

# 01



## Nice to meet you!

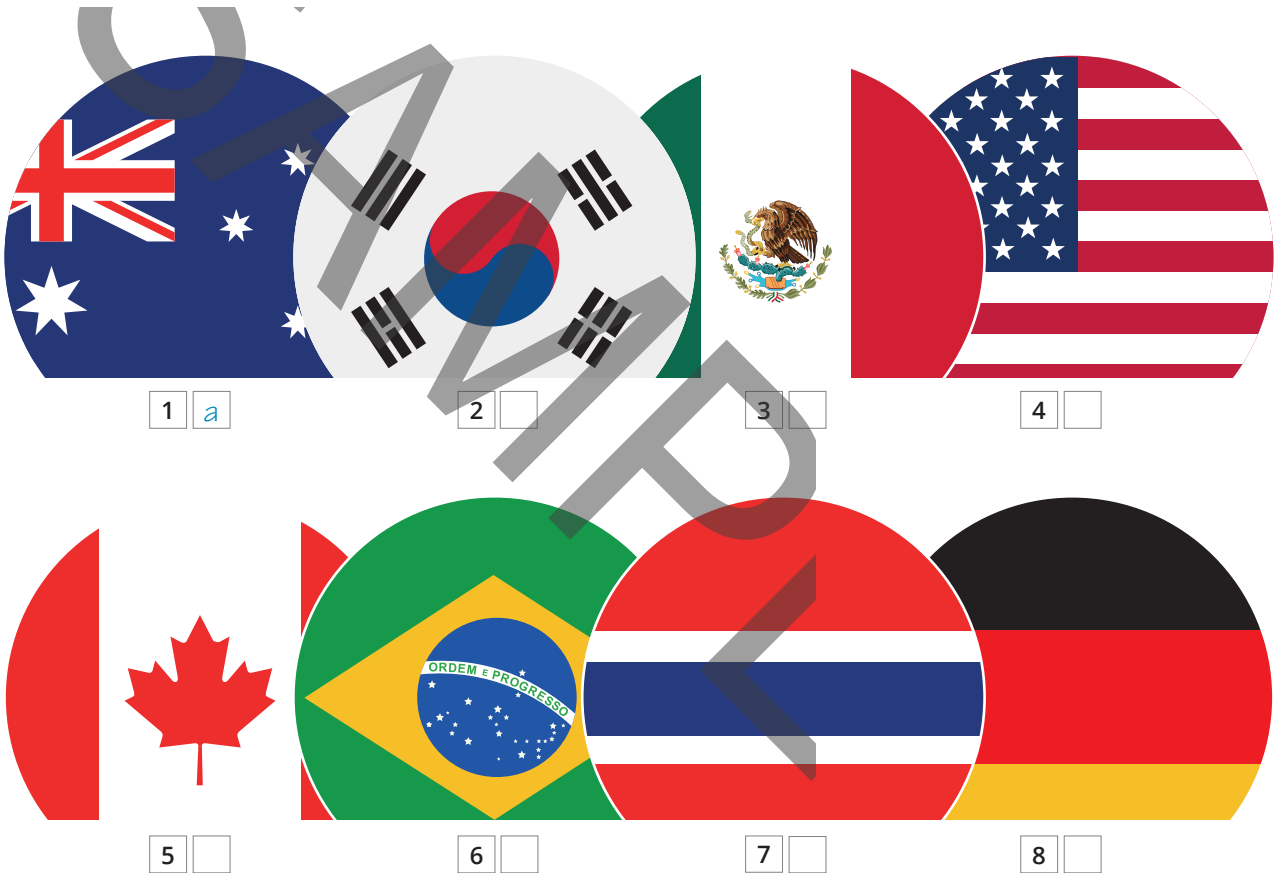
**SPEAKING**  
Introductions  
**GRAMMAR**  
The verb *be*  
**LISTENING**  
Information questions  
**READING**  
Biographies

### VOCABULARY



**1** Match the countries and the flags. Then listen and check your answers.

- |              |            |                |             |
|--------------|------------|----------------|-------------|
| a. Australia | c. Canada  | e. Mexico      | g. Thailand |
| b. Brazil    | d. Germany | f. South Korea | h. the US   |



**2 PAIR WORK** Ask your partner's name and country.

What's your name?

