandfather. Their names are Elizabeth and Benjamin.

Let's practice

Key words to introduce.

- retired
- shop assistant
- younger / older
- both

Sample target utterance

I have a mother. Her name is Julia. She is a doctor. Her hobby is gardening.

Embedded grammar

- a / any
- We use "a" to ask singular questions. We use "any" to ask plural questions.
Do you have a son? / Do you have any kids?

Extra activities

- Practice interviewing each other about your family.
- Teach the student that saying "I have three families" is very different to saying "I have three family members"
- Teach the student how to use AAA (Answer, Add, Ask)
- Teach the student some of the content in the table below.

Extra vocabulary

Family members

- a husband
- a niece
- a nephew
- a great-grandmother
- a great-grandson
- a kid
- a child
- a cousin
- a brother-in-law
- a sister-in-law

Questions

- Do you have a big family?
- How many people are there in your family?
- Do you have a son?
- Do you have any kids?
- What does your dad do?
- What's your sister's name?
- How old is your brother?
- How tall is your brother?

Let's speak

Sample target utterance

A) Hi Sam. Tell me about your family.

B) OK. There are four people in my family - me, my brother, my father and my mother. My brother is a banker. He works in Sydney. My father is a salesman. He works for a big company. My mother is a doctor. She works at the local hospital. My brother and father are both tall, but my mother is short. My brother and father both love sports. They like soccer and baseball. My mom likes baseball too. How about you? Do you have a big family?

Let's practice

Use the example phrases and the information below to practice introducing your family.

Example phrases

- I have a brother and two sisters.
- I don't have any children.
- My brother's name is Sam.
- Their names are Julia and Charles.
- He's a shop assistant.
- She is retired.
- She is friendly.
- He has a beard.

Relation: mother
Name: Julia
Occupation: doctor
Information: likes gardening

Relation: grandmother
Name: Elizabeth
Occupation: retired
Information: likes traveling

Relation: sister
Name: Hannah
Occupation: shop assistant
Information: friendly and kind

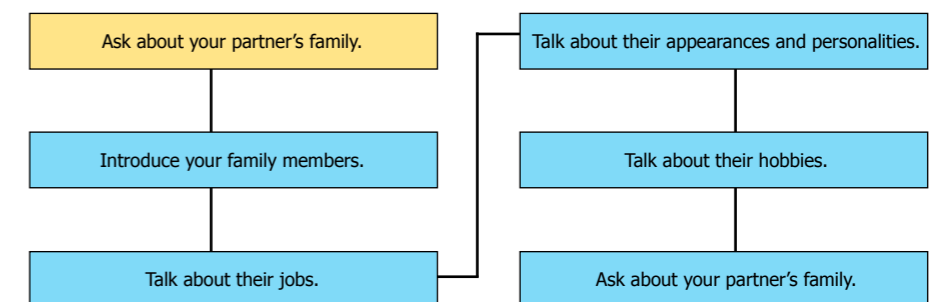
Relation: father
Name: Charles
Occupation: high school teacher
Information: has a beard and glasses

Relation: younger brother
Name: Nathan
Occupation: chef
Information: likes watching movies

Relation: older brother
Name: Anthony
Occupation: university student
Information: has a lot of comic books

Let's speak

Use the steps below to role-play introducing your family.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write a letter to your pen pal about your family. Tell them about your different family members and describe a family photo.



Goal: Talking about your daily life

Let's start

- exercise
- cook
- check
- brush
- wash
- clean

Look at the pictures below. What are the people doing in each of the pictures?



Let's try

Track #10

Listen to the person describe their daily life. Make some notes, then tell your teacher about their daily life.

Monday	<u>always go swimming</u>
Tuesday	<u>always go to the gym</u>
Wednesday	<u>usually play soccer</u>
Thursday	<u>always go to the gym</u>
Friday	_____
Saturday	<u>sometimes go to the gym</u>
Sunday	<u>sometimes play golf</u>

Communicative lesson goal

By the end of the lesson, the student should be able to talk about their daily life.

Discourse competence:

The student should be able to share information about their daily routine by following the steps below:

- 1) State what they do
- 2) State when / how often they do it

Linguistic competence:

- The student should be able to use adverbs of definite frequency e.g. I go there once a week.
- The student should be able to use adverbs of indefinite frequency e.g. I usually go there.
- The student should be able to use prepositions of time e.g. I brush my teeth at 8:00 pm.
- The student should be able to sequence actions. e.g. I usually do that before I go to bed.
- The student should be able to name some words related to one's daily routine e.g. to brush one's teeth

Sociolinguistic competence:

Register: When talking with a friend about your routine, a casual register is usually used.

Social rules: We usually don't ask questions about personal hygiene e.g. When do you take a shower?

Let's start

Activity

- In picture #1, the mother and daughter are brushing their teeth.
- In picture #2, the people are exercising.
- In picture #3, the person is checking his email.
- In picture #4, the man is cooking.
- In picture #5, the man is washing his clothes.
- In picture #6, the woman is cleaning.

Let's try

Key words to introduce

- always
- go swimming
- usually

Teaching points

- We say "play" for a sport that has a ball. e.g. play soccer.
- We say "go + ing" when we go somewhere, do something, then come back e.g. go swimming.
- We say "the + gym" because we usually go to the same gym. There are some buildings that use "the" because in olden times it was common for there to be only one in a town e.g. post office.

Audio script

- Track #10
Hi, my name is Jeff. I like playing sports. I always go swimming on Mondays. I usually play soccer on Wednesdays. I always go to the gym on Tuesdays and Thursdays, but sometimes I go on Saturdays. Also, I sometimes play golf on Sundays.

Progression



Reading homework

Read the planner on page 85, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Let's practice

Sample target utterances

- I go to the gym 6 times a month. I always go to the gym in the morning.
- I usually play baseball in the afternoon on Friday. I sometimes play baseball on Sunday or Tuesday at night. I never play baseball in the morning.
- I always have dinner with my friends every Saturday. I have dinner with my friends weekly.
- I always go to English school twice a week. I always go on Monday. Sometimes I go on Wednesday, and sometimes I go on Thursday. I usually go 8 times a month.
- I hardly ever go snowboarding. I go snowboarding once a month.
- Sometimes I go hiking in the afternoon on Friday. I usually go hiking every two weeks.
- I go to the movies twice a month.
- On the weekend, I always have dinner with my friends, and I usually play baseball or go hiking.
- During the week, I usually study English and go to the gym.

Embedded grammar

- adverbs of indefinite frequency (always, usually, sometimes, never)
- adverbs of definite frequency (once a month, every, weekly)
- prepositions of time (in, on, at) etc.

Extra activities

- Draw a line from 0% to 100% and then show where the different adverbs fall. You can turn this into a guessing game if you like. e.g. "Which word do you think means about 20%?"
- Have the student interview you about your daily, morning, evening routine.
- Teach the student some of the content in the table below.

Extra vocabulary		
<u>Daily actions</u>	<u>Adverbs of frequency</u>	<u>Questions</u>
1. wake up	11. almost always	- Do you ever...?
2. get dressed	12. frequently	- How often do you...?
3. have breakfast	13. normally	- How frequently do you...?
4. leave for work	14. generally	- What do you usually do on the weekend?
5. commute	15. occasionally	
6. get home	16. seldom	
7. cook dinner	17. rarely	
8. have a shower	18. hardly ever	
9. relax	19. almost never	
10. go to bed		

Let's speak

Sample target utterance

- A) Hey Sam. What do you do on weekdays?
 B) I usually work from 9-5 Monday to Friday. On Friday, after work, I sometimes go to the gym
 A) I see. And what do you do on weekends?
 B) I sometimes watch a movie or spend time with my family. How about you?

Let's practice

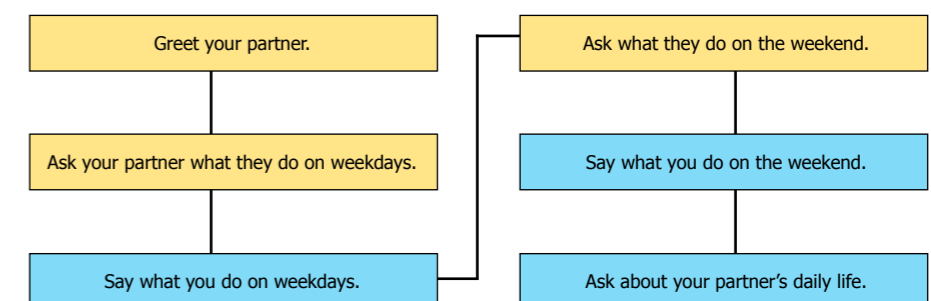
Use the example phrases and the information below to practice talking about your daily life.

Example phrases		
<ul style="list-style-type: none"> • I always ... • I usually ... • I often ... • I sometimes ... • I hardly ever ... • I never ... 	<ul style="list-style-type: none"> • once a month • twice a month • eight times a month • every Monday • every two weeks • weekly 	<ul style="list-style-type: none"> • on Monday • on the weekend • during the week • in the morning/afternoon • at 8:00 am • at night

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				go to the gym 8 am 1	play baseball 4 pm 2	dinner with friends 3
play baseball 7 pm 4	English school 5	go to the gym 9 am 6	English school 7	go to the gym 8 am 8	go hiking 5 pm 9	dinner with friends 10
have a BBQ 11	English school 12	go snowboarding 13	go to the gym 9 am 14	English school 15	play baseball 4 pm 16	dinner with friends 17
go to the movies 18	English school 19	play baseball 8 pm 20	English school 21	go to the gym 8 am 22	go hiking 5 pm 23	dinner with friends 24
have a BBQ 25	English school 26	go to the gym 9 am 27	go to the movies 28	English school 29	play baseball 4 pm 30	

Let's speak

Use the steps below to role-play talking about your daily life.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal about your daily life. Tell them what you do on different days. Ask them about their daily life.



Goal: Talking about your job

Let's start

- a receptionist
- a reporter
- a cashier
- a programmer
- a nurse
- a hair stylist

Match the people to their jobs. Then discuss where you think they might work.



Let's try

Tracks #11-14

Listen to the four people talk about their jobs. Fill in the table below, then tell your teacher about each person's job.

Name	Where they work	What they do
Amanda	hospital	doctor
Tony	hotel	chef
Ed	high school	teacher
Samantha	office	sales rep

Progression



Reading homework

Read the job ad on page 86, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to have a conversation about jobs.

Discourse competence:

They should be able to exchange information about their job using the 2 points below:

- 1) state where they work
- 2) state what they do

They should be able to exchange information about their friend's job using the 2 points below:

- 1) state where their friend works
- 2) state what their friend does

Linguistic competence:

- The student should be able to use the present simple tense to state facts e.g. I am a teacher. I teach English.
- The student should be able to use 3rd person verbs e.g. He works at a bank.
- The student should be able to name some different jobs. e.g. banker / teacher

Sociolinguistic competence:

Register: When asking someone about their job a casual register is usually used.

Social rules: Asking about someone's job is a common way to start a conversation. After someone shares information with you, it's common to express interest. e.g. A) I'm a Chef. B) Cool.

Cultural references: "What do you do?" and "What is your job" mean the same thing. A popular way of asking people about their job is "What do you do for a living"?

Let's start

Answers

- a receptionist might work at Sony.
- a reporter might work at NHK.
- a cashier might work at KFC.
- a programmer might work at an IT company.
- a nurse might work at a hospital.
- a hair stylist might work at a salon.

Extra activity

- Before the lesson bring up 10 or so pictures of popular jobs, then use these pictures to introduce the vocabulary to the student.

Let's try

Audio scripts

- Track #11
Hello, I'm Amanda. I work in a hospital. I'm a doctor.
- Track #12
Hi, my name's Tony. I'm a chef, but I don't work in a restaurant. I work in a hotel.
- Track #13
Hi, I'm Ed. I'm a high school teacher. I teach science.
- Track #14
Hello. My name's Samantha. I work in an office. I'm a sales rep.

Let's practice

Key words to introduce.

- location
- position
- duty
- satisfaction
- take a reservation
- low / medium / high
- count
- personal
- teller
- answer calls
- report / reporter
- train / trainer

Sample target utterance

My name is Emma. I work at Maxis Hotels in New York. I am a receptionist. I take reservations. My job is OK.

Embedded grammar

- Definitions
we use "a/an" when we give a definition of something. This is commonly used to talk about jobs. e.g. I am a teacher.
- Third person
We add "s" to verbs in present tense when the subject is he / she / it.

Extra activities

- After the student can introduce the four people in 1st person, have them use 3rd person.
- Teach the student that we can add "er" to some verbs to make them into jobs e.g. teacher
- Teach the student that "a/an" is based on pronunciation not spelling e.g. an SUV.
- Play a game where one person describes their job and the other has to guess it.
- Teach the student how to answer "How do you like your job?" e.g. It's my dream job.
- Teach the student some of the content in the table below.

Extra vocabulary

Common jobs	Using "work"	Questions
1. a farmer	10. work at + company	- What do you do?
2. a waitress	11. work in + place	- Where do you work?
3. a dancer	12. work in + department	- How do you like it?
4. a driver	13. work with + someone	- Tell me about your job?
5. a police officer	14. with for + boss	- What does your friend do?
6. an engineer	15. work on + project	- Where does your friend work?
7. a plumber		- What are you working on at the moment?
8. a pilot		
9. an actor		

Let's speak

Sample target utterance

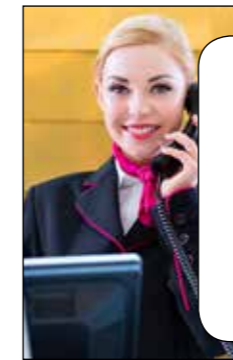
- A) I'm Sam. What's your name? A) I'm a chef.
 B) Kevin Smith. B) I see. Where do you work?
 A) What do you do? A) I work for KTech. Where do you work?
 B) I'm a designer. What do you do? B) I work for the Hyatt Hotel.

Let's practice

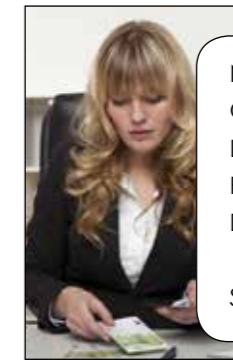
Use the example phrases and the information below to practice talking about your job.

Example phrases

- I am a reporter.
- I work at TNB Bank.
- I work for Silver Gym.
- I work in New York.
- I train clients.
- I love my job.
- My job is OK.
- I don't really like my job.



Name: Emma
 Company: Maxis Hotels
 Location: New York
 Position: receptionist
 Duties: take reservations
 Satisfaction: medium



Name: Janet
 Company: TNB Bank
 Location: London
 Position: teller
 Duties: answer calls / count money
 Satisfaction: low



Name: Rachael
 Company: Channel 7
 Location: Seattle
 Position: reporter
 Duties: report the news
 Satisfaction: high



Name: Mark
 Company: Silver Gym
 Location: Sydney
 Position: personal trainer
 Duties: train clients
 Satisfaction: very high

Let's speak

Read the information below, then complete the interview.

Situation:

You want to learn more about your partner. Interview them and find out about their job and one of their friend's jobs.

Find out:

- where they work
- what they do
- if they like their job

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them your job and one of your friend's jobs. Ask them about their job.

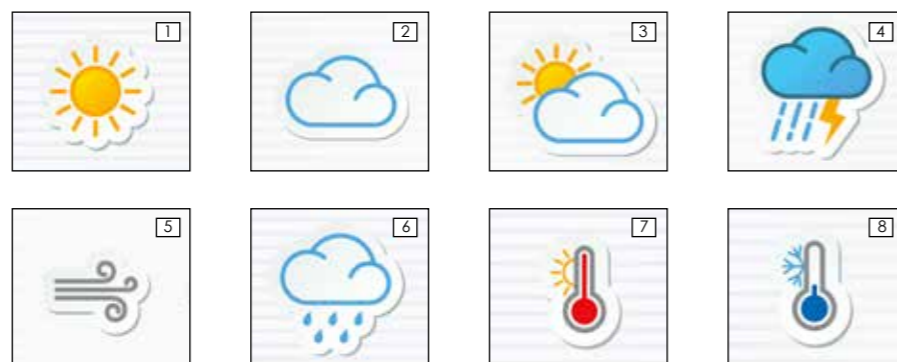


Goal: Talking about the weather

Let's start

- sunny
- rainy
- partly cloudy
- cloudy
- stormy
- windy
- hot
- cold

Match the words to the pictures. What's the weather and temperature like today?



Let's try

Track #15

Listen to the weather report and make some notes in the boxes below, then tell your teacher what the weather is like in the US today.



Communicative lesson goal

By the end of the lesson, the student should be able to talk about the weather.

Discourse competence:

The student should be able to talk about the weather by following the 2 steps below:

- 1) state what the weather is like today
- 2) state what the weather is like on a particular day in the future
e.g. It's sunny today, but I think it will rain tomorrow.

Linguistic competence:

- The student should be able to use the future tense. e.g. It will rain tomorrow. It's going to rain tomorrow.
- The student should be able to use prepositions of time. e.g. It's going to rain on Tuesday.
- The student should be able to use prepositions of place. e.g. It's going to rain in Shinjuku.
- The student should be able to use "IT" to refer to the weather. e.g. It's going to rain soon.
- The student should know some weather related vocabulary e.g. It's cloudy.

Sociolinguistic competence:

Non-verbal behaviour: You can "shrug" if you don't know the answer to question. e.g. Is it going to rain tomorrow?

Register: When reading a weather forecast a polite register is usually used.

Social rules: Talking about the weather is a popular way to start a conversation.

Let's start

Extra activities

- Teach the student words related to temperature.
e.g. boiling, hot, warm, cool, cold, freezing
- After you have introduced the basic adjectives related to weather e.g. "rainy", "stormy" see if the student can guess some related nouns and verbs. e.g. "to storm" / "a storm"

Let's try

Key words to introduce

- national
- humid

Teaching point

- Teach the student how to use "in" + place.
e.g. In Tokyo, it's hot.
- Teach the student that "it" can be used to talk about the weather.
e.g. It's sunny. = The weather is sunny.

Audio script

- Track #15
Hello, here is the national weather. Today, it's hot and sunny in New York. In Boston, it's warm and cloudy. In Miami, it's cold and rainy. In Denver, it's cold and snowy. In Seattle, it's warm and stormy. And in Los Angeles, it's humid and sunny.

Progression



Reading homework

Read the weather forecast on page 87, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Let's practice

Key words to introduce.

- forecast
- will be
- was

Sample target utterance

It was sunny and hot on Sunday. It was rainy and 25 degrees on Monday. Today, it's cloudy. Tomorrow, it will be rainy. On Friday and Saturday, it will be cloudy.

Embedded grammar

- simple past tense: is > was
- simple future tense: is > will or be going to
- prepositions: time (on Monday) place (in Tokyo)

Extra activities

- Teach the student to use "high" and "low" to describe a forecast. e.g. The high is 36 degrees.
- Have the student use their phone (or your phone, or the Internet) to bring up a real weather forecast for the week. Then have them pretend to be a weatherman and give a weather forecast.
- Teach the student that "How is..." and "What is... like" mean the same thing. e.g. How's the weather?
- Teach the student the phrase "looks like" which can be used to express perception and give an initial opinion on new information. This can be useful when you are looking at weather information. e.g. It looks like it will rain tomorrow.
- Teach the student how to use AAA (Answer, Add, Ask)
- Teach the student some of the vocabulary in the table below.

Extra vocabulary

weather-related words

1. a cloud
2. a storm
3. humid
4. overcast
5. snow
6. hail
7. lightning
8. thunder
9. showers
10. fog

Questions

- Did it snow yesterday?
- Will it snow tomorrow?
- How is the weather?
- How was the weather on Friday?
- What is the weather like today?
- What will the weather be like tomorrow?
- What was the weather like yesterday?
- Do you think it will rain tomorrow?
- What does the weather forecast look like?

Let's speak

Sample target utterance

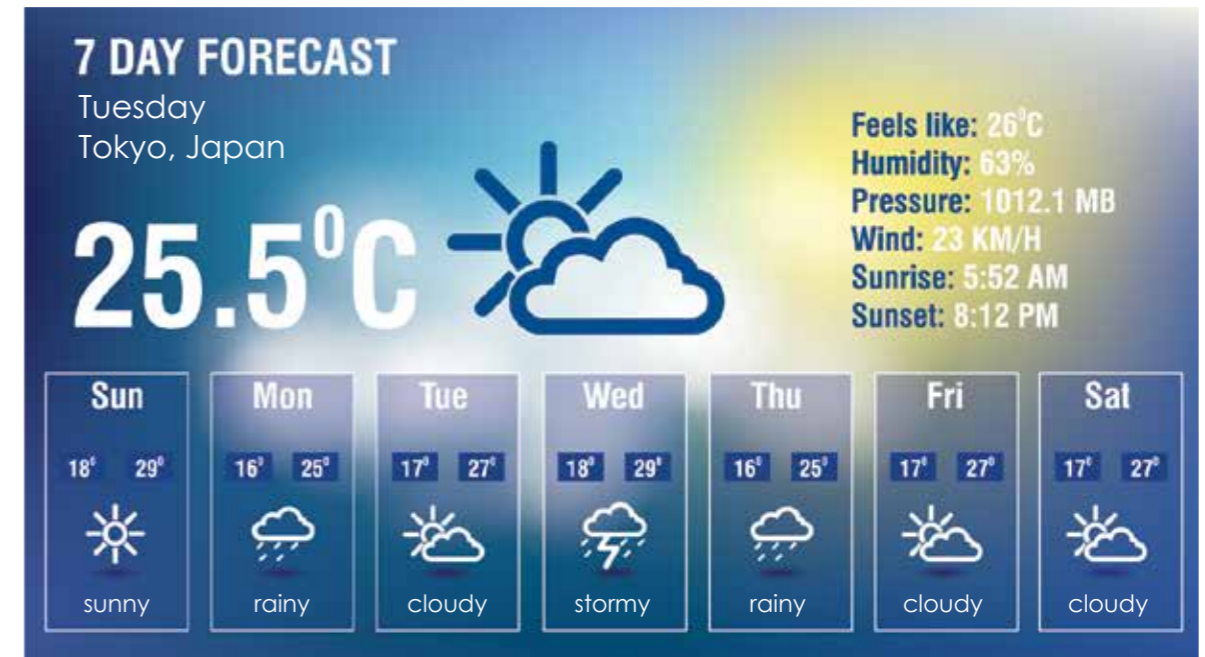
Hello, and welcome to the weather report. Yesterday in Tokyo it was hot and humid. Today, it is warm and sunny. Tomorrow, it will be rainy and cold.

Let's practice

Use the example phrases and the information below to practice talking about the weather.

Example phrases

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • It's cloudy in Tokyo today. • It's 25 degrees now. • It's not cold in Tokyo today. | <ul style="list-style-type: none"> • It will be stormy in Tokyo tomorrow. • It will be 27 degrees on Saturday. • It won't be sunny tomorrow. | <ul style="list-style-type: none"> • It was rainy in Tokyo yesterday. • It was warm on Monday. • It wasn't cloudy on Sunday. |
|--|---|---|



Let's speak

Read the information below, then complete the speech.

Situation:

You work at the local news station. It's time to do the weather report. Talk about what the weather was like yesterday, what the weather is like today, and what the weather will be like on some different days this week.

Remember to give information:

- about some different places
- about the weather
- about the temperature

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them what the weather is like in different seasons in your country. Ask about their country.

Milestone

Barbecue plans

Situation:

You are planning a barbecue for you and two friends, but you don't know when you should have the barbecue. Use the reading, listening, and interview activities to help you plan the barbecue.

Reading:

Read the weather report and answer the questions below.

1. When is it going to be windy? _____
2. When is it going to be rainy? _____
3. When is it going to be cloudy? _____
4. When is it going to be sunny? _____

WEATHER NEWS

www.WN.com

Weekly forecast

- Since 2015 -

Here is the weather report for this week.

Monday (0 - 5 °C)

Snowy in the morning. Rainy in the evening.

Tuesday (8 - 18°C)

Sunny all day. Windy at night.

Wednesday (15- 20°C)

Cloudy in the morning. Stormy in the afternoon.

Thursday (18 - 25°C)

Rainy and windy all day.

Friday (15 - 25°C)

Windy in the morning. Sunny in the afternoon.

Saturday (10 - 18°C)

Rainy all day.

Sunday (20 - 28°C)

Sunny in the morning. Cloudy in the afternoon.

Milestone lesson flow

This lesson presents a problem that the student needs to solve. Read the situation, then use the content from the three sections (Reading, Listening, and Interview) to complete the final task.

Milestone lesson goal

By the end of the lesson, the student should be able to take part in a phone conversation with the teacher where they plan a picnic taking into account information regarding other people's plans, and the weather.

Discourse competence:

The student should be able to organize an event by following the 6 points below:

- 1) Call your friend on the phone.
- 2) Ask about their plans (see when they are free)
- 3) Invite your friend to come to your event.
- 4) Discuss what the weather will be like.
- 5) Discuss the details.
- 6) Confirm the details.

Linguistic competence:

- The student should be able to use the future tense.
e.g. What are you going to do on Friday?
- The student should be able to extend basic invitations.
e.g. Would you like to come to a picnic?
- The student should be able to make suggestions
e.g. Let's meet at 6:00.

Sociolinguistic competence:

Register: When talking to a friend on the phone we usually use a casual register.

Social rules: If you are invited to an event e.g. a party, it's common to offer to bring something.

Reading

Answers

- 1) It's going to be windy on Tuesday at night and on Friday in the morning.
- 2) It's going to be rainy on Monday, Wednesday, Thursday, and Saturday.
- 3) It's going to be cloudy in the morning on Wednesday and in the afternoon on Sunday.
- 4) It's going to be sunny all day on Tuesday. It's going to be sunny on Friday in the afternoon, and on Sunday in the morning.

Listening

Audio script

I have a busy week this week. On Monday, I will go to Japanese class in the morning. On Tuesday, I'm going to visit my aunt. On Wednesday, my brother and I are going to go to the cinema. On Thursday, I am working. I work part-time at a restaurant. On Friday, I'm meeting my friends in the morning, but I'm free in the afternoon. On Saturday, I will clean my room and do the laundry. I always clean my house on the weekend. On Sunday, I'm free. I don't have any plans.

Interview

Sample content

Monday: work 10:00 - 19:00, then friend's party 19:00 - 21:00
Tuesday: Day off + plans in the evening
Wednesday: work 10:00 - 19:00, clean apartment after work
Thursday: Free in morning, then work 12:00 - 21:00
Friday: work 8-17, then go to gym 17:30 - 18:30
Saturday: work 10:00 - 19:00
Sunday: Day off + family dinner

Task

Sample target utterance

- A) Hello. Tom speaking.
B) Hi, Tom. It's Bill.
A) Hi, Bill. What's up?
B) Do you have any plans for this week?
A) Yeah. I'm working Monday to Friday, but I'm free on Sunday during the day. I have a family dinner in the evening.
B) Great. My friend and I are both free in the afternoon on Sunday. Would you like to do join us for a BBQ?
A) Sure. What's the weather like on Sunday?
B) It's warm and sunny.
A) OK. That sounds fun. When and where do you want to meet?
B) Let's meet at the station at 1 pm.
A) Sounds great. What should I bring?
B) Please bring some sausages.
A) No problem. See you then.

Extra activities

- After the student has finished their speech and invited questions, ask the student some follow-up questions either about themselves or their friends.
- After you have completed the role play one time. Give the student some feedback and then do it again. Time permitting, you are welcome to do this multiple times.

Listening:

Track #16

Listen to your friend talk about their schedule, then make some notes using the left side of the planner below.

Listening notes (friend)	Interview notes (teacher)
M. Class in morning	M. Work 10-7 then party
T. Visit aunt	T. Free morning, plans evening
W. Cinema w/ brother	W. Work 10-7 then cleaning
T. Work all day	T. Work 12-9
F. Meeting friend morning	F. Work 8-5 then gym
S. Clean apartment	S. Work 10-7
S. Free	S. Free+ family dinner

Interview:

Interview your teacher about their schedule for this week. Find out what their plans for each day are. Make some notes on the right side of the planner above.

Task:

1. Meet with your teacher and discuss what the best day to have the barbecue is. Discuss the weather and compare your schedule, your friend's schedule, and your teacher's schedule. Decide when to have the barbecue.
2. Call your partner on the phone and invite them to the barbecue.

Remember to:

- greet your partner and ask about their plans
- invite them to the barbecue
- say when and where you want to meet
- say what they should bring

Homework:

- Write an email to your friends confirming the plans for the barbecue.
- Complete the recommended e-learning activities listed in your pacing document.



Goal: Describing a place

Let's start

- London
- Paris
- New York
- Sydney
- Tokyo
- Pisa

Match the famous landmarks to the cities. Do you know what the famous landmarks are called? What other famous landmarks do you know?



Let's try

Tracks #17-20

Listen to the four people describe where they live. Make some notes, then tell your teacher about each person.



Barbara
NY, amazing
central park
jogging



James
chef, restaurant
Miami, great
weather



Brad
salesman, Syd-
ney, nice but
expensive



Keiko
student, dormi-
tory, on cam-
pus, convenient

Progression



Reading homework

Read the website on page 88, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to describe their hometown.

Discourse competence:

The student should be able to describe their hometown to someone by following the 5 steps below:

- 1) state where it is
- 2) state what it's famous for
- 3) state what you can do there and what different buildings exist
- 4) give their opinion of it using a simple adjective (e.g. it's crowded)
- 5) state what the weather is like

Linguistic competence:

- The student should be able to use existence. e.g. There is a hotel.
- The student should be able to use prepositions of place. e.g. It's in the west of Japan.
- The student should be able to use adjectives and nouns together in the correct word order. e.g. It's a big city.

Sociolinguistic competence:

Register: When talking to a friend about where they live, we usually use a casual register.

Cultural references: "Where are you from?" can be pronounced "Where ya from?"

Let's start

Key words to introduce

- famous
- building
- landmark

Answers

- Big Ben, Skytree, The Leaning Tower, The Statue of Liberty, Sydney Opera House, The Eiffel Tower

Let's try

Key words to introduce

- amazing
- go jogging
- because
- an office
- a university
- a dormitory
- on campus
- convenient

Audio scripts

- **Track #17**
Hello, my name is Barbara. I live in New York. New York is amazing. My favorite part of the city is Central Park. I go jogging in Central Park every Sunday.
- **Track #18**
Hi, I'm James. I'm a chef and I work in a big restaurant. I live and work in Miami. I like Miami because the weather is great.
- **Track #19**
Hey, I'm Brad. I'm a salesman. I live in Sydney and work in an office near my house. Sydney is nice, but it's very expensive.
- **Track #20**
Hey, I'm Keiko. I'm a student at Keio University. I live in the dormitories. I love living on campus because it's very convenient.

Let's practice

Sample target utterance

LA is in America. It's on the West Coast. It's a very big city. It's famous for Hollywood. There are lots of good restaurants. There is a nice beach. It's hot and dry in summer.

Embedded grammar

- existence
there is a / there are / there isn't / there aren't any
- prepositions of place
in + place / on + coast / in + the (west)
- adjectives + nouns
We put the adjective between the article and the noun. e.g. a big house.

Teaching points

- Show the student that we say "west of Tokyo" when the area is outside Tokyo. We say "in the west of Tokyo" when the area is inside Tokyo.

Extra activities

- Introduce the four points of the compass, then bring up a map and practice saying where different cities are. e.g. It's north of Tokyo. / It's on the east coast. / It's 1 hour north of New York.
- Use Google Maps to bring up a real city, then practice describing it.
- Teach the student how to use AAA (Answer, Add, Ask)
- Teach the student some of the content in the table below.

Extra vocabulary

Things in a city

- an airport
- a skyscraper
- a temple
- a shrine
- a museum
- a stadium
- a mall
- a shopping street / arcade
- a police station
- a beach

Questions

- Where are you from?
- What's your hometown like?
- What it famous for?
- What can you do there?
- Do you like living there? Why?
- What's the weather like there?
- When's the best time to visit?

Let's speak

Sample target utterance

e.g. I live in Sydney. Sydney is on the East coast of Australia, it's about 2 hours from Melbourne by plane. It's a really nice town. It's very multicultural. It's famous for the Opera house and the Harbour Bridge. It has lots of great malls. My favorite one is called Westwood. It also has a great beach called Bondi. I sometimes go there to surf.

Let's practice

Use the example phrases and the information below to practice describing different places.

Example phrases

- Seattle is in America.
- It's north of Portland.
- It's a nice place.
- It's famous for the Space Needle.
- There are lots of old buildings.
- There is a nice beach.
- It's convenient.
- It's warm and dry in summer.



Name: Los Angeles
Country: USA
Location: on the West Coast
Adjectives: big
Famous places: Hollywood
Things to do: a nice beach
lots of good restaurants
Weather: hot and dry in summer



Name: Edinburgh
Country: Scotland
Location: in the East
Adjectives: small
Famous places: The Royal Mile
Things to do: a big castle
lots of old buildings
Weather: cold and windy in winter

Let's speak

Read the information below, then complete the speech.

Situation:

Choose a city you know well and explain why someone should visit it.

Remember to mention:

- the name of the city
- where it is
- what the city is like
- things to do and see

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

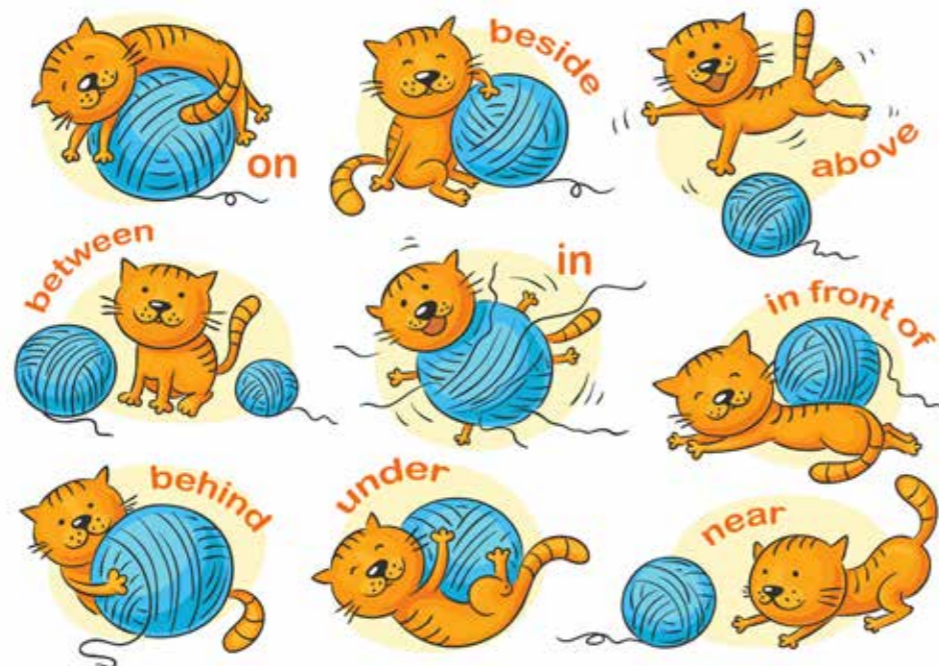
Write an email to your pen pal. Tell them about your hometown and ask them about their hometown.