I'm Minjun

Where are you from?

I'm from South Korea. How about you?

### VOCABULARY TIP

Put words into groups.

Countries  
Australia  
Brazil  
Canada

# 01

## Nice to meet you!

**SPEAKING**  
Introductions  
**GRAMMAR**  
The verb *be*  
**LISTENING**  
Information questions  
**READING**  
Biographies

**Vocabulary:** Australia, Brazil, Canada, Germany, Mexico, South Korea, Thailand, the US; Can you repeat that? Can you say that again? What's her name? What's your name? Where are they from? Where are we? Where are you from? Where is that?

**Conversation:** Introducing yourself

**Language Practice:** Statements and questions with *be*;

**Pronunciation:** Syllable stress

**Listening:** A teacher and students introduce themselves

**Smart Talk:** An information gap activity about well-known people

**Reading:** Hollywood stars

**Writing:** A social media post

**Speaking:** Discussing where people are from

### VOCABULARY

The goal of this section is to present and practice the target vocabulary: countries.

#### WARM-UP

- Books closed. Tell students your name and where you are from. Have students practice asking you questions from p. 2. For example, *How do you spell \_\_\_\_\_?* *How do you pronounce \_\_\_\_\_?* *Can you repeat that please?*
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

#### Activity 1

- Focus attention on the box.
- Focus attention on the first flag and picture. Ask *What country is this?* (Australia)
- Have students complete the activity.
- Have students check answers with a partner and then check answers as a class.
- Point to flags in any order and model the pronunciation of the country names and have students repeat.

#### ANSWERS

- |      |      |
|------|------|
| 1. a | 5. c |
| 2. f | 6. b |
| 3. e | 7. g |
| 4. h | 8. d |

#### EXTRA IDEA

- Bring in flag photos of various additional countries, ideally ones that represent your students' home country.
- Holding up each flag, model the pronunciation of the country name and have students repeat.

#### Activity 2

- Model the activity with a student. Ask the questions.
- Have students make pairs to take turns asking and answering the questions.
- Call on students to say their partner's name and country. Write their countries on the board.

### VOCABULARY TIP

- Ask *What is the first letter of the first word in the group?* (A) *What is the first letter of the second country in the group?* (B)
- Point out that the countries are listed in order of the alphabet.

#### EXTENSION

Have students work in pairs to write the countries on the board in alphabetical order.

#### SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

# CONVERSATION

The goal of this section is to practice introducing yourself and others.

**Note:** Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

## WARM-UP

- Books closed. Briefly introduce students to one another. Then write the following on the board:  
[Student A], this is [Student B].  
[Student B], this is [Student A].
- Books open. Focus attention on the picture.
- Ask *Who is introducing themselves?* Encourage students to guess.

## Activity 1

- Books open. Focus attention on the picture.
- Ask *Where are they?* Elicit the answer.
- Focus attention on the model conversation.
- Have students read and complete the conversation.
- Watch the video. Have students check their answers.
- Have students compare with a partner, then check as a class.
- Watch the video again before the students practice the conversation. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

### ANSWERS

1. b    2. c    3. a

## EXTRA IDEA

- Books closed. To reinforce learning, play the video of the conversation while students write it down.
- Play in short sections and give students time to try to complete sections of the conversation from memory before playing the next section of the conversation.
- Play all the way through to check.

## Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered, so items in the first column, for example, can be substituted into the first box in the conversation in Activity 1. Demonstrate this with *How are things*. Point out the other colors and numbers, and the corresponding columns in the chart and boxes in the conversation.
- Have students practice the conversation in pairs, putting the examples in the chart into the blanks in the model conversation. Make sure pairs change roles, so they practice each part.

## Activity 3

- Focus attention on the instructions for Students A, B and C. Explain that students follow these to make their own conversation.
- Write the conversation on the board. Underline the names, the places, the nationality, and *history*.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.
- CULTURE NOTE:** In the US, it is natural to gesture towards a person when you are introducing him/her to someone else. It is considered friendly and appropriate to smile and make eye contact with the person you are being introduced to.

## EXTRA IDEA

- Have students practice using body language while making introductions, as demonstrated in the video and described in the Culture Note above.

## VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

## EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

### TEACHER RESOURCE CENTER

Print Unit 1 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

### SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

# CONVERSATION



- 1** Complete the conversation. Then watch and check your answers. Practice the conversation with a partner.

a. history    b. How are you    c. Fine

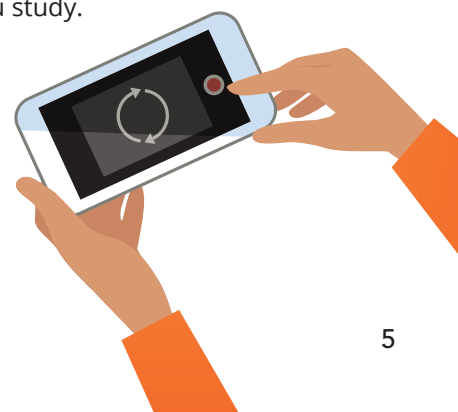
Lily    Hey, Adam! **1** ?  
 Adam    **2** , thanks. And you?  
 Lily    I'm good. This is my friend Amy.  
 Adam    Nice to meet you, Amy.  
 Amy    Nice to meet you, too, Adam.  
 Lily    Amy's from Toronto.  
 Adam    Oh, you're Canadian! Nice! Are you a student here?  
 Amy    Yes, I'm studying **3** . Where are you from, Adam?  
 Adam    I'm from San Diego, California.  
 Amy    Oh, California. Also nice!

- 2** **PAIR WORK** Practice the conversation again. Use the ideas below.

1	2	3
How are things How's it going	Things are great Not bad	literature math

- 3** **OVER TO YOU** Work in groups. Make a video of your conversation. Introduce yourselves.

Student A    Introduce Student B to Student C.  
 Students B and C    Greet each other and ask questions about what you study.



## LANGUAGE PRACTICE

Statements and questions with *be*

Grammar Reference page 114

I'm a student.	I am → I'm	I'm not a teacher.
You're from Mexico.	you are → you're	You aren't from Brazil. are not → aren't
He's from South Korea.	he is → he's	He isn't from Thailand. is not → isn't
She's from Canada.	she is → she's	She isn't from the US.
We're students.	we are → we're	We aren't students.
They're from the US.	they are → they're	They aren't from Australia.
Are you a student?	Yes, I am.	No, I'm not.
Is he / she a teacher?	Yes, he / she is.	No, he / she isn't.
What's your name?	What is → What's	
Where are you from?	I'm from Germany.	
How are you?	I'm fine.	
How old are you?	I'm 18.	

## 1 Match the questions and answers.

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. What are your names? <u>e</u> | a. I'm from Brazil.                |
| 2. How old is he? ____           | b. I'm fine, thanks. And you?      |
| 3. Where are you from? ____      | c. No, she isn't. She's my sister. |
| 4. Are you from Mexico? ____     | d. No, I'm from Argentina.         |
| 5. Is she your girlfriend? ____  | e. He's Andrew, and I'm Nancy.     |
| 6. How are you? ____             | f. He's 21.                        |



## 2 PAIR WORK Put the lines in the correct order. Then use information about you and practice the conversation with a partner.

A	B
____ Nice to meet you, too.	<u>2</u> Yes, I am. And you? Are you a student?
____ My name's _____	____ Nice to meet you, _____.
<u>1</u> Hi! Are you a student?	____ My name's _____. What's your name?
____ Yes, I am. What's your name?	

## PRONUNCIATION

## Syllable stress



## 1 Listen. Notice the stress in each word and circle it.

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| 1. (Ad) • am     | 3. Me • xi • co | 5. Ca • na • da |
| 2. To • ron • to | 4. Ko • re • a  | 6. stu • dent   |