Goal: Giving walking directions

Let's start

Look at the pictures below. Describe where the cat is in each picture, then tell your teacher where some of your favorite stores or restaurants are.



Let's try

Track #21

Listen to the man give directions. Make some notes, then tell your teacher what his destination is, where it's located, and how to get there.

Progression



Reading homework

Read the passage on page 89, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to ask for and give walking directions.

Discourse competence:

The student should be able to give someone walking directions using the 2 steps below:

- 1) Explain how to get to the location.
- 2) State where the final location is.

Linguistic competence:

- The student should be able to use the imperative mood. e.g. Go straight. / Don't go straight.
- The student should be able to sequence commands. e.g. Then, turn left at the church.
- The student should be able to use some basic prepositions of place. e.g. It's on Main St.

Sociolinguistic competence:

Non-verbal behaviour: The student should know how to get someone's attention.

Register: Giving directions using the imperative mood is fine if someone asks "how do I" - you don't usually need to say "please" before the directions.

Social rules: We usually only give 4-5 maximum steps when giving directions. It's common to give a shortcut to start e.g. Do you know how to get to XXX? OK, go there, then...

Let's start

Sample Target utterance

The cat is on the ball. The bat is beside the ball etc.

My favorite restaurant is in Harakuku. It is in Laforte. It is on the second floor. It's across from Bills.

Let's try

Key words to introduce

- | | | |
|------------------------------|-----------------|---|
| • turn right + onto + street | • an avenue | • a block |
| • turn right + at + place | • on your right | • should (used to express expectations) |

Teaching points

- Teach the student that people don't say "you", when giving commands.
 - "You go straight" = present simple tense
 - "Go straight" = command
- Teach the student "and" and "then" are not the same.
 - "and" connects two commands together when you are giving directions. and makes them one command.
 - "then" sequences commands (it puts them in order)

Audio scripts

- Track 21
Sure. I know how to get to the station. First, turn right onto 7th Avenue. Then, go straight two blocks and turn right at the theater. After that, go straight one block and turn left onto 8th Avenue. It should be on your right next to the supermarket.

Let's practice

Key words to introduce.

- go down + street
- for + time

Sample target utterance

Go down Oak Street and turn left onto Lake Street. Go straight two blocks, then turn right at the school. Go straight. The mall should be on your right.

Embedded grammar

- imperative mood (go straight / don't go straight)
- conjunctions (and)
- sequencers (then / after that / next / following that / after + ing / after you turn left)

Extra activities

- Give the student a situation where they need to respond with a positive and negative imperative. e.g. A) I'm cold. B) Put on a jacket. Don't eat ice cream.
- Practice saying where the different buildings are located using prepositions of place.
- Bring up Google Maps and use it to practice giving authentic directions.
- Teach the student some of the content in the table below.

Extra vocabulary

Parts of a city

1. an intersection
2. a crossing
3. a set of traffic lights
4. a block
5. a sign
6. a footpath
7. a bridge
8. a tunnel
9. a roundabout
10. a subway entrance

Questions

- Where is the bank?
- How do I get there?
- Is it far?
- How far is it?
- How long will it take?

Let's speak

Sample target utterance

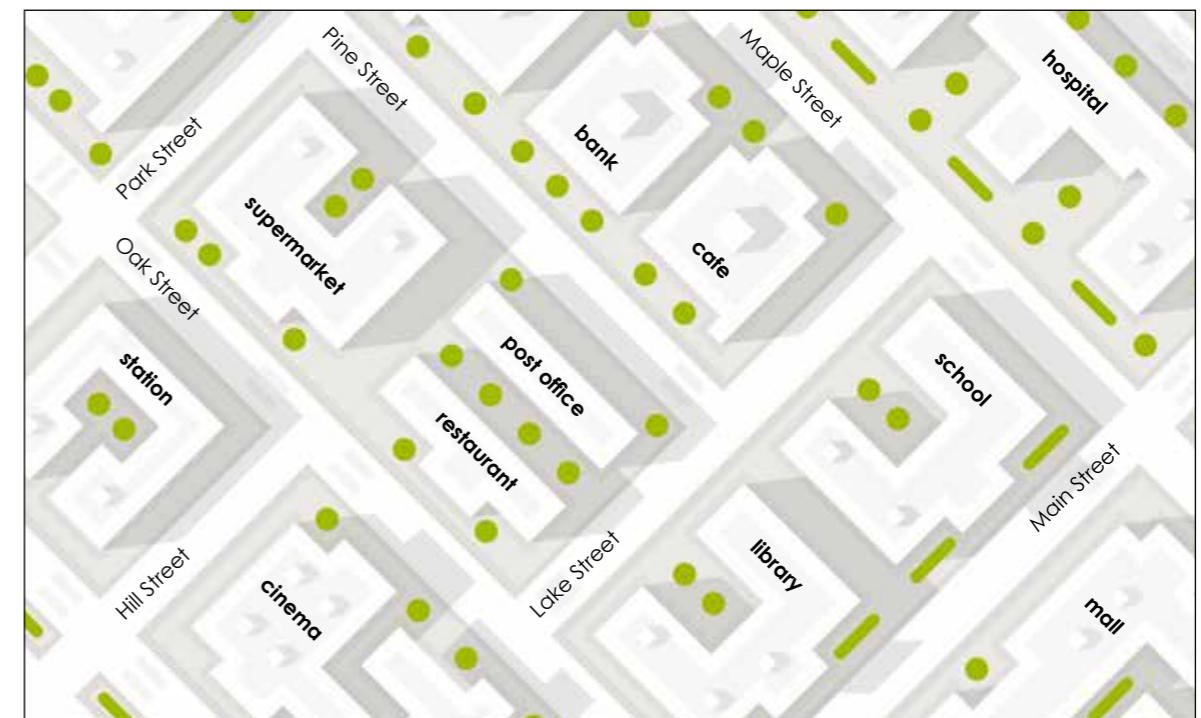
- A) I'm new in town. Are there any good restaurants near here?
 B) Yes. There is a great Chinese restaurant.
 A) How do I get here?
 B) Go straight two blocks and turn left.
 A) Great thanks. Also, is there a mall or shopping center?

Let's practice

Use the example phrases and the information below to practice giving walking directions.

Example phrases

- Go straight 200 meters.
- Go straight four blocks.
- Go straight for about 10 minutes.
- Go down Pine Street.
- Turn left at the traffic light.
- Turn right onto Main street.
- The bank should be on your right.
- You should see the station in front of you.



Let's speak

Read the information below, then role-play the situation with your partner.

Situation:

You are new in town. You don't know where anything is. Ask your partner about some interesting places. Find out where the places are and how to get there.

Remember to ask about:

- places to see
- things to do
- places to eat

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write a guide for your local area. Give directions to some interesting local places.

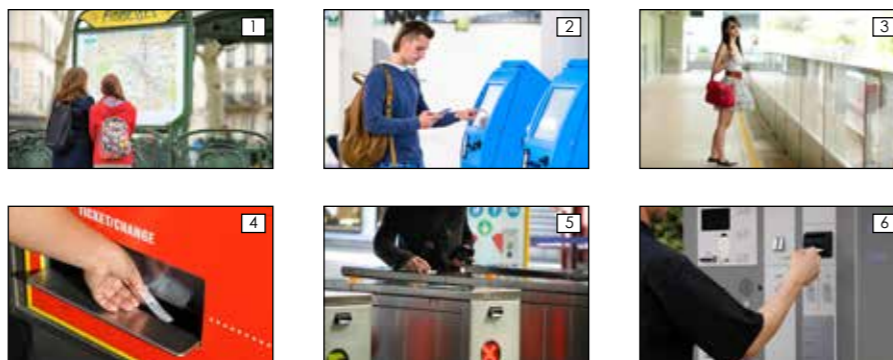


Goal: Giving train directions

Let's start

- take your ticket and change
- look at the map
- pay for your ticket
- go to the platform
- go through the ticket gates
- select your ticket

Match the words in the box to the correct pictures, then discuss the order you do the actions.



Let's try

Tracks #22-25

Listen to the four people describe how they get to work. Make some notes, then tell your teacher about each person.



Emma

Joe

Chris

Susan

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Progression



Reading homework

Read the e-mail on page 90, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to give train directions.

Discourse competence:

The student should be able to give someone train directions using the 3 steps below:

- 1) Explain how to get there
- 2) State how much it will cost
- 3) State how long the journey takes.

Linguistic competence:

- The student should be able to use the imperative mood. e.g. Go straight. / Don't go straight.
- The student should be able to sequence commands. e.g. Then, turn left at the church.

Sociolinguistic competence:

Non-verbal behaviour: The student should know how to get someone's attention

Register: Giving directions using the imperative mood is fine if someone asks "how do I" - you don't need to say "please" or "you should"

Social rules: We usually only give 4-5 maximum steps when giving directions. It's common to give a shortcut to start e.g Do you know how to get to XXX? OK, go there, then...

Let's start

Answers

- In picture #1 the two women are looking at the map.
- In picture #2, the man is selecting his ticket.
- In picture #3, the woman is going to the platform.
- In picture #4, the man is taking his ticket and change.
- In picture #5, the man is going through the ticket gate.
- In picture #6, the woman is taking her ticket.

Extra activity

- Have the student explain how to buy a ticket from a Japanese ticket machine.

Let's try

Key words to introduce

- take + train
- take + time
- a police officer

Audio scripts

- Track #22
Hello, I'm Emma. I work in an office. I start at 9 o'clock. I always take the train to work.
- Track #23
Hi, I'm Joe. I'm a dentist. I drive to work - it takes about 30 minutes.
- Track #24
Hi, my name is Chris. I'm a chef and I work in a big restaurant. I start work at 10 am and I finish at 10 pm. I take the bus to work every day.
- Track #25
Hello, my name is Susan. I'm a police officer. I take the subway to work.

Let's practice

Key words to introduce.

- go out
(compare "go out" and "go out of + somewhere" and "go in" and "go into + somewhere")
- the + name of train line

Sample target utterance

Take the Yellow Line to St Paul's, then transfer to the Blue Line. Take the Blue Line all the way to the airport. It takes about 10 minutes.

Embedded grammar

- imperative mood (go straight / don't go straight)
- conjunctions (and)
- sequencers (then / after that / next / following that / after + ing / after you turn left)

Extra activities

- Practice giving walking and train directions together. The student needs to describe a journey to the station, on the train, then to the destination.
- Use Google Maps to practice giving authentic train directions.
- Role-play asking for train directions to different popular local tourist destinations.
- Teach the student some of the vocabulary in the table below.

Extra vocabulary

Train directions

1. get on a train
2. take a train
3. switch trains
4. go through the turnstile
5. go into the station
6. go out of the west exit
7. go up the escalator
8. go down the stairs
9. board for
10. get off the train at Ueno

Questions

- How do I get to... from...?
- What's the fastest way to get to...?
- What station do I change at?
- How many stops is it?
- Where do I get off?
- How long does it take?
- How much does it cost?

Let's speak

Sample target utterance

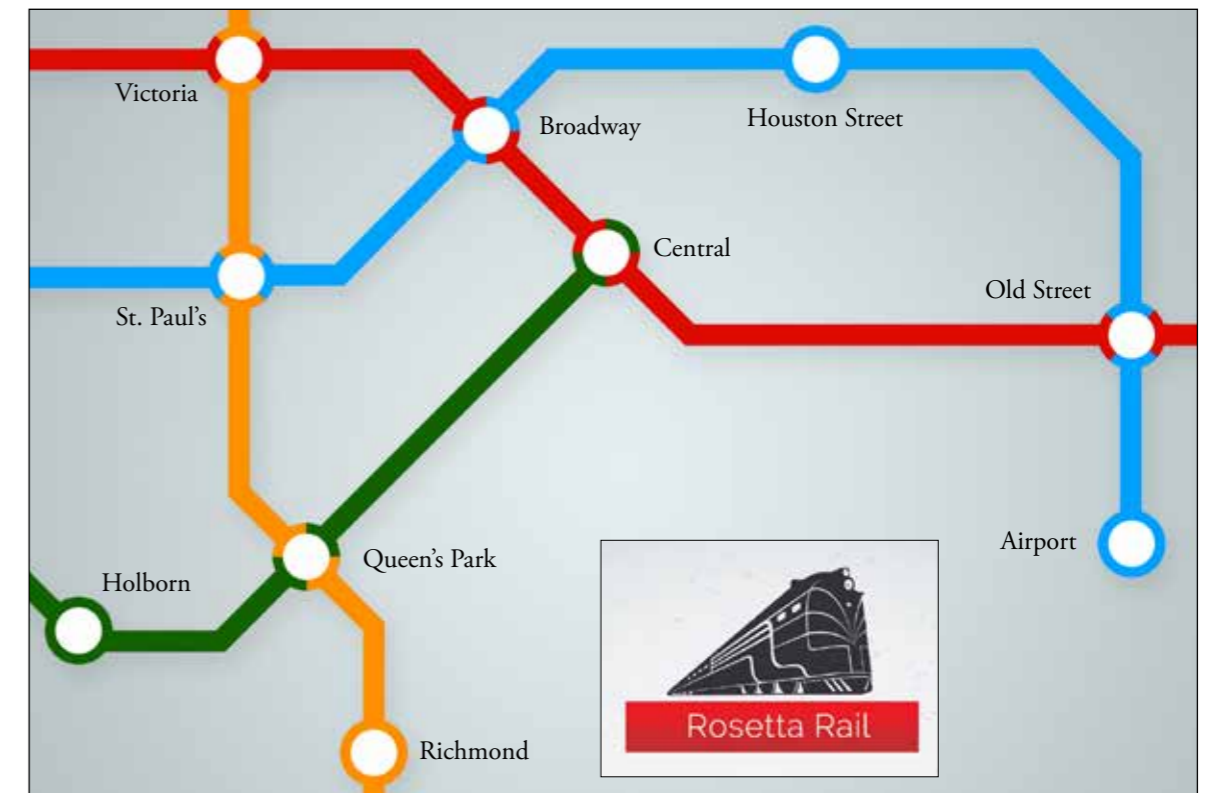
- A) How do I get to Tokyo Skyree?
- B) Take the Yamanote Line to Ueno. Then transfer to the Ginza line and take it to Asakusa. Get off at Asakusa, then walk to the Skyree Line. Buy a ticket and go once stop. It only takes a few minutes.
- A) And how do I buy a ticket?
- B) Select your destination, put in your money, press the button, then take your ticket.
- A) How much is the fare?
- B) 180 yen.

Let's practice

Use the example phrases and the information below to practice giving train directions.

Example phrases

- Take the Red Line to Broadway.
- Change to the Blue Line.
- Go one stop.
- Get off at St. Paul's.
- Go out of the west exit.
- It takes about 20 minutes.



Let's speak

Read the information below, then role-play the situation with your partner.

Partner #1 situation:

You want to go to a popular tourist site, but you don't know how to get there, or how to buy a ticket. Choose the site, then ask your friend for help.

Partner #2 situation:

Give your friend directions. Tell them which train line to take, where to transfer, which train exit to use, how much it costs, how long it takes, and how to buy a ticket.

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Write about some different places you like to go. Explain how you get there.



Goal: Describing where you live

Let's start

Match the pictures to their descriptions, then brainstorm some different places where people can live.

- I live in an apartment near the beach.
- I live in an old house in the country.
- I live in a small house in the suburbs.



Let's try

Tracks #26-29

Listen to the people talk about their homes. Make some notes, then tell your teacher about each person's home.



Meg

small house _____
suburbs _____
park & trees in _____
neighborhood _____



Austin

apartment _____
downtown _____
shops etc _____
neighborhood _____



David

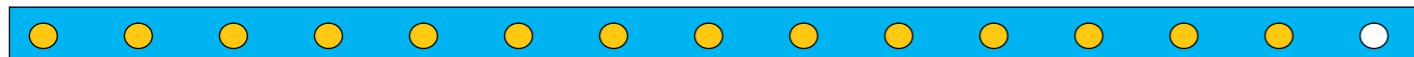
big house in _____
the countryside _____
12 rooms _____
good view _____



Claire & Tom

condo near _____
the beach _____
small but _____
good size _____

Progression



Reading homework

Read the ad on page 91, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to describe where they live.

Discourse competence:

The student should be able to describe where they live using the 5 steps below:

- 1) State what kind of building they live in.
- 2) State where they live.
- 3) Give their opinion of their building using a simple adjective.
- 4) Share some information about their place and compare it to others.
- 5) State what conveniences are close to their building.

Linguistic competence:

- The student should be able to use prepositions of place. e.g. I live in Tokyo.
- The student should be able to name some different places where people live e.g. in a house
- The student should be able to use comparatives e.g. My house is nice than my friend's house.

Sociolinguistic competence:

Register: When talking to a friend we usually use a casual register.

Social rules: If we don't know someone very well, we usually don't ask them too much about where they live.

Cultural references: "in the sticks" or "in the boonies" is slang for "in the country side".

Let's start

Teaching point

- Teach the student some different places where someone can live:
 - in a ward, in a town, in a city, in a state, in a prefecture, in a country
 - in the country side, in the city, in the suburbs, in the mountains
 - near + place
 - 1 hour away from + place

Let's try

Key words to introduce

- downtown
- neighborhood
- condo
- view from
- a tree
- size

Audio scripts

- Track #27 - Meg
I live in a small house in the suburbs. There is a park near my house and there are lots of trees in my neighborhood.
- Track #27 - Austin
I live in an apartment downtown. There are a lot of shops and restaurants in my neighborhood.
- Track #28 - David
I live in a big house in the countryside. My house has 12 rooms. The view from my house is amazing.
- Track #29 - Claire and Tom
We live in a condo near the beach. It's small, but it's the perfect size for us.

Let's practice

Sample target utterance

I live in a house in a small town. There is a post office and a hospital near my house. There are also some shops near my house. My house has six rooms and two bathrooms. My house is very quiet. My current house is larger than my old house.

Embedded grammar

- comparatives
 - one syllable = er
 - two syllables and ending in "y" = more / less
 - more than two syllables = more / less

Extra activities

- Teach the student about what different rooms are called. You can do this by bringing up pictures if you like. You can also brainstorm the different actions you do in each room if you like.
- Before the lesson, do a Google search, and bring up some pictures of things that are easy to compare. Use the pictures in the lesson to practice using comparatives. Because this lesson focuses on houses, you might want to bring up some pictures of different houses.
- Have the student imagine that they are now living in their dream house. Have them tell you all about their dream house using their imagination, then compare it to one of their friend's houses.
- Teach the student some of the vocabulary in the table below.

Extra vocabulary		
<u>Where people live</u>	<u>Adjectives for houses</u>	<u>Questions</u>
1. a studio apartment	1. new / old	- Where do you live?
2. a penthouse	2. modern / traditional	- What's your place like?
3. an apartment building	3. cheap / expensive	- What's the neighborhood like?
4. a mansion	4. safe / dangerous	- How big is your place?
5. a condo	5. noisy / quiet	- What is your favorite room?
6. a flat (UK)	6. spacious / cramped	- Whose place is bigger?
7. a unit (Aus)	7. cozy	
8. a sharehouse	8. far from / close to	
9. a dormitory	9. convenient	
10. a townhouse	10. comfortable	

Let's speak

Sample target utterance

- A) Where do you live?
 B) I live in an apartment in Tokyo.
 A) Cool. How big is it?
 B) It's about 50 m². It has three rooms.
 A) Which room is your favorite?
 B) I like the living room. It's nice. It's bigger than the other rooms.
 A) Cool. What's your neighborhood like?

Let's practice

Use the example phrases and the information below to practice describing where you live.

Example phrases

- I live in a big house in the city.
- There is a park near my house.
- There are lots of shops near my house.
- My house is close to a supermarket.
- My house has 12 rooms.
- My apartment is very big.
- My current apartment is smaller than my previous apartment.



Type of building: a house
 Location: in a small town
 Neighborhood: a post office, a hospital and some small shops
 Rooms: 6 bedrooms / 2 bathrooms
 Opinion: very quiet
 Comparison: larger



Type of building: a studio apartment
 Location: in the city
 Neighborhood: Tokyo station, a hospital and a convenience store
 Rooms: 1 room / 1 bathroom
 Opinion: very cozy
 Comparison: more convenient

Let's speak

Read the information below, then role-play the situation with your partner.

Partner #1 situation:

You want to learn more about your partner. Find out where they live, what kind of building they live in, how many rooms it has, what the different rooms are like, and what their neighborhood is like.

Partner #2 situation:

Tell your partner about where you live. Tell them what you like about your home and your neighborhood. Compare your current home to your previous home.

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them all about your house or apartment and ask about theirs.

15

Milestone The day trip

Situation:

You are planning a day trip with your friend, but you don't know where to go. Use the information from the reading, listening, and interview sections to help plan your trip.

Reading:

Read the newspaper article and fill in "option 1" in the table on the next page.

THE TOKYO NEWS

www.TTN.com

Japan's Favorite Newspaper

- Since 2015 -

Mt. Takao is a beautiful mountain and popular hiking spot in the city of Hachioji, Japan.

Mt. Takao is 599 meters tall. There are eight different hiking trails to the top. If you prefer, you can take a cable car halfway to the top. The round-trip price for the cable car is 900 yen.

The best seasons to visit Mt. Takao are summer and fall. In summer, there is a beer garden open near the top of the mountain.

In fall, the trees change colors and you can see beautiful red leaves. All year round there are interesting temples and shrines that you can visit.

There is also a lot of wildlife on the mountain. If you are lucky, you can see birds, monkeys, and even wild boar.

Access:

Take the Keio line from Shinjuku station to Takaosanguchi station. Price: 380 yen

Milestone lesson flow

This lesson presents a problem that the student needs to solve. Read the situation, then use the content from the three sections (Reading, Listening, and Interview) to complete the final task.

Milestone lesson goal

By the end of the lesson, the student should be able to take part in a conversation with the teacher where they choose a destination from three possible options, then plan a short day trip.

Discourse competence:

The student should be able to plan a day trip by following the 7 steps below:

- 1) call their friend on the phone
- 2) invite their friend to join them on a trip
- 3) describe the different locations
- 4) decide on a location
- 5) describe how to get to the location
- 6) set a meeting time
- 7) confirm the plans

Linguistic competence:

- The student should be able to use the imperative mood.
- The student should be able to use the past tense.

Sociolinguistic competence:

Register: When talking to our friends we usually use a casual register

Social rules: When someone shares personal information with us, we usually show interest. This can be used during the interview section.

e.g.

A) Where did you go?

B) Odaiba.

A) Cool. How was it?

Reading

Key words to introduce

- | | | | |
|--------------|-------------|--------------|------------------|
| • a mountain | • a spot | • different | • a trail |
| • halfway | • top | • round trip | • all year round |
| • a temple | • a shrine | • visit | • wildlife |
| • even | • wild boar | • access | |

Answers

Next page.

Listening

Key words to introduce

- located
- trendy
- fantastic
- a planetarium
- an aquarium
- an adult
- last week
- about

Audio script

One of my favorite places in Tokyo is called Solamachi. Solamachi is located in Sumida ward in Tokyo. It's a really trendy place. There lots of shops, nice restaurants, and fun activities. Plus, it has a fantastic view if you go up Sky Tree. There is also a great planetarium and aquarium. Last week, we went to the aquarium. It was lots of fun. One adult ticket was about 2000 yen. It's easy to get to. Just take the Tobu Skytree Line from Asakasa station. It takes about 3 minutes.

Interview

Sample information for teacher

Name: Nikko
 Where it is: Tochigi
 What it's like: small traditional town with lots of beautiful nature and temples.
 What see/do: You can see Toshogu Shrine. The beautiful Lake Chuzenji and Kegon Falls, which is one of Japan's most beautiful waterfalls.
 How get there: Get the Nikko-Kinugawa Spacia from Ikebukuro to Shimo-Imaichi Station. Travel time 2 hours.
 How much: Cost 3,790 yen one way.

Task

Sample target utterance

- A) Hello. This is Peter. Is Kate there?
 B) Speaking.
 A) Hi, Kate. How are you?
 B) Good. What's up?
 A) Do you have any plans this weekend?
 B) No. I'm free.
 A) Would you like to do something together?
 B) Sure.
 A) Great. I have three ideas. A: We can go hiking at Mt Takao. B: We can go to Skytree or C: We can go to Nikko.
 B) Takao sounds fun. Can you tell me about it?
 A) Sure. (Explains about Takao using information from the reading)
 B) Where would you like to meet?
 A) Let's meet at Takao station at 11:00 am.
 B) OK. How do I get there?
 A) Just take the JR Chou line from Shinjuku station. It costs 550 yen and takes about 40 minutes.

Listening:

Listen to your friend talking about a place they visited last week and fill in "option 2" in the table below.

Track #30

	Option 1	Option 2	Option 3
name of the place	Mt Takao	Solamachi	Nikko
where it is	Hachioji city	Sumida ward	Tochigi pref.
what the place is like	beautiful Mt. + popular hiking place	a trendy place with shops, resaurants, and activities.	small traditional town with temples and nature
what you can do/ see there	hike, see wildlife, see shrines, go to beer garden	shop, go up sky tree, go to planetarium, go to aquarium	see Toshogu shrine, see Lake Chuzenji and Kegon Falls,
how you can get there	Keio line + cable car	Tobu Skytree line	Nikko-Kinugawa special
how much it costs	380 + 900	2000 yen	3790 yen

Interview:

Interview your teacher about a place they recommend visiting in Japan and fill in "option 3" in the table above.

Task:

1. Meet with your teacher and compare the three different options, then decide where you want to go and why.
2. Call your friend on the phone and invite them to come on the day trip with you.

Remember to:

- greet your friend on the phone
- invite your friend to come on the day trip with you
- describe the place you are going to go
- discuss when and where you are going to meet
- discuss how to get there

Homework:

- Write your friend an e-mail explaining the plans and how to get to the meeting place.
- Complete the recommended e-learning activities listed in your pacing document.

Let's practice

Sample target utterance

Making a list = I need to get six apples, 8 oranges, 4 bananas, 3 carrots, 5 sticks of celery, some broccoli etc.

Questions = Where is the celery? It's over there in the produce section?
How much is the bread? It's \$2 a loaf.

Embedded grammar

- obligation = have to / need / need to / should
- countable nouns = apples / carrots / fillets (how many / are / s)
+ adverbs of quantity = not many / a few / some / many / a lot
- uncountable nouns = celery / bread / ham (how much / is)
+ adverbs of quantity = not much / some / a lot

Teaching points

- Brainstorm some different items in a supermarket. Then show the student how items that fall into the categories below are usually uncountable.
liquids (water) / meats (beef) / thought of as weight (rice, pasta, cheese)

Extra activities

- Teach the student some of the content in the table below.

Extra vocabulary	
<p><u>Quantifiers</u></p> <ol style="list-style-type: none"> a pack of chips a tub of yogurt a can of cola a bottle of wine a carton of eggs a case of beer a liter of milk a loaf of bread a jar of pickles a kilo of meat 	<p><u>Questions from a staff member</u></p> <ul style="list-style-type: none"> - Can I help you? - Can I help you with anything? - How can I help you? - What are you looking for? - Is there anything else I can help you with today?

Let's speak

Sample target utterance

Dish Name: Hamburgers

Ingredients: 200 grams of ground beef, 1 bottle of tomato sauce, 12 buns, some mustard, two tomatoes, a head of lettuce, 3 eggs, a pack of sliced cheese. I have some tomato sauce, but I need to buy the rest.

- A) Excuse me. Do you sell ground beef?
B) Yes. We do.
A) Great. Where is it?
B) It's over there in the meat section...

Let's practice

Use the example phrases and the information below to practice going to the supermarket.

Example phrases

- I need five apples.
- I need to buy some milk.
- I should get some nice cheese.
- I have to buy half a kilo of pork.
- I have to get a tub of ice cream.
- Do you have any celery?
- Where is the bacon?
- Where are the apples?
- How much is this yogurt?
- How much are these bananas?

Let's speak

Read the information below, then role-play the situation with your partner.

Situation:

You would like to prepare dinner tonight. Discuss something that you like to cook. Discuss which ingredients you have and which ingredients you need to buy, then go shopping and ask the staff for help if you can't find something.

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them about what you usually buy when you go grocery shopping. Ask them about what they buy.



Goal: Sharing a recipe

Let's start

- fish and chips
- carbonara
- pot stickers
- nachos
- a stir fry
- kebabs
- a quiche
- calamari
- an omelet

Can you name all the different dishes below? What are some of your favorite dishes?



Let's try

Track #32

Listen to the person explain how to make cookies. Number the steps below, then tell your teacher how to make cookies.

- Mix together some butter and some sugar.
- Cook in a 180-degree oven for 12 minutes.
- Mix in some white flour.
- Stir in three eggs.
- Put the cookie mix onto a baking tray.

Progression



Reading homework

Read the recipe on page 93, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to share a recipe with someone.

Discourse competence:

The student should be able to share a recipe with someone by following the 2 steps below:

- State what ingredients are required
- Explain what needs to be done step by step.

You will need some bacon, garlic, oil and pasta.

1. First, chop some bacon and garlic.
2. Then, fry it in some olive oil...

Linguistic competence:

- The student should be able to give instructions.
- The student should be able to sequence instructions.
- The student should be able to state the necessary cooking action (e.g. boil, stir, bake, serve etc.)
- The student should be able to state the necessary ingredients.
- The student should know the names of some famous dishes around the world.

Sociolinguistic competence:

Register: When sharing a recipe with a friend we usually use a casual register. When we share a recipe online [like in a forum or on a website] we use a polite register.

Social rules: We usually only share simple recipes that are possible for the listener to cook

Let's start

Sample target utterance

- Picture #1 is carbonara. Picture #2 is nachos. Picture #3 is fish and chips. Picture #4 is a stir fry. Picture #5 is kebabs. Picture #6 is potstickers. Picture #7 is calamari. Picture #8 is a quiche. Picture #9 is an omelet.

Extra activity

- Discuss where the different dishes are from / popular.

Quiche > French	Bangers and Mash > UK
Nachos > Northern Mexico	Kebab > Middle Eastern, Eastern Mediterranean,
Carbonara > Rome, Italy	Calamari / Dumpling > Many countries
Fish and Chips > UK	Stir fry > Originated in China as a cooking technique

Let's try

Key words to introduce

- mix in / together
- stir in
- put ~ onto
- white flour

Audio scripts

- Track #32
Okay, let's make some cookies. First, mix together some butter and some sugar. Then, stir in 3 eggs. After that, mix in some white flour. Put the cookie mix onto a baking tray and cook in a 180 degree oven for 12 minutes. Finally, enjoy with some milk!

Let's practice

Key words to introduce

- chop
- fry
- a pan
- drain
- pour ~ over
- serve
- peel
- add
- ground coriander
- stock

Sample target utterance

First, chop some bacon and garlic. Then, fry it in some olive oil. After that, cook some pasta in a big pan. Next, mix a little of the pasta water into the bacon and garlic. Then, drain the pasta and add it to the frying pan. Next, mix together eggs and cheese. After that pour the eggs and cheese over the pasta and stir together. Finally, serve with extra cheese and black pepper.

Embedded grammar

- sequencing = first / then / finally etc,

Extra activities

- Do a Google image search for "cooking verbs" and use it practice the different verbs.
- Do a Google image search for "ESL recipe" and use it practice sharing a recipe.
- Teach the student how to use some time clauses e.g. before / after / when
- Teach the student some of the content in the table below.

Extra vocabulary

Cooking verbs

1. heat something
2. get something
3. whisk something
4. grate something
5. store something
6. microwave something
7. simmer something
8. fry something
9. slice something
10. stir something

Questions

- Are you a good cook?
- What do you like to cook?
- What's your favorite recipe?
- How do you make it?
- Then what?
- I've done that. Now what?

Let's speak

Sample target utterance

My favorite dish is carbonara. You will need a bottle of carbonara sauce, 200 grams of spaghetti and 100 grams of bacon. First, cut up the bacon into little pieces, and fry it until it's cooked. Then, fill a large pot halfway full with water and boil the water. When the water boils, add the pasta and cook for 8 minutes. When the pasta is cooked, drain the water and put the pasta and the bacon into a frying pan. Then, add the sauce and cook for 3 minutes. Finally, serve with black pepper.

Let's practice

Use the example phrases and the information below to practice sharing a recipe.

Example phrases

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • First • First of all • To start | <ul style="list-style-type: none"> • Next • Then • After that | <ul style="list-style-type: none"> • Finally • Lastly • To finish |
|---|--|--|

Pasta Carbonara

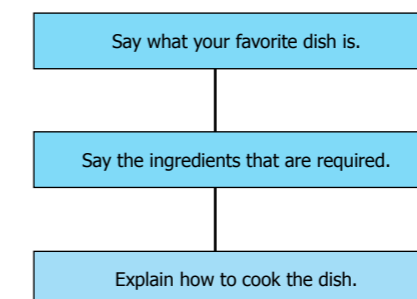
1. Chop some bacon and garlic.
2. Fry the bacon and garlic in some olive oil.
3. Cook some pasta in a big pan.
4. Drain the pasta and add it to the frying pan.
5. Mix the eggs and cheese together.
6. Pour the eggs and cheese over the pasta and stir together.
7. Serve with extra cheese and black pepper.