## 2 Listen again and repeat. Which words have the same syllable stress?

## LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: statements and questions with the simple present of *be*.

- Books closed. Present the personal pronouns (*I, you, he, she*, etc.) by writing them on the board. Then point to yourself and to students to establish meaning. Explain the contractions (*I am = I'm*, etc.) and the negatives (*I'm not, He isn't*, etc.)
- Books open. Write the examples from the Language Practice box on the board. Change these examples to make them true for you and your students. For example: *I'm a teacher.* and *You're a student.*
- Focus on the personal pronouns you wrote on the board. Point to yourself and say *My name is \_\_\_\_\_*. Write *my* next to *I*. Provide or elicit the other possessive adjectives. Write the questions and answers from the Language Practice box on the board.
- Focus attention on the *yes/no* questions first. Change the examples on the board to make them true for you and your students. For example:  
*A Is she a teacher?*  
*B No, she isn't. She's a student.*
- Focus attention on the *wh-* questions. Explain that these kinds of questions require a detailed answer, not just yes or no. Ask different students the questions. Have them provide full answers. For example: *What's your name? My name is Dan.* Write the answers on the board.
- When asking *Who's that?* gesture to another student. Make sure that students understand that this question refers to a third person.
- Direct students to page 114 of the Grammar Reference for more information and practice.
- LANGUAGE NOTE:** Students may ask how they can identify whether the pronoun *you* in a question is singular or plural. Explain that we can only tell from the context.

### TEACHER RESOURCE CENTER

Launch Unit 1 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

### Activity 1

- Make sure students understand how to do this kind of matching activity.
- Have students complete the activity on their own.
- Have the students check answers in pairs and then confirm answers as a class.

#### ANSWERS

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

### VARIATION

- Ask any question in Activity 1 and elicit the correct answer.
- Have students make pairs and take turns asking and answering the questions in random order.

## Activity 2

- Make sure students understand that the expressions in column A and column B are two parts of the same conversation.
- Have the students put the lines in the correct order on their own. Then have students check their answers with a partner.
- Check answers as a class. Then have students make pairs and practice the conversation with their own information.

#### ANSWERS

- A: Hi! Are you a student?  
B: Yes, I am. And you? Are you a student?  
A: Yes, I am. What's your name?  
B: My name's \_\_\_\_\_. What's your name?  
A: My name's \_\_\_\_\_.  
B: Nice to meet you, \_\_\_\_\_.  
A: Nice to meet you, too.

## PRONUNCIATION

The goal of this section is to focus on syllable stress.

### Activity 1

- Focus attention on the example and model the syllable stress for the students.
- Play the recording and have students do the activity on their own.

#### ANSWERS

- Ad·am  
To·ron·to  
Me·xi·co  
Ko·re·a  
Ca·na·da  
stu·dent

### Activity 2

- Play the recording again and have students say the words.
- Have students discuss which words have the same syllable stress in pairs.
- Check answers.

#### ANSWERS

- 1, 3, 5, 6 (first syllable stressed)  
2, 4 (second syllable stressed)

#### SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.



## LISTENING

The goal of this section is to practice listening selectively for key information and introduce some new vocabulary.

### Activity 1

- Focus attention on the picture. Call on students to say something about the picture.
- Ask specific questions to practice the grammar on p. 6. (For example: *Who is the teacher? Where are the students from? Is the teacher a woman?*)

### Activity 2

- Explain that students will listen to a conversation in a classroom.
- Focus on the expressions. Say each one. Focus particular attention on the contractions for *What's* and *Where's*.
- Play the recording and have students do the activity.
- Have students check in pairs and then confirm answers as a class.

#### ANSWERS

Check: 1, 3, 6, 8

### Activity 3

- Focus attention on the questions. Tell students to write answers on the lines. Point out that when people say where they are from, they can say the city or the country or both.
- Encourage students to write both city and country if they hear both.
- Play the recording and have students do the activity.
- Have the students compare answers with a partner, then check as a class.

#### ANSWERS

- |           |                    |
|-----------|--------------------|
| 1. Ray    | 3. Nagoya, Japan   |
| 2. Canada | 4. Santiago, Chile |

### Activity 4

- Focus attention on the picture. Ask *Who do you see?* (three students).
- Explain that students will listen to more of the conversation between Tomas and Yuko.
- Have students read the statements. Play the recording. Pause the recording when you hear the information in the first statement. Say the statement. Ask students if it is true or false (true). Tell students to check *True*.
- Continue watching the video. Have students complete the activity.
- Have students compare answers in pairs. If necessary, play the recording again.
- Check answers with the class.

#### ANSWERS

1. T
2. F
3. F
4. T

### EXTRA IDEA

Have students work in pairs to create short conversations using as many of the questions in Activity 2 as they can. Ask pairs to perform the conversations for the class.