Carrot & Coriander Soup

1. Peel and chop some carrots.
2. Fry some onion in a large pan.
3. Add ground coriander to the onions.
4. Add the carrots and fry for one minute.
5. Add one liter of chicken stock.
6. Cook for 20 minutes.
7. Use a blender to make the soup smooth.
8. Serve with fresh bread.

Let's speak

Use the steps below to share your favorite recipe.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them how to cook a Japanese dish. Ask them about a dish from their country.



Goal: Inviting someone somewhere

Let's start

- go to the movies
- go to a restaurant
- go shopping
- go for a beer
- come to my birthday party
- watch a baseball game

Match the actions to the pictures, then discuss the ones you want to do this weekend.



Let's try

Tracks #33-34

Listen to Laura read her messages out loud and fill in the blanks.



Progression



Reading homework

Read the conversation on page 94, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to invite their friends to go somewhere with them

Discourse competence:

The student should be able to invite someone out by following the 4 steps below:

- | | |
|---|---|
| 1) Ask when their friends are free | Hi James. Are you free tonight? |
| 2) Ask about interest | Do you like action movies? |
| 3) Make a suggestion / Extend an invitation | How about we go see the new Batman movie? |
| 4) Discuss details | So, let's meet at the cinema at 4:00 |

Linguistic competence:

- The student should be able to name some popular activities that people do together.
- The student should be able to make suggestions.
- The student should be able to extend invitations.

Sociolinguistic competence:

Register: When extending an invitation to a friend you can use a casual register.

Social rules: The student should know how to show empathy when declining a request.

Cultural references: "you wanna" is a casual way of saying "Do you want to"

Let's start

Sample target utterance

- Picture #1 is watch a baseball game, picture #2 is go to the movies, picture #3 is go for a beer, picture #4 is go shopping, picture #5 is come to my birthday party, picture #6 is go to a restaurant.

Teaching point

- Teach the student the difference between "come" and "go"
 - go + there / if both people travel to the same destination = go
 - come + here / if one person travels to another person's destination = come

Let's try

Key words to introduce

- show (a movie)
- why don't we + verb
- how about + ing

Audio scripts

- Track #33
Hi, it's John. Are you busy tonight? Why don't we go to the movies? They are showing that new comedy you want to see.
- Track #34
Hello? Amanda here. Hey, do you have any plans for Saturday? How about going to that nice Thai restaurant near your apartment?

Let's practice

Key words to introduce

- have a picnic
- an aquarium
- a water park
- a museum
- go for a ride

Sample target utterance

Picture #1 picnic

A) Are you busy this weekend?

B) No. I'm free.

A) OK. Let's have a picnic in the park.

B) Sure. Sounds great.

Embedded grammar

- suggestions How about + verb + ing / Why don't we + verb / Let's + verb

Extra activities

- Teach the student how to use Indefinite pronouns (Anything / something / nothing)
e.g. Do you want to do something? / I'm already doing something. / I'm not doing anything.
- Teach the student how to express interest / desire
e.g. Do you want to / Would you like to / Are you interested in / Do you feel like
- Teach the student some of the content in the table below.

Extra vocabulary

Activities

1. go for a drive
2. come over to someone's house
3. do something
4. go to the beach
5. go out for dinner
6. meet up with some friends
7. go to karaoke
8. go bowling
9. grab a coffee
10. catch a movie

Questions about plans

- What are you doing this Saturday?
- What do you feel like doing?
- Do you want to catch a movie?
- Would you like to have dinner?

Questions about details

- What movie do you want to see?
- What time does it start?
- Do you want to meet before the movie?
- When and where do you want to meet?

Let's speak

Sample target utterance

A) Hi. Is Sam there?

B) Speaking.

A) Hi Sam. It's Ben.

B) Hey Ben. What's up?

A) Are you busy this weekend?

B) No. I'm free.

A) OK. Let's go to the museum.

Let's practice

Use the example phrases and the information below to practice extending invitations.

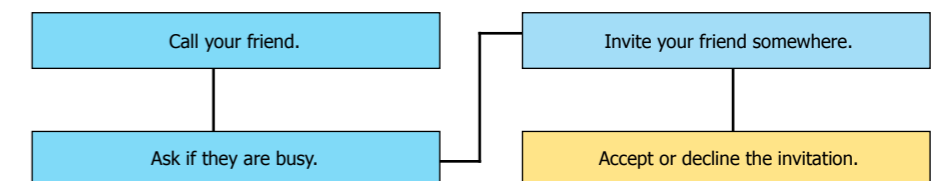
Example phrases

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Are you busy on the weekend? • Do you have any plans tonight? • Are you free this Saturday? | <ul style="list-style-type: none"> • How about going for a coffee? • Why don't we go to the park? • Let's go to the museum. | <ul style="list-style-type: none"> • Sure, sounds great. • Okay, I'm in. • Sorry, I'm a little busy then. • I'd love to, but I have to work. |
|---|--|--|



Let's speak

Use the steps below to role-play inviting your partner to go out somewhere.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.



Writing homework (30-60 words)

Write a short email inviting one of your friends to come to an event with you.



Goal: Ordering food in a restaurant

Let's start

1. T-bone steak
2. soup of the day
3. ice cream
4. roast chicken
5. ravioli
6. lasagna
7. chocolate cake
8. garlic mushrooms

Look at the items in the box and discuss which parts of the menu they belong in. What are some of your favorite starters, main courses, and desserts?



Let's try

Tracks #35-37

Listen to three people order in a restaurant. Make some notes, then tell your teacher what each person ordered.



soup _____
roast chicken _____

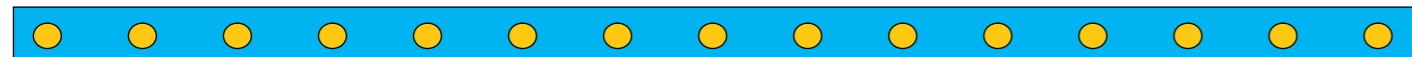


steak _____
vanilla ice cream _____



cup of coffee _____
a piece of cake _____

Progression



Reading homework

Read the menu on page 95, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to interact with a waiter at a restaurant.

Discourse competence:

They should be able to go to a restaurant by following the points below:

- State they have or don't have a reservation Hello. We have a reservation under Smith.
- State their seating preferences Non smoking, please.
- Order a meal I'll have the Turkey Burger.
- Ask for the check Can I have the bill, please?
- Ask about payment options Do you take credit?

Linguistic competence:

- The student should be able to make some basic requests e.g. Can I
- The student should be able to name some popular dishes in different countries.

Sociolinguistic competence:

Non-verbal behaviour: There are different gestures you can do when you ask for the bill.

Register: When talking to staff we usually use a polite register.

Social rules: The waiter will sometimes introduce himself by name.

Cultural references: "What can I gecha?" is a casual way to say "What would you like to order?"

Let's start

Sample target utterance

- T-bone steak is a main course, soup of the day is a starter, ice cream is a dessert, roast chicken is a main course, ravioli is a main course, lasagna is a main course, chocolate cake is a dessert, garlic mushrooms is a starter.

Let's try

Key words to introduce

- to start
- for dessert
- I'll have
- Can I get

Audio scripts

- Track #35
I'll have the soup to start, then the roast chicken, please.
- Track #36
Can I get the steak - medium-rare - and vanilla ice cream for dessert?
- Track #37
Just a cup of coffee and a piece of cake, please.

Let's practice

Sample target utterance

- | | |
|----------------------------------|---------------------------------|
| A) Hello. Table for two, please. | A) Can I have the bill, please? |
| B) Smoking or non smoking? | B) That comes to \$12. |
| A) Non smoking, please. | A) Can I pay by credit card? |
| B) What would you like to order? | B) Sure. |
| A) I'll have the Cheese Tacos. | A) Here you are. |
| B) Anything else? | B) Please sign here. |
| A) That's all. | A) OK. |

Embedded grammar

- requests Can I + verb

Teaching point

- Teach the student that we say "the" when ordering if we say the name of something on the menu. e.g. I'll have the Chicken Tacos.
- Teach the student that we say "a" when ordering if we say the name of a drink or something that is not specific. e.g. I'll have a Coke.

Extra activities

- Teach the student how to order fast food.
- Teach the student how to sequence their order. e.g. For starters / For mains / For dessert.
- Teach the student how to ask for a recommendation.
- Teach the student some of the content in the table below.

Extra vocabulary

Dishes from around the world

1. a Chimichanga - USA
2. Tandoori chicken - India
3. Poutine - Canada
4. Gapao - Thailand
5. Shepherd's pie - Britain
6. Pho - Vietnam
7. Fish and chips - Britain
8. Chilli crab - Singapore
9. Chicken parm - Australia
10. Chicken rice - Singapore

Questions from staff

- Do you have a reservation?
- How many people?
- Are you ready to order?
- What can I get you?
- What would you like to drink?
- Would you like anything for dessert?
- Is there anything else?
- How would you like to pay?

Let's speak

Sample target utterance

Same as above

Let's practice

Use the example phrases and the information below to practice ordering food in a restaurant.

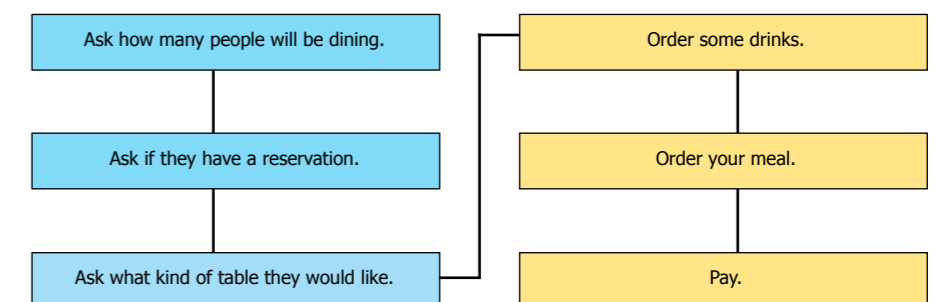
Example phrases

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> We have a reservation under Smith. Table for two, please. Non-smoking / smoking. | <ul style="list-style-type: none"> I'd like the Beef Tacos. I'll have the Turkey Burger. Can I get the Greek Salad? The BBQ Sandwich, please. | <ul style="list-style-type: none"> That's all. Can I have the bill, please? Can I pay by credit card? Here you are. |
|--|---|---|



Let's speak

Use the steps below to role-play ordering food in a restaurant.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them about your favorite restaurant and what you usually order when you go there.

20

Milestone Party time

Situation:

You are planning a party for you and your friends, but you don't know what to serve. Use the reading, listening, and interview sections to get some ideas for recipes from your friends.

Reading:

Read the messages on the phone, answer the questions, then fill in the first column in the table on the next page.



1. What day is the party?
Sunday
2. What time does the party start?
12:00
3. What food does Jane recommend?
Hot dogs
4. How do you cook hot dogs?
You boil them for a few minutes.
5. What ingredients do you need to buy?
Hot dogs (franks) and hot dog buns

Milestone lesson flow

This lesson presents a problem that the student needs to solve. Read the situation, then use the content from the three sections (Reading, Listening, and Interview) to complete the final task.

Milestone lesson goal

By the end of the lesson, the student should be able to take part in a conversation with the teacher where they plan the menu and create a shopping list for a party taking into account three recipes.

Discourse competence:

The student should be able to plan the party following the steps below.

1. Discuss what food you are going to serve at the party
2. Create a shopping list and decide which items you need to buy
3. Invite your friend to the party
4. Tell your friend what to bring

Linguistic competence:

- The student should be able to state the ingredients they need. e.g. I need two cans of tomatoes and...
- The student should be able to use singular and plural grammar [countable / uncountable nouns].
- the student should be able to make suggestions / extend invitations
- The student should be able to make requests

Sociolinguistic competence:

Social rules: When invited to a party it's customary to offer to bring something e.g. food or drinks

Reading

Key words to introduce

- not really
- I've never + pp + before
- enough

Progression



Listening

Key words to introduce

- recommend
- vegetable
- prepare
- a little
- serve
- cost
- about

Audio script

Track #38

I recommend that you cook vegetable soup for your party. It's very easy to prepare. You need an onion, a potato, and about 500 grams of any kind of vegetable. Cook the onion and potato in a little oil, then mix in the vegetables and some chicken stock and boil for about 25 minutes. It's great because it's easy to cook and very cheap. It will serve about 8 people and cost \$5-10.

Interview

Sample information for teacher

Name:	Chicken skewers
Ingredients:	300 grams of chicken breast, 2 bell peppers, an onion.
How to cook it.	Chop up the chicken, the bell peppers, and the onions then put them on the skewers. Cook for about 4 minutes on each side
How much it costs	\$5
How many people it serves	2

Task

Sample target utterance

Task 1

- A) What are you going to serve at the party?
 B) I'm going to serve hot dogs, vegetable soup, and Chicken skewers.
 A) What ingredients do you need to buy?
 B) I have some chicken, and some hot dogs at home, so I'll need to buy some hot dog buns, some onions, a potato, and some chicken stock.

Task 2

- A) Hi James. Are you free this Sunday?
 B) Yes. What's up?
 A) I'm having a party. Would you like to come?
 B) Sure. Where is it? ...

Extra activities

- After the student has finished their speech and invited questions, ask the student some follow-up questions either about themselves or their friends.
- After you have completed the role play one time. Give the student some feedback and then do it again. Time permitting, you are welcome to do this multiple times.

Listening:

Track #38

Listen to your friend recommending a dish for your party, then fill in the second column in the table below.

	Dish 1	Dish 2	Dish 3
name of the dish	Hot dogs	Vegetable soup	Chicken skewers
ingredients	Hot dogs and hot dog buns	an onion, a potato, chicken stock, 500 grams of any vegetable	300 grams of chicken breast, 2 bell peppers, an onion
how to cook it	Boil the hot dogs for a few minutes then serve.	Cook the onion and potato then mix in the vegetables and some chicken stock and boil for 25 minutes.	Chop up the chicken, the bell peppers and the onions, then put them on the skewers. Cook for 4 minutes on each side.
how much it costs	\$4	\$5-10	\$5
how many people it serves	6	8	2

Interview:

Interview your teacher about what they recommend you prepare for your party and fill in the third column in the table above.

Task:

1. Meet with your teacher and discuss what food you are going to serve at the party. Create a shopping list and discuss which ingredients you will need to buy and which ingredients you already have at home.
2. Call your friend on the phone and invite them to the party. Tell them what time the party starts, where it is, how to get there, what you are going to do at the party, what food you are going to serve, and what they should bring.

Homework:

- Write an invitation to the party. Make sure to tell the guests all the necessary details about the party.
- Complete the recommended e-learning activities listed in your pacing document.



Goal: Describing clothes

Let's start

- I'm wearing a gray jacket.
- I have a blue vest.
- My scarf is dark blue.
- I have a white hat.

Match the descriptions to the people below.



Let's try

Tracks #39-42

Listen to the people describe what they are wearing. Make some notes, then tell your teacher about each person.

Man: James / work in an office
wearing a grey suit, a white shirt, and a blue tie.

Woman: Susan / going to a party tonight
wearing a green dress and black shoes.

Boy: Jacob / school / no uniform
wearing shorts and a T-shirt

Girl: Mia / visit her grandmother
wearing a blouse and jeans.

Progression



Reading homework

Look at the picture on page 96, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to describe what someone is wearing.

Discourse competence:

The student should be able to talk about clothes by following the two steps below.

- State what they are wearing today.
- State what they wear on different days of the week.

e.g. I'm wearing a black sweater, blue jeans, and black shoes. I usually wear a uniform to work during the week. On the weekend, I usually wear jeans and a T-shirt. What do you usually wear during the week?

Linguistic competence:

- The student should be able to use the present progressive tense to describe ongoing actions.
- The student should be able to name different articles of clothing.

Sociolinguistic competence:

Register: When talking to a friend about your clothes you usually use a casual register.

Social rules: We usually don't ask someone what size their clothes are.

Cultural references: The student should be knowledgeable about regional differences in regards to what different pieces of clothing are called. e.g. slacks vs trousers

Let's start

Sample target utterance

- #1 is "I have a blue vest."
- #2 is "I have a white hat"
- #3 is "I'm wearing a gray jacket"
- #4 is "My scarf is dark black"

Let's try

Key words to introduce

- a uniform
- a blouse
- visit

Audio scripts

- Track #39
Hi, I'm James. I work in an office, so I'm wearing a grey suit, a white shirt, and a blue tie.
- Track #40
Hello, my name's Susan. I'm going to a party tonight, so I'm wearing a green dress and black shoes.
- Track #41
Hello, I'm Jacob. Today is a school day, but I don't have a uniform. I'm wearing shorts and a T-shirt.
- Track #42
Hi, I'm Mia. We are going to visit my grandmother today. I'm wearing a blouse and jeans.

Let's practice

Sample target utterance

- What you are wearing now

- A) What's he wearing?
 B) He's wearing a bowtie, a shirt, a brown leather belt and white pants. He also has a bag.
 A) Is he wearing a watch?
 B) Yes, he is.
 A) Does he have a hat?
 B) Yes, he does.
 A) What kind of shirt is he wearing?
 B) He's wearing a dress shirt.

Sample target utterance

- What you usually wear

- A) What do you usually wear at work?
 B) I usually wear a suit.

Sample target utterance

- Describing clothes

- A) What's your favorite item of clothing?
 B) My new jacket.
 A) What is it made of?
 B) It's leather.

Embedded grammar

- present progressive (I am / she is / he is / it is / we are / they are / + verb + ing)
 e.g. I am wearing a hat.

Extra activities

- Create a mindmap for different clothing words.
- Google some celebrities and have the student describe what they are wearing.
- Role-play describe what someone looks like and what someone is wearing so you can recognize them when you meet them.
- Teach the student some of the content in the table below.

Extra vocabulary

Types of shirts

- a dress shirt
- a flannel shirt
- a cotton shirt
- a plain shirt
- a light blue shirt
- a dark blue shirt
- a checked shirt
- a pokka dot shirt
- a polo shirt
- a striped shirt

Questions

- What are you wearing?
- What has he got on?
- Who's wearing?
- When do you usually wear...?

Let's speak

Sample target utterance

- A) What is your favorite peice of clothing?
 A) Why?
 A) What are you wearing now?
 A) What do you usually wear at work?
 A) What do you usually wear when you are not at work?

Let's practice

Use the example phrases and the information below to practice describing clothes.

Example phrases

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> I'm wearing a white dress shirt. He's wearing a pair of black leather shoes. She's not wearing a belt. They're wearing sandals. | <ul style="list-style-type: none"> I usually wear a suit and tie at work. I like wearing colorful clothes. I sometimes wear a sweat suit at home. | <ul style="list-style-type: none"> My favorite item of clothing is my pink sweater. This scarf is made of cashmere. This jacket has three pockets. |
|--|--|---|



Let's speak

Read the information below, then complete the interview.

Situation:

You want to learn more about how your partner dresses. Find out what their favorite piece of clothing is and why. Find out what they are wearing now, plus what they usually wear when they are at work, and what they wear when they are not at work.

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them what clothes you usually wear and describe your favorite item of clothing.



Goal: Going clothes shopping

Let's start

1. shoes
2. a shirt
3. a dress
4. socks
5. a skirt
6. pajamas
7. a jacket
8. a suit
9. jeans
10. shorts

Put the types of clothes in the box into the correct column of the table below. What other clothing-related words do you know?

Clothing	
<ul style="list-style-type: none"> • Singular (a / is / this / that / it / it) a shirt a dress a skirt a jacket a suit	<ul style="list-style-type: none"> • Plural (~s / are / these / those / they / them) shoes socks pajamas jeans shorts

Let's try

Track #43-45

Listen to the three people go shopping. Make some notes, then tell your teacher what each person bought and how much they paid for it.



went clothes shopping last weekend. bought a new shirt. It's yellow, her favorite color. \$25.

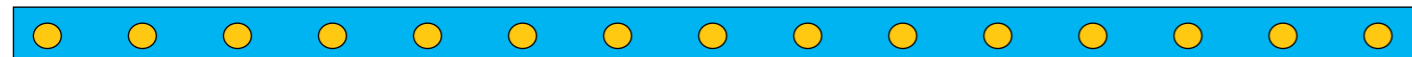


went to a clothes store / Sunday / suit / 2 pairs of pants / \$350



went to a dept store / having a sale / bought a dress / \$75

Progression



Reading homework

Read the conversation on page 97, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to go clothes shopping and interact with a sales clerk.

Discourse competence:

The student should be able to go shopping using the 6 steps below:

- 1) Get the staff's attention.
- 2) Explain what they are looking for.
- 3) Ask about size and price.
- 4) Ask to try something on.
- 5) Give their opinion.
- 6) State they want to buy an item.

Linguistic competence:

- The student should be able to name various items of clothing.
- The student should be able to use singular and plural grammar.
- The student should be able to use object pronouns. e.g. I'll take it. I'll take them.

Sociolinguistic competence:

Register: When talking to a sales clerk a polite register is usually used.

Social rules: When complaining, we usually say "a little" instead of "too". e.g. It's a little big = It's too big.

Cultural references: The student should be knowledgeable about regional differences in regards to what different pieces of clothing are called. e.g. slacks vs trousers

Let's start

Extra activity

- Have the student make some singular and plural sentences.
e.g. I want a shirt. This shirt is nice.
e.g. I like these shorts. How much are those pajamas?

Let's try

Key words to introduce

- to + verb (purpose)
- a pair of
- only

Audio scripts

- Track #43
I went clothes shopping last weekend. I bought a new shirt. It's yellow, my favorite color. It cost \$25.
- Track #44
I went to the clothes store on Sunday to buy a new suit. I bought a great suit with two pairs of pants. The total cost was \$350.
- Track #45
Last week I went to a department store. They were having a sale, so I bought this dress. It was only \$75!

Let's practice

Sample target utterance

- | | |
|--|------------------------------|
| A) Can I help you? | A) Here you are. |
| B) I'm looking for a new shirt. | B) How much is it? |
| A) Which one do you like? | A) Its \$34. |
| B) I like this red one. Can I try it on? | B) Can I try it on? |
| A) How is it? | A) Sure. How is it? |
| B) This is too big. Do you have a size 12? | B) It's great! I'll take it. |

Embedded grammar

- Singular and plural grammar (demonstratives / subject pronouns / object pronouns)
I like this > How much is it? > It's \$4 > Can I try it on? > How do you like it? > It's great > I'll take it.
I like these > How much are they? > They are \$4 > Can I try them on? > How do you like them? > They are great > I'll take them.

Teaching point

- We usually only use a demonstrative (this / that / these / those) once. After we use demonstrative we usually use a pronoun. We can use the pronoun unlimited times. E.g. I like this cap. How much is it? I'll take it.

Extra activities

- Teach the student how to use a relative clause to describe something they are looking for. e.g. I'm looking for a dress that is pink.
- Teach the student some of the content in the table below.

Extra vocabulary

common clothing

- trainers
- a hoddie
- a singlet
- overalls
- a vest
- a blazer
- a uniform
- a blouse
- flip flops
- a swimsuit

Questions

- Welcome to UniQlo. Can I help you?
- What are you looking for today?
- What kind of jacket would you like?
- What size would you like?
- Let me show you what we have.
- How about this one?
- Which one do you like?
- How do you like it?
- Would you like to try it on?

Let's speak

Sample target utterance

Same as above

Let's practice

Use the example phrases and the information below to practice going clothes shopping.

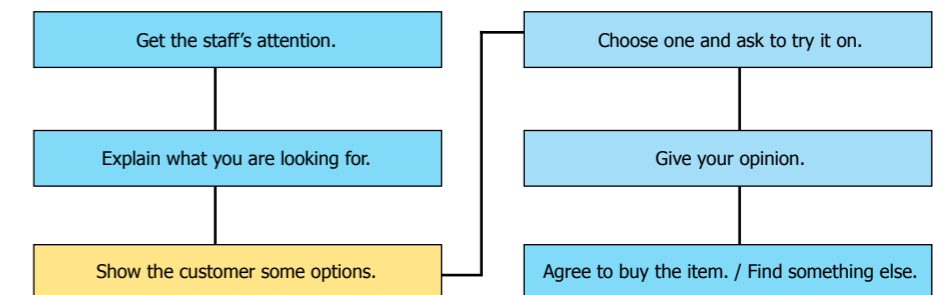
Example phrases

- | | |
|---|---|
| <ul style="list-style-type: none"> I'm looking for a new shirt. I'd like a casual one. I like this one. Those are nice. What size are they? How much is it? | <ul style="list-style-type: none"> Can I try them on? It's too big. Do you have a size 12? I don't like this color. Do you have this in blue? It's a bit expensive. Do you have a cheaper one? They're great! I'll take it. |
|---|---|



Let's speak

Use the steps below to role-play going clothes shopping.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them about the last time you went clothes shopping. Tell them what you bought and why you bought it.

Lesson
23



Goal: Paying for things

Let's start

- dollar
- cent
- euro
- yen
- pound
- pence




Match the currencies to the different pictures from the auction website below, then read the prices out loud.

Let's try

Tracks #46-48

Listen to the three people talk about their recent purchases. For each person, note down how much they paid, and how much change they received.

		
Paid \$1.50	Paid \$5.75	Paid \$3.15
Change 50 cents	Change \$4.25	Change \$1.85

Progression



Reading homework

Read the conversation on page 98, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to go shopping and pay for something.

Discourse competence:

The student should be able to talk about a purchase using the two steps below:

- 1) state what you bought
 - 2) state how much something cost
- e.g. I bought this newspaper. It cost \$2.

The student should be able to go shopping and pay for something using the two steps below:

- 1) ask the price of something (singular / plural) e.g. How much is this?
- 2) ask about payment e.g. Is credit OK?

Linguistic competence:

- The student should be able to name some basic items in a supermarket.
- The student should be able to use singular and plural grammar. e.g. How much is this? It's.. / How much are these? / They are...
- The student should be able to state some different currencies and what countries use them.

Sociolinguistic competence:

Register: When talking to staff we usually use a polite register.

Social rules: We usually use the smallest note to pay for something. e.g. we wouldn't use a \$100 note to buy a stick of gum.

Cultural references: There are different words for money in each country e.g. In the US people can say "bucks" instead of dollars. In Australia people usually use their cash card to pay for things at the supermarket. This system is called EFTPOS.

Let's start

Answers

10 pence / 1825 yen / 425 pounds / 99 cents / 49 euros / 20 dollars

Extra activity

Name some different countries then see if you can name the currency they use. This can be a game.

Let's try

Key words to introduce

- paid
- bought
- so (reason)
- change

Audio scripts

- Track #46
This newspaper was \$1.50. I paid with two dollars, so I got fifty cents change.
- Track #47
I bought a sandwich for \$5.75. I paid with a ten dollar bill, so I got four dollars and twenty five cents change.
- Track #48
This coffee was \$3.15. I paid with a five dollar bill, so I got one dollar and 85 cents change.

Let's practice

Sample target utterance

- | | |
|---|------------------------------------|
| A) How much is this watermelon? | B) That comes to \$13.30. |
| B) It's \$5.30. | A) Do you take credit cards? |
| A) How much are these strawberries? | B) Yes, we accept all major cards. |
| B) They are six for \$4. | A) OK. Visa, please |
| A) I'd like 12 strawberries and one watermelon. | B) Can you sign here please? |
| How much is that in total? | A) Sure. |

Embedded grammar

- | | |
|----------------------------------|---|
| • pronoun | adjective |
| this / that / that over there | this one / that one / that one over there |
| these / those / those over there | these ones / those ones / those ones over there |

Extra activities

- Use Google image search to pull up some images of supermarket catalogs. Have the student read the prices. You can also turn this into a role-play.
- Role-play paying by credit card for something but there is a problem with the card.
- Discuss how you pay for different things and why.
e.g. I usually pay for drinks with my Suica because it's so convenient.
- Discuss the most expensive things you have bought.
- Discuss what you bought this week and how much you paid.
- Teach the student some of the content in the table below.

Extra vocabulary

Things in a supermarket

- vegetables
- chips
- eggs
- mushroom
- margarine
- beans
- cereal
- diapers
- detergent
- deodorant

Questions

- How much is that it total?
- Cash or charge?
- Please enter your PIN number.
- How many would you like?

Let's speak

Sample target utterance

- A) Where are you from James?
 B) I'm from New York.
 A) Where do you usually buy groceries?
 B) I usually buy them from the supermarket.
 A) How much does a watermelon usually cost?

Let's practice

Use the example phrases and the information below to practice paying for things.

Example phrases

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> What's the price of this pasta? How much is that watermelon? How much are these strawberries? How much do those cost? How much is it for three apples? | <ul style="list-style-type: none"> I'd like three bananas and two lemons. How much is that in total? What's on sale at the moment? I'll take three. | <ul style="list-style-type: none"> Here's a twenty. Here you are. Do you take credit cards? Can I get a receipt? |
|--|--|--|



Let's speak

Read the information below, then complete the interview.

Situation:

You want to learn more about your partner's country. Find out where they usually shop and how much different things cost.

Find out about

- groceries
- restaurants
- clothing
- electronics

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them what you bought on your last holiday and how much it cost.



Goal: Describing a lost item

Let's start

- a briefcase
- a messenger bag
- a suitcase
- a backpack

Describe the pictures below. Can you think of three things that might be in each bag?



Let's try

Tracks #49-52

Listen to the four people each describe a lost item. Make some notes, then tell your teacher about each person.



Carla

umbrella _____
left _____
bus _____



Dennis

wallet _____
dropped _____
restaurant _____



Abbie

car keys _____
had on Monday _____
can't find _____



Suzie

black bag _____
on vacation _____
passport money _____

Progression



Reading homework

Read the notice on page 99, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to describe a lost item.

Discourse competence:

The student should be able to describe a lost item by following the 3 steps below:

- 1) describe what it looks like
- 2) describe the contents
- 3) give their contact information

e.g. I need to report some lost property. I've lost my bag. It's a black backpack. It's about this big. It has three pockets. There is a laptop and two books inside it. My name is ... and my phone number is...

Linguistic competence:

- The student should be able to conjugate the present perfect tense. e.g. I have lost my bag.
- The student should be able to use the past tense. e.g. I left it on the train.
- The student should be able to describe features using "have". e.g. The bag has two straps.

Sociolinguistic competence:

Non-verbal behaviour: You can say "yay" and gesture with your hands to show the size of something e.g. It's yay big.

Register: When describing a lost item to staff you can use a polite register.

Let's start

Answers

- | | | | |
|----------------------|-----------------|-----------------|----------------|
| a briefcase | a backpack | a messenger bag | a suitcase |
| - documents | - a book | - a PC | - clothes |
| - smartphone charger | - a Nintendo DS | - a notebook | - a toothbrush |
| - an ID card | - sunglasses | - a textbook | - socks |

Let's try

Key words to introduce

- leave / left
- find
- drop / dropped
- anywhere
- when

Audio scripts

- Track #49
It was raining yesterday, but I lost my umbrella! I think I left it on the bus.
- Track #50
Oh no! I can't find my wallet. Maybe I dropped it in the restaurant.
- Track #51
Last week I lost my car keys. I had them on Monday, but on Tuesday I couldn't find them anywhere.
- Track #52
I lost my bag when I was on vacation. It was a black backpack with my passport and money in it.

Let's practice

Sample target utterance

- A) What's wrong? B) It's pink. It's about this big.
 B) I need to report some lost property. A) What does it have in it?
 A) What did you lose? B) Two tennis rackets and some other tennis stuff.
 B) My sports bag. A) OK. Can I have your name and phone number please?
 A) Do you know where you lost it? B) Sure it's Ben Smith 555 123 456
 B) I think I left it on the train. A) OK. If we find it, we will give you a call.
 A) What does it look like?

Embedded grammar

- Present perfect
 (S) + have + past participle e.g. I have lost my bag.
 Used to describe an action that happened in the recent past but is still affecting the current situation.
- Past tense (irregular)
 have > had / leave > left

Extra activities

- Use Google image search to pull up some different kinds of bags. Introduce the different types to the student.
- Do a role-play in which a student goes to claim some lost property and the officer quizzes them as to the contents to make sure they are telling the truth.
- Discuss some different items you have lost.
- Teach the student some of the content in the table below.

Extra vocabulary

Contents

- a document
- a charger
- an ID card
- a comb
- a pencil case
- a key
- glasses
- a lighter
- a USB cable
- a battery pack

Questions

- When did you lose it?
- What does it look like?
- What does it have in it?
- Can you describe the bag?
- Can you describe the contents?
- What's your contact information?

Let's speak

Sample target utterance

Same as above

Let's practice

Use the example phrases and the information below to practice describing a lost item.

Example phrases

- I need to report some lost property.
- I've lost my bag.
- Has anyone handed it in?
- I think I left it on the train.
- I don't know where I left it, but I last had it about 30 minutes ago.
- It's pink.
- It's about this big.
- It has two red straps.
- It has lots of stickers on it.
- It has my camera inside.
- There are some books inside.



Let's speak

Read the information below, then role-play the situation with your partner.

Situation:

You are on vacation. You have lost your bag. It has lots of important things in it. Go to the lost and found office and see if they have your missing bag.

Make sure to:

- describe what the bag looks like
- describe what's in the bag

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

You just lost your bag. Write a short description of it for the lost property report.

Milestone

The perfect gift

Situation:

You need to buy a birthday present for your friend Sophia, but you don't know what to buy. Use the activities to figure out the perfect present, then go shopping for it.

Reading:

Read Sophia's recent blog post, then answer the questions below.

1. What does Sophia like shopping for?
2. Why were the stores having a sale?
3. What did she buy?
4. What's her favorite color?
5. How much were the glasses?



www.sophia.com

Blog x Weather x Games x +

Sophia's Blog

Shopping trip / Friday 28th

I love shopping, especially for clothes! Today I went to the mall on my way home. Because today is the first day of spring, lots of stores were having sales. I found some great bargains. I bought this cool blue shirt. I love long sleeved shirts, plus blue is my favorite color. I got these jeans on sale, too. They are very comfortable. The last thing I bought was this pair of glasses. They are light and they look really cool. I love the design. They were really cheap, too. They only cost \$20.



Milestone lesson flow

This lesson presents a problem that the student needs to solve. Read the situation, then use the content from the three sections (Reading, Listening, and Interview) to complete the final task.