## SMART TALK

Teaching notes for the Smart Talk activity begin on page T-84.

#### SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

# LISTENING

## 1 BEFORE YOU LISTEN Look at the picture. What do you see?



## 2 Listen and choose (✓) the phrases you hear.

- |  |   |
|--|---|
| 1. <input type="checkbox"/> Can you repeat that? | 5. <input type="checkbox"/> Where are we?           |
| 2. <input type="checkbox"/> What's her name?     | 6. <input type="checkbox"/> What's your name?       |
| 3. <input type="checkbox"/> Where are you from?  | 7. <input type="checkbox"/> Where is that?          |
| 4. <input type="checkbox"/> Where are they from? | 8. <input type="checkbox"/> Can you say that again? |

## 3 Listen again and answer the questions.

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1. What's the teacher's name? _____ | 3. Where is Yuko from? _____  |
| 2. Where's the teacher from? _____  | 4. Where is Tomas from? _____ |



## 4 LISTENING PLUS Listen to more of the conversation. Choose (✓) True or False .

- Tomas and Yuko meet a student from Germany.
- Sophia is from the capital city of her country.
- Tomas makes a mistake with the name of the Japanese student.
- Sophia doesn't know the name of the teacher.

True      False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



READING

1 BEFORE YOU READ What do you know about Emma Stone and Chris Hemsworth?

# HOLLYWOOD STARS



## EMMA STONE


Emma Stone is a Hollywood actor. Her first big **role** was in the movie *Superbad*, and she's also famous for her roles in *The Amazing Spiderman*, *La La Land*, and *The Favourite*. She has an Oscar for *La La Land*. She was born in Scottsdale, Arizona, on November 6, 1988. Her **real name** is Emily Jean Stone. Her grandfather is Swedish, and she also has **family members** from England, Scotland, Ireland, and Germany. Her favorite band is the Beatles and her favorite Beatles song is "Blackbird." She has a **tattoo** of a blackbird.





## CHRIS HEMSWORTH

Chris Hemsworth is also a famous Hollywood actor. He was born in Melbourne, Australia, on August 11, 1983. His mother is an English teacher. His grandfather is Dutch, and some of his family were Irish, English, Scottish, and German. When he was 21, he was an actor in an Australian TV **soap opera** called *Home and Away*. His first **major** movie role was in *Thor* in 2011. Chris has two brothers, Liam and Luke, and they are both actors, too. He's very tall—1 meter 90!

-  2 Read the texts about Emma Stone and Chris Hemsworth. Choose (✓) **True** or **False**.
- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1. Emma Stone was born in Hollywood.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. She has an Oscar for her role in <i>Superbad</i> .  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. She likes a song called "Blackbird" by the Beatles. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Chris Hemsworth is from Australia.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He's a television actor, not a movie actor.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. His mother and father are also actors.              | <input type="checkbox"/> | <input type="checkbox"/> |

3 GROUP WORK Discuss these questions.

1. Who are your favorite movie stars from your country?
2. Who are your favorite movie stars from other countries?
3. What's your favorite movie?

## READING

The goal of this section is to practice reading selectively for key information.

### Activity 1

- Focus attention on the photos. Ask *Who is in the photos?* (Emma Stone and Chris Hemsworth)
- Ask *What do you know about Emma Stone?* Elicit what students know about the actor. In addition to the *Spiderman* movies and *Superbad*, her movies include: *Aloha*, *Birdman*, *The Help*, *La La Land*, and *The Favourite*.
- Write any other information students know about Emma Stone on the board.
- Ask *What do you know about Chris Hemsworth?* Elicit what students know and write the information on the board. His movies include: *Thor*, the other *Avengers* movies, *Star Trek*, and *Snow White and the Huntsman*.

### Activity 2

- Focus attention on the sentences. Explain that students will decide if the sentences are true or false while they read the text.
- Have students read the text and do the activity on their own, then compare answers with a partner. Check answers as a class.

#### ANSWERS

- |      |      |
|------|------|
| 1. F | 4. T |
| 2. F | 5. F |
| 3. T | 6. F |

### CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

## EXTENSION

- Have students correct the false statements.
- Ask other comprehension questions:  
*What is Emma Stone's real name?*  
*How old is she?*  
*Where are her family members from?*  
*Where are Chris Hemsworth's relatives from?*  
*What was his first major movie role?*  
*What do his brothers do?*

### Activity 3

- Model the questions aloud and have the students repeat.
- Put students in pairs to discuss the questions.
- Call on students to share their partner's answers with the class.

## WRITING

Teaching notes for the Writing section are on page T-108.

## SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

### Activity 1

- Focus attention on the map and the names of the countries. Ask *Where is Mexico? Where is Sophia from?* Have students point to Mexico on the map. Have students write *Mexico* in line 1 for Sophia.
- Have students work in pairs to find each country on the map and label it on the line for the correct student.
- Check answers. Say the names of the countries and have students point to them on their maps.

#### ANSWERS

- |                |              |
|----------------|--------------|
| 1. Mexico      | 5. the US    |
| 2. Canada      | 6. Brazil    |
| 3. Germany     | 7. Thailand  |
| 4. South Korea | 8. Australia |

### EXTRA IDEA

Write *Where is \_\_\_\_\_? It's here.* on the board. Elicit the names of other countries and write them on the board. Have students make pairs and take turns asking and answering questions about the countries.

### Activity 2

- Focus attention on the conversation in the example. Say each line and have students repeat.
- Model the activity. Say another famous person and write his/her name on the map.
- Say where the person is from and invite and answer questions.
- Have the class do the activity.

### Activity 3

- Focus attention on the example. Read it to the class.
- Model the activity. Show the class a photo on your phone of someone from another country. If you don't have one, take a photo of a student (with their permission), and tell the class about him or her.
- Pair or group students to complete the activity.

### Activity 4

- Have students go online to find out information about one of the countries on the map. Suggest that they can search for information on an official website for the country, or check an online encyclopedia.
- Have students write a text with the information, or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

#### TEACHER RESOURCE CENTER

Print Unit 1 Worksheets 1 and 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 1 Test from the Teacher Resource Center for an end-of-unit assessment.

**SPEAKING***Where are you from?***1** Where are they from? Complete the sentences.

Australia Brazil Canada Germany Mexico South Korea Thailand the US

1 I'm Sofia. I'm from \_\_\_\_\_.

2 I'm Lucas. I'm from \_\_\_\_\_.

3 I'm Lina. I'm from \_\_\_\_\_.

4 I'm Minjun. I'm from \_\_\_\_\_.

5 I'm Emma. I'm from \_\_\_\_\_.

6 I'm Carlos. I'm from \_\_\_\_\_.

7 I'm Ying. I'm from \_\_\_\_\_.

8 I'm Tom. I'm from \_\_\_\_\_.

**2 CLASS ACTIVITY** Choose a famous person from another country. Write the name of the person on the map. Tell the class about the person. Ask and answer questions.

Her name is Shakira.

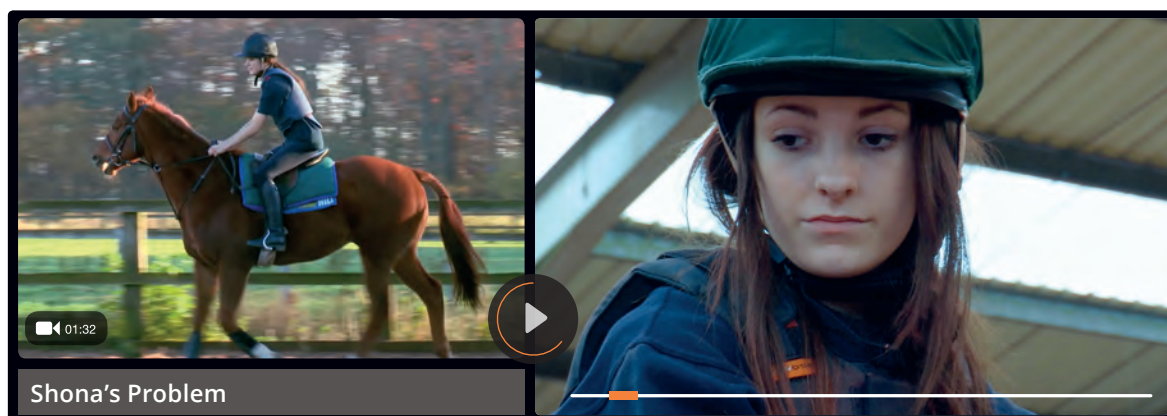
Where's she from?

She's from Colombia.

**3 CLASS ACTIVITY** Find a photo of someone from another country. Tell your classmates about him / her.This is my Facebook friend Jason.  
He's from Indonesia.**4 OVER TO YOU** Find out more about one of the countries on the map. Share your information with the class.**GO ONLINE**  
for grammar,  
vocabulary, and  
speaking practice**NOW I CAN****SPEAKING**☐ make an introduction.**GRAMMAR**☐ make statements and questions with *be*.**LISTENING**☐ understand information questions.**READING**☐ understand short biographies.



## VIDEO



- 1 PAIR WORK** Look at the picture of Shona. Choose a word to describe how Shona feels. Compare with your partner.

brave sick proud scared

Shona feels \_\_\_\_\_.

- 2** Watch the video about Shona. Answer the questions.

- Does Shona like horses? \_\_\_\_\_
- What is Shona's problem? \_\_\_\_\_
- Where does Shona go to train? \_\_\_\_\_
- Who helps Shona? \_\_\_\_\_
- Can Shona ride her horse again? \_\_\_\_\_

- 3** Watch the video again. Complete the sentences with the correct words. Use each word one time.

brave nervous proud scared worried

- Shona is too \_\_\_\_\_ to ride horses after the accident.
- Shona is \_\_\_\_\_ on her first day of school.
- Shona needs to be \_\_\_\_\_ to ride a horse again.
- Shona feels \_\_\_\_\_ of herself after she rides the gallops.
- Before training, Shona was \_\_\_\_\_ about falling from the horse.

- 4 PAIR WORK** What sport do you like? How often do you do it? Talk to your partner.

What sport do you like?

I like tennis. I play on the weekends. How about you?

I sometimes do yoga after school.

### CULTURE TIP

Horses eat plants, so they are called *herbivores*.

They have the biggest eyes of all land animals.



## VIDEO

The goal of this section is to review, practice, and expand on the language presented in Units 4–6 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

**Note:** Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

### Activity 1

- Books open. Focus attention on the photo. Ask *Where is this person? What is she doing?*
- Focus attention on the Culture Tip and have students read it. Elicit examples of other herbivores (for example, cows, sheep, deer, rabbits).
- Focus attention on the words in the word box. Model the vocabulary and have students repeat.
- Have students discuss the question in pairs.
- Elicit the answer from a student.

#### ANSWERS

scared

### Activity 2

- Focus attention on the questions. Have students read the questions to prepare for the activity. Tell students they may hear words they do not know in the video, but it is not necessary to understand every word.
- Watch the video.
- Have students complete the activity individually, then compare answers with a partner.
- Check answers as a class.

#### ANSWERS

1. Yes, she loves them.
2. She had an accident and is afraid/nervous/scared.
3. Horse riding school
4. Teachers like Paul
5. Yes

### Activity 3

- Focus attention on the words in the box and the items. Review the meaning of *gallops* from the video.
- Watch the video again.
- Have students complete the activity.
- Have students check answers with a partner, then check answers as a class.

#### ANSWERS

1. scared
2. nervous
3. brave
4. proud
5. worried

### VARIATION

Stop the video when you hear each answer. Elicit the answer from the class.

### Activity 4

- Focus attention on the example conversation. Model it with a student.
- Show how to substitute a different sport.
- Pair students to complete the activity.
- Call on students to tell the class about their partner.

#### ANSWERS

Answers will vary.

#### SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

## READING

The goal of this section is to review, practice, and expand on the language presented in Units 4–6, by using a reading text and providing more comprehension and speaking practice.

### Activity 1

- Focus attention on the photo. Ask *Where do you think this is?* and *What do you do at a park?*
- Tell students that they will read an article by a woman named Anne Riggs. In it, she interviews some people.
- Have students scan the article quickly to find out how many people she talks to.

#### ANSWERS

She talks to three people: Jason, Laura, and Jorge.

### Activity 2

- Focus attention on the article. Preteach *nature*, *lesson*, and *reply*, and any other words or phrases your students may not understand.
- Have students read the article again and do the activity on their own and compare answers with a partner. Then check answers as a class.

#### ANSWERS