Milestone lesson goal

By the end of the lesson, the student should be able to decide on a birthday present for their friend, and go shopping for it.

Discourse competence:

The student should be able to go shopping by following the points below:

- 1) Explain the situation to the staff and ask for advice
- 2) Give your opinion of the different items the staff suggests
- 3) Describe what you want
- 4) Purchase the present.

Linguistic competence:

- The student should be able to use some vocabulary related to types of clothes.
- The student should be able to use some typical shopping expressions.

Sociolinguistic competence:

Register: When talking to shop staff you can use a casual or a polite register.

Reading

Key words to introduce

- especially
- long sleeved
- light
- on my way home
- plus
- look
- a bargain
- on sale

Answers

1. She likes shopping for clothes.
2. The stores were having a sale because it was the first day of spring.
3. She bought a cool blue shirt, jeans, and a pair of glasses.
4. Her favorite color is blue.
5. They were \$20.

Listening

Key words to introduce

- think of doing
- give / gave
- scary
- a science fiction
- jewelery
- move / moved
- vase
- something like that

Audio script

- Track #53
Next week is my friend Sophia's birthday. She loves movies so I'm thinking of buying her a DVD. Last year, I gave her a book about horror movies and she loved it. Sophia really likes scary movies and science fiction movies so I think I will buy her the movie Alien. She doesn't have that one.
- Track #54
I'm not sure what to buy Sophia. She loves clothes and accessories. Maybe, I'll buy her a nice scarf or maybe some jewelry.
- Track #55
Sophia just moved last week. I think she might like something for her new house. Maybe, I'll buy her a vase or something like that.

Interview

Sample information for teacher

Who: my friend
 What: a tie
 What it looks like: It's grey with black and white stripes
 When: for my birthday
 Opinion: I like it. I wear it a lot

Task

Sample target utterance

Task 1
 Decide to buy: Clothes

Example answer

- A) Hello. Welcome to ABC clothing. Can I help you?
 B) Yes, I'm looking for a present for my friend.
 A) What's the occasion?
 B) It's her birthday.
 A) Great. What does she like?
 B) Well, she loves very bright and colorful clothing.
 A) OK. One moment, please. How about this?
 B) It's OK.
 A) OK then. How about this one?
 B) Hmm, do you have anything else?
 A) OK. One moment, please. How about this?

Listening:

Track #53-55

Listen to three of your friends talk about what they are thinking about buying Sophia for her birthday. Make some notes, then tell your teacher about each person.

- **Martin**
Alien on DVD _____
- **Claire**
a nice scarf or some jewelery _____
- **Jane**
a vase or something like that _____

Interview:

Interview your teacher about a present they recently received. Find out who gave it to them, what it looks like, when they received it, and their opinion of it.

1. What's a present you received recently? _____
2. Who gave it to you? _____
3. What does it look like? _____
4. When did you receive it? _____
5. What's your opinion of it? _____

Task:

1. Meet with your teacher and discuss what you are thinking about buying Sophia for her birthday. Compare the different options and decide what you are going to buy her.
2. Go shopping and find the perfect gift for Sophia.

Remember to:

- describe what you are looking for
- find out how much the item costs
- give your opinion of the different items the staff member shows you

Homework:

- Write your friend an e-mail explaining what you plan to buy for Sophia's birthday and why.
- Complete the recommended e-learning activities listed in your pacing document.

Lesson
26



Goal: Asking for information at the airport

Let's start

1. runway
2. gate
3. immigration
4. security check
5. duty-free shop
6. baggage claim

Match the parts of an airport to the definitions below. What are some other things you usually see at an airport?

- 6 I collect my baggage here.
- 1 The plane takes off here.
- 3 The officer checks my passport and visa here.
- 2 I get on the plane here.
- 5 I buy souvenirs here.
- 4 The officer checks my baggage here.

Let's try

Tracks #56-59

Listen to the four people talk to staff at the airport. Make some notes, then tell your teacher what each person wants.



Stacy

go downtown
quickly
taxi



Dennis

ticket to
central
station



Abbie

bus
central station
when
leave



Suzie

recommend
good hotel
near
South St.
Station

Progression



Reading homework

Read the boarding pass on page 100, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to ask for information at the airport.

Discourse competence:

The student should be able to ask for information at the airport using the four techniques below:

- ask where things are
e.g. Where is the information desk.
- ask what time trains and busses leave
e.g. When does the bus leave?
- purchase transportation tickets
e.g. Two one-way tickets, please.
- ask for recommendations
e.g. What restaurants do you recommend?

Linguistic competence:

- The student should be able to use the definite article when referring to something specific e.g. the Takasaki line
- The student should be able to use prepositions of time e.g. It leaves at 5:00
- The student should be able to use the present tense to state when a future scheduled action will happen. e.g. The train leaves in ten minutes.

Sociolinguistic competence:

Register: When asking staff for information a polite register is used.

Let's start

Answers

- 1. runway The plane takes off here.
- 2. gate I get on the plane here.
- 3. immigration The officer checks my passport and visa here.
- 4. security check The officer checks my baggage here.
- 5. duty-free shop I buy souvenirs here.
- 6. baggage claim I collect my baggage here.

other things you usually see at the airport

- a planes - duty free shops - check in counter - a hanger
- a runway - baggage claim - a lounge - arrival's board

Let's try

Key words to introduce

- quickly • get a taxi • leave • a terminal

Audio scripts

- Track #56
I need to go downtown quickly. Where can I get a taxi?
- Track #57
Excuse me, I'd like a ticket to Central Station, please.
- Track #58
What time does the bus to the South Terminal leave?
- Track #59
Excuse me, can you recommend a good hotel near South Street Station?

Let's practice

Sample target utterance

- Lisa
- Which train goes to South St. Station?
 - How long does it take to get there?
- What time does the train leave?
 - Where can I buy a ticket?
 - Do you know where the lockers are?

Embedded grammar

- Present simple (future)
We can present simple to describe future events when they are written on a time table.
e.g. The trains leaves at 8:00. (It's in the future, but it leaves at that time every day)

Extra activities

- Practice giving directions around the airport.
- Practice buying train tickets. Teach them the following structure. (NUMBER) (AGE) (TYPE) tickets to (PLACE) e.g. I'd like two adult one-way tickets to Tokyo, please.
- Practice giving recommendations.
- Discuss things you like and don't like about airports.
- Teach the student some of the content in the table below.

Extra vocabulary

Airport words	Questions
1. a boarding pass	- How can I help you?
2. carry-on luggage	- Where do you want to go?
3. baggage claim	- Single or return?
4. customs	- One-way or round trip?
5. delayed	
6. identification	
7. on time	
8. a stopover	
9. a visa	
10. liquids	

Let's speak

Sample target utterance

- A) Excuse me.
- B) Hi. How can I help you?
- A) What's the best way to get to the Maxis hotel?
- B) There is a bus.
- A) Where do I catch the bus from?
- B) Bus bay 8.
- A) OK. How much is a ticket?
- B) \$5
- A) OK. One ticket please. And when does the next bus leave?
- B) In 10 minutes.
- A) OK. Great. Also, could you give me some information about fun things to do in the area?
- B) Sure. Here is a pamphlet. It has information about the local attractions.
- A) Thank you.

Let's practice

Use the example phrases and the information below to practice asking for information at the airport.

Example phrases

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> What's the best way to get to the Plaza Hotel? What time does the next train leave / arrive? How long does it take to get there by bus? | <ul style="list-style-type: none"> Which bus goes to the Plaza Hotel? Where can I buy a ticket? How often does the train run? How much is one adult ticket to South Street Station? | <ul style="list-style-type: none"> I'd like to stay somewhere in the city. Can you recommend a good hotel? Do you know any good restaurants near here? |
|---|---|--|



Name: Lisa Booth
Wants: - train information for South Street Station
- to know where the lockers are



Name: Antonia Velez
Wants: - to know how to get to the Plaza Hotel
- tickets for her and her children



Name: Jason Brown
Wants: - taxi information for downtown
- information about local restaurants and cafes



Name: Simon Smith
Wants: - hotel information
- bus information
- information about local sightseeing sports

Let's speak

Read the information below, then role-play the situation with your partner.

Situation:

You just arrived at Sydney airport. You are staying at the Maxis Hotel, but you don't know how to get there. Find out how to get to your hotel, then buy a ticket. Also, get some recommendations for fun things to do in the area.

Make sure to ask about:

- directions
- the train / bus schedule
- ticket prices

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to the hotel you are planning to stay at. Ask them for information about airport transfers and the local area.



Goal: Taking a taxi

Let's start

Match the words to their definitions, then ask your teacher one question using each of the words in the vocabulary box.

1. trunk
2. hail
3. cab
4. fare
5. destination
6. surcharge
7. cabbie

- 3 another name for a taxi
- 1 the back part of a taxi where you put your luggage
- 2 to ask a taxi to stop for you so you can get in
- 5 the place you want to go to
- 4 the cost of your trip in the taxi
- 6 an extra fee you need to pay
- 7 the person who drives a taxi

What are some places you often take taxis to?

Listen to three people take a taxi. Make some notes, then tell your teacher about each person.

Track #60-62



catch train _____
take to _____
central station _____



take to hotel _____
Grand Plaza _____



take to airport _____
quickly _____

Progression



Reading homework

Read the signs on page 101, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to take a taxi and communicate with the driver.

Discourse competence:

The student should be able to take a taxi someone by following the 4 steps below:

- 1) state where they want to go
 - 2) state where something is located
 - 3) ask about payment
 - 4) state where to stop the taxi
- e.g. I'd like to go to the Plaza Hotel, please. It's near the station. You can stop here. How much is it? Keep the change.

Linguistic competence:

- The student should be able to use the relative adverb "where" e.g. The trunk is where you put your luggage.
- The student should be able to use prepositions of place e.g. on Main Street
- The student should be able to use some vocabulary related to taxis. e.g. the meter

Sociolinguistic competence:

Non-verbal behaviour: The student should know how to hail a taxi
Register: When taking you taxi you can use a casual or a polite register depending on the driver.
Social rules: It's customary to tip a taxi driver in the USA.
Cultural references: "Where to" is a common expression used by drivers which means "Where are you going to?"

Let's start

Answers

- trunk = Can you open the trunk?
- hail = How do you hail a cab?
- cab = When was the last time you took a cab?
- fare = How much is the fare to your house?
- destination = What is your destination?
- surcharge = Is there a surcharge?
- cabbie = Do you want to be a cabbie?

Let's try

Key words to introduce

- catch a train
- take someone somewhere

Audio scripts

- Track #60
I need to catch my train. Can you take me to Central Station?
- Track #61
Please take me to my hotel - the Grand Plaza.
- Track #62
Take me to the airport, please - and quickly.

Let's practice

Sample target utterance

- | | |
|---|---------------------------------------|
| A) Where to? | B) You can stop here. How much is it? |
| B) Please take me to the National Theater | A) \$10. |
| A) Where is that? | B) Can I pay by credit card? |
| B) It's on Main St. | A) Sure. |
| A) Ah OK. I know it. | B) Here's the tip. |

Embedded grammar

- Prepositions of place
near / on / across from / next to / in the middle

Extra activities

- Teach the student different phrases or gestures they can use to hail a cab.
- Brainstorm some questions that passengers are frequently asked by friendly taxi drivers e.g. Where are you from? Then role-play a conversation with a taxi driver.
- Pull up a map of a city, and have one person move their finger around the map pretending to be the taxi driver, while the other person gives directions in real time.
- Discuss ridesharing and Uber.
- Teach the student some of the content in the table below.

Extra vocabulary	
<p><u>Taxi words</u></p> <ol style="list-style-type: none"> a toll a passenger in a hurry a map an accident a traffic jam to pick someone up to drop someone off an expressway the meter (n) 	<p><u>Questions</u></p> <ul style="list-style-type: none"> - Where to? - Do you have the address? - Are you here on business? - Where are you from? - Is this your first time in NY?

Let's speak

Sample target utterance

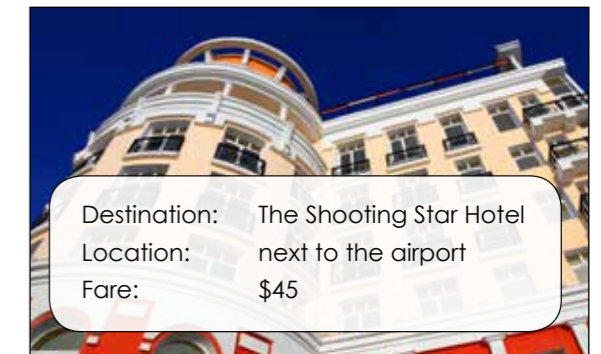
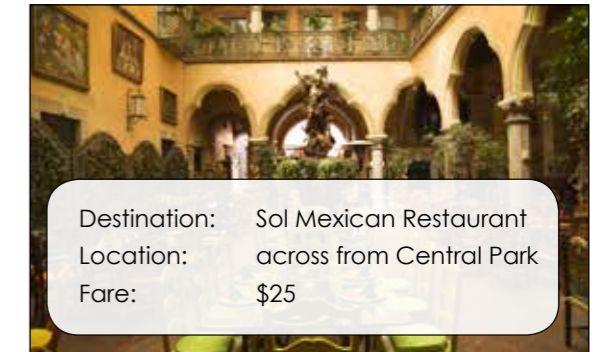
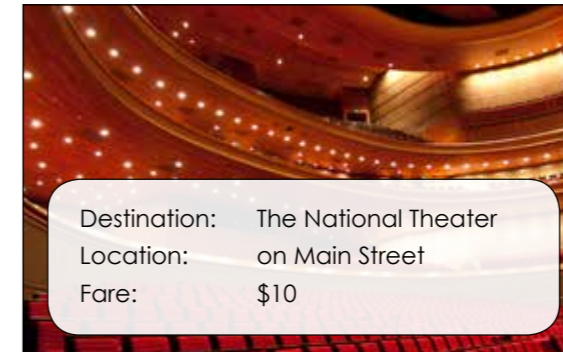
- | | |
|----------------------------|--|
| A) Where to? | B) Please take me to the National Theater |
| A) Where is that? | B) It's on Main St. I'll give you directions. Go straight. Turn left here. |
| A) OK. Where are you from? | B) I'm from Japan. You can stop here. How much is it? |
| A) It's \$23.00 | B) Here you are. Here's the tip. |

Let's practice

Use the example phrases and the information below to practice taking a taxi.

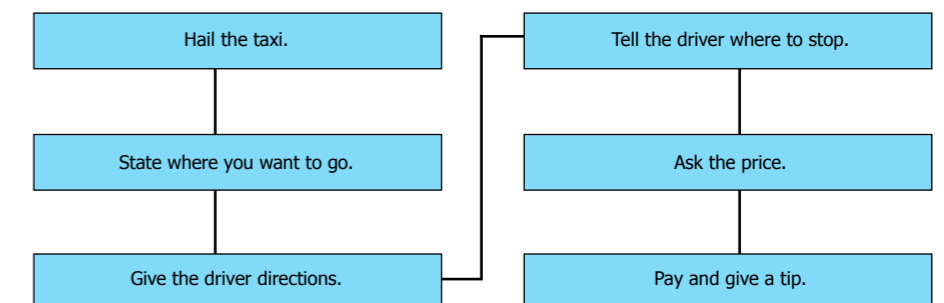
Example phrases

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Please take me to Luigi's Pizza. I'd like to go to the Plaza Hotel, please. | <ul style="list-style-type: none"> It's near the station. It's on Grant Avenue. It's across from the park. It's next to the station. | <ul style="list-style-type: none"> You can stop here. How much is it? Keep the change. Here's a tip. |
|--|--|--|



Let's speak

Use the steps below to role-play taking a taxi.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal. Tell them how to get to your place via taxi. Tell them how long it should take and how much it should



Goal: Checking into a hotel

Let's start

- I'd like to go for a swim.
- I'll have the steak.
- I want to work out.
- I need to clean this suit.
- I have to print this document.
- I'd like to check out.

Match what the people are saying to the correct part of the hotel. What's the nicest hotel you've stayed at? Why was it the nicest?



pool



dry cleaners



restaurant



business center



front desk



gym

Let's try

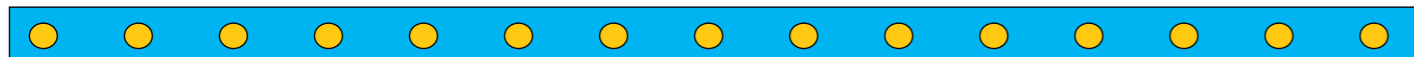
Tracks #63

Listen to the person check into the hotel. Fill in the registration card below, then tell your teacher about the person.

Registration Form

First name	Jim
Last name	White
Address	17 Maple Street
Phone number	818 296 6969
Room type	double
Number of guests	2

Progression



Reading homework

Read the form on page 102, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Communicative lesson goal

By the end of the lesson, the student should be able to check into a hotel.

Discourse competence:

The student should be able to check into a hotel by following the steps below:

1) state whether or not they have a reservation

2) respond to questions and state their preferences

e.g. I'd like to check in. I have a reservation under Smith. I'd prefer a room on a lower floor.

Linguistic competence:

- The student should be able to express desire e.g. I would like a room with a view of the lake.
- The student should be able to express necessity e.g. I need a double room
- The student should be able to express make and respond to polite requests e.g. May I

Sociolinguistic competence:

Register: When checking into a hotel a more formal / polite register is used.

Social rules: When you make a reservation, you usually make it under your last name. People often spell their names after they state what name the reservation is under.

e.g. Tanaka, T-A-N-A-K-A

The staff will then usually use the first name as confirmation

e.g. Ahh, Mr Shogo Tanaka?

Let's start

Answers

1. Pool = I'd like to go for a swim.
2. dry cleaners = I need to clean this suit.
3. restaurant = I'll have the steak.
4. business center = I have to print this document.
5. front desk = I want to work out.
6. gym = I'd like to check out.

The nicest hotel I stayed at was the Hyatt. The room was amazing and the pool was really nice. The hotel also had a great bar and restaurant. The view was really good too.

Let's try

Key words to introduce

- reserve / reserved

Audio scripts

- Track 63

Hello, my name is Jim White. I'd like to check in, please. I reserved a double room for my wife and me. Our address is 17 Maple Street and our phone number is 818-296-6969.

Let's practice

Sample target utterance

- | | |
|--|---|
| A) Good afternoon, how may I help you? | A) May I have your phone number, please? |
| B) I'd like to check in please. | B) Yes, my phone number is 555-581-0933 |
| A) May I have your name, please? | A) And your address? |
| B) Yes, it's Lester Green. | B) 205 Church Street |
| A) What kind of room did you book? | A) Thank you very much Mr. Green. Your room is #202. It's on the second floor. Would you like the bellman to help you with your bags? |
| B) A single. | B) No, it's OK. |
| A) For how many nights? | A) Please enjoy your stay. |
| B) For 2 nights. | B) Thank you. I will. |
| A) For how many people? | |
| B) Just one | |

Embedded grammar

- Polite request May I + verb

Extra activities

- Role-play checking into a hotel, but the staff have lost your reservation. .
- Teach the student some expressions they can use to check out of a hotel. You can make the role-play harder by having the customer complain about something, or by having a mistake on the bill.
- Discuss some questions that people might ask during check in, then role-play checking in and asking lots of questions.
- Role-play making a reservation at a hotel
- Teach the student some of the content in the table below.

Extra vocabulary

Hotel words

- a bellboy
- a suite
- reception
- a hallway
- an airport shuttle
- complimentary
- heating
- Internet access
- A/C
- amenities

Questions

- Do you have a reservation?
- Is there anything else I can help you with today?
- Would you like a wake up call?
- Can I make a copy of your passport?
- Can you please fill this form out?

Let's speak

Sample target utterance

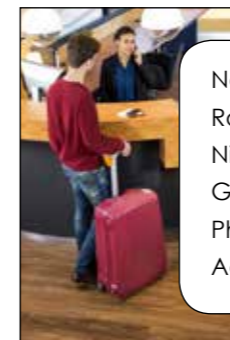
Same as above

Let's practice

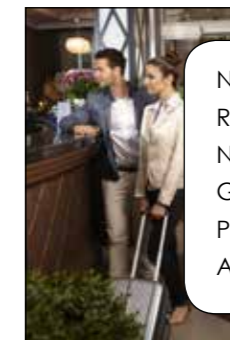
Use the example phrases and the information below to practice checking into a hotel.

Example phrases

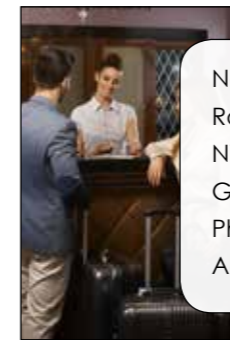
- | | |
|---|---|
| <ul style="list-style-type: none"> Good afternoon, how may I help you? I'd like to check in, please. May I have your name, please? Yes, it's Taro Takahashi. What kind of room did you book? A single / double / twin. | <ul style="list-style-type: none"> For how many nights? For 3 nights. For how many people? It's for two people. May I have your phone number, please? Yes, my phone number is 555-8548-2516. |
|---|---|



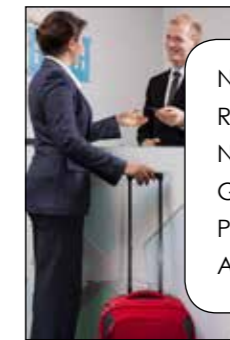
Name Lester Green
Room type single
Nights 2
Guests 1
Phone # 555-581-0933
Address 205 Church St.



Name Susan Cowden
Room type double
Nights 1
Guests 2
Phone # 555-449-0021
Address 85 Collins Rd.



Name Richard Ives
Room type twin
Nights 2
Guests 4
Phone # 555-645-2303
Address 12b Broad St.



Name Alice Keys
Room type single
Nights 3
Guests 1
Phone # 555-808-3323
Address 110 Water Ave.

Let's speak

Read the information below, then role-play the situation with your partner.

Situation:

You work at the front desk of a hotel. A guest has just approached you wanting to check in. Help the guest check in.

Make sure to confirm:

- their reservation details
- their contact details

Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.

Writing homework (30-60 words)

Write an email to your pen pal about the last hotel you stayed in. Write what you liked and disliked about the hotel.

Lesson
29

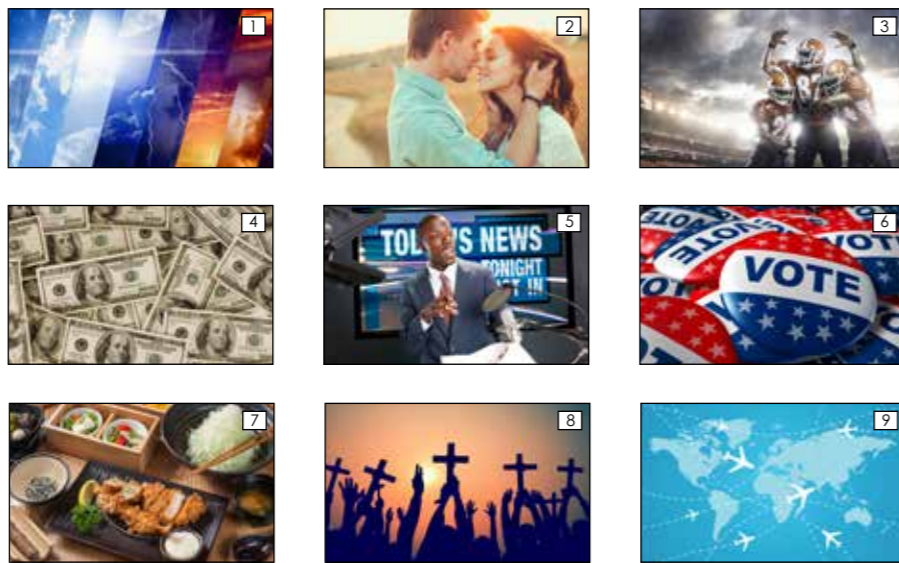


Goal: Starting a conversation

Let's start

- the weather
- sports
- relationships
- recent news
- local foods
- politics
- religion
- travel plans
- salary

Match the words to the pictures. Which are good small-talk topics?



Let's try

Tracks #64-67

Listen and write down the topic each person talks about.



sports _____ local foods _____ weather _____ news _____

Communicative lesson goal

By the end of the lesson, the student should be able to start a conversation with someone.

Discourse competence:

The student should be able to start a conversation with someone they know by using one or more of the techniques below. Then, the student should be able to carry on a conversation by asking some follow up questions.

- 1) ask about the weather
e.g. It's a beautiful day today, isn't it?
- 2) ask about sports
e.g. Do you like baseball?
- 3) ask about recent news
e.g. Did you hear about...?
- 4) ask about local foods
e.g. Have you tried Yakitori?
- 5) ask about travel plans
e.g. What are you doing this weekend?

Linguistic competence:

- The student should be able to use tag questions e.g. It's hot, isn't it?
- The student should be able to conjugate the present perfect tense.

Sociolinguistic competence:

Register: When starting a conversation with a friend a casual register is used.

Social rules: The student should know what topics to use and what topics not to use when starting a conversation.

Let's start

Key words to introduce

- politics
- religion
- salary

Sample target utterance

Picture #1 is the weather. Picture #2 is relationships. Picture #3 is sports. Picture #4 is salary. Picture #5 is recent news. Picture #6 is politics. Picture #7 is local food. Picture #8 is religion. Picture #9 is travel

the weather = good, sports = good, relationships = bad, recent news = good, local foods = good
politics = bad, religion = bad, travel plans = good, Salary = bad

Let's try

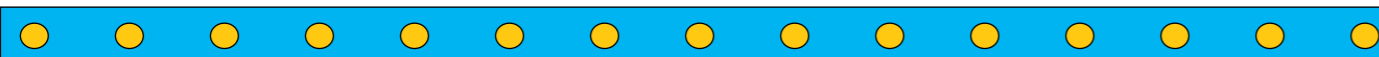
Key words to introduce

- Have you ever + PP
- Isn't it?

Audio scripts

- Track #64
Say, Tim. Do you like tennis?
- Track #65
So, Brian. Have you ever tried kimchi?
- Track #66
Hi, Martin. It's pretty hot today, isn't it?
- Track #67
Hey, Carol. Did you hear the news about the big storm?

Progression



Reading homework

Read the conversation on page 103, then complete the assigned tasks. You are welcome to preview the reading content before the lesson.

Let's practice

Sample target utterance

Lilian Rice

- A) Hi, Lillian.
 B) Hi Sam.
 A) Great weather we are having today, isn't it?
 B) Yeah. It's just amazing. I think I might go to the beach tomorrow.
 A) Cool. What beach?

Jeff Sanders

- A) Hi Jeff.
 B) Hi Sam.
 A) Say, Jeff, do you like baseball?
 B) Yeah, I love baseball.
 A) What team do you support?
 B) The Giants.
 A) Wow, me too. There is a game on this Sunday. Do you want to go?
 B) Sure.

Embedded grammar

- Tag questions
 Tag questions are commonly used to prompt for agreement.
 e.g. is ~ isn't it / has ~ hasn't it?

Extra activities

- Teach the student some expressions they can use if someone wants to talk about a subject that makes them feel a little uncomfortable.
 e.g. A) How much is your salary?
 B) I'd rather not say.
- Teach the student some of the content in the table below.

Extra vocabulary

Contents

- so (exp) - used to start a conversation
- that reminds me (exp) - used to recall a memory
- by the way (exp) - used to change the topic of conversation
- Me too (exp) - used for mutual positive agreement
- I don't either (exp) - used for mutual negative agreement
- right? (exp) - used for confirmation
- How's things? (exp) - used to ask about recent information
- Long time no see (exp) - used to start a conversation when you haven't seen someone in a long time
- Same old same old (exp) - used to state there have been no big changes in your life
- What do you think of (exp) - used to ask for someone's opinion on something

Let's speak

Sample target utterance

Same as above

Let's practice

Use the example phrases and the information below to practice starting a conversation.

Example phrases

- | | |
|--|---|
| <ul style="list-style-type: none"> Did you hear about ...? Did you see the news about ...? It's lovely weather today, isn't it? It has been so cold recently, hasn't it? | <ul style="list-style-type: none"> Do you like baseball? Are you interested in the Olympics? Have you tried tempura? What's your favorite Italian food? |
|--|---|



Name:
Lillian Rice
Relationship:
friend
Topic:
weather
Note:
very sunny

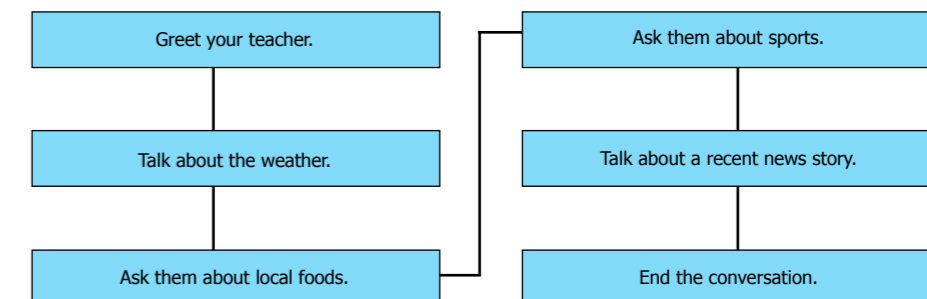
Name:
Jeff Sanders
Relationship:
classmate
Topic:
sports
Note:
baseball game

Name:
Sophia Sawyer
Relationship:
friend of a friend
Topic:
local food
Note:
tempura

Name:
Brian Wells
Relationship:
co-worker
Topic:
recent news
Note:
new president

Let's speak

Use the steps below to role-play having a conversation on different topics.



Homework

Complete the reading and writing activities below as well as the recommended e-learning activities listed in your pacing document.



Writing homework (30-60 words)

Write a dialogue about meeting someone new at a party and starting a conversation, then asking some follow-up questions.

Milestone

The vacation

Situation:

You and your partner have two weeks' vacation this year, but you don't know where you should go. Use the reading, listening, and interview sections to research some different options for your vacation.

Reading:

Read the vacation ideas in the newspaper below, then answer a question about each vacation idea.

1. What will you do on your last day at the Aztec Hotel?
2. Do you need to pay for food each day at the Palm Beach Resort?
3. What can you do in the evening when you stay at the Arctic Ski Lodge?

ROSETTA TRAVEL

Trekking in the Andes

Aztec hotel
3 stars

An exciting adventure holiday. This trip lasts five nights. Every day you and your personal guide will be able to explore the beautiful Andes mountains. On the final day there will be a trek all the way up to Machu Picchu.

Fun in the sun

Palm Beach Resort
4 stars

Time to relax. For four nights you can stay in our beautiful beach-side bungalows. Every day activities are provided. Plus, all food and drinks are included. All you need to do is relax.

Skiing and sauna

Arctic Ski lodge
5 stars

Finland has the best snow and the best saunas. This three night trip is great for both. In the daytime, you can enjoy skiing in the countryside and in the evening you can relax and enjoy a local sauna.

Milestone lesson flow

This lesson presents a problem that the student needs to solve. Read the situation, then use the content from the three sections (Reading, Listening, and Interview) to complete the final task.

Milestone lesson goal

By the end of the lesson, the student should be able to decide which holiday option they prefer and plan a trip there.

Discourse competence:

The student should be able to take part in a discussion where they choose a holiday from four options by following the three steps below:

- 1) share information about each option
- 2) compare the different options
- 3) state which option they feel is the best and why.

Linguistic competence:

- The student should be able to share facts using the present tense.

Sociolinguistic competence:

Register: When planning a trip with a friend a casual register is used.

Reading

Key words to introduce

- an adventure
- explore
- daytime
- last (time)
- a bungalow
- personal
- provided

Answers

1. On your last day at the Aztec Hotel, you will trek all the way to Machu Picchu.
2. No, you don't.
3. You can relax and enjoy a local sauna.

Listening

Key words to introduce

- a flight
- international
- all inclusive
- basic

Audio script

- Track #68
Trekking in the Andes - This vacation costs \$1,400 per person, including flights and guides. The flight departs O'Hare International Airport on the 10th of October.
- Track #69
Relaxing on the beach - The cost of this vacation is \$600 per person, all inclusive. Departure is on the 1st of August.
- Track #70
Skiing and Sauna - The basic cost is \$2,800 per person. Breakfast and dinner are provided, but lunch is extra. The plane leaves on the 12th of December.

Interview

Sample information for teacher

Name	Extreme NZ Tour
Destination:	Auckland, New Zealand
Duration:	2 weeks
Activities:	Bungee jumping, hang gliding, sky diving.
Accommodation:	Private Air BNB
Cost:	\$3,400
Departure date:	27th December

Task

Sample target utterance

- A) Let's start planning our vacation.
B) OK. Here are four different vacation I found.
A) Cool. Can you tell me about them?
B) Sure. One is a trip to the Andes. It's for five nights, and we will get to camp under the stars.
A) How much is it?
B) \$1400 per person.
A) OK. What about the other ones?
B) It's a vacation at an all-inclusive beach resort.
A) That sounds nice.
B) Yeah, and it's only \$600.
A) When is it?
B) Departure is on the 1st of August.
A) OK. Tell me about the next one.
B) The next one is a skiing trip in Finland where you also get to enjoy the amazing saunas there. (continued)

Listening:

Track #68-70

Listen to the vacation advertisements and fill in the missing details.

Trekking in the Andes

This vacation costs _____ per person, including flights and guides. The flight departs O'Hare _____ Airport on the _____ of October.



Relaxing on the beach

The cost of this vacation is _____ per person, all inclusive. Departure is _____ the 1st of _____.

Skiing and Sauna

The basic cost is \$2,800 per person. _____ and dinner are provided, but lunch is extra. The _____ leaves on the _____ of December.



Interview:

Interview your teacher about another vacation option. Find out all the necessary information e.g. the destination, the activities, the accommodation, the cost, and the departure date.

Task:

1. Meet with your teacher and compare the different options and decide where you want to go.
2. It's time for your vacation. You have just arrived at the airport. Find out how to get to your hotel.
3. Go to the hotel and check in. While you are waiting in the lobby you see someone. Start a conversation with them. Get information about the local area, then take a taxi there.

Homework:

- Write an email to your friend describing what you did on your holiday.
- Complete the recommended e-learning activities listed in your pacing document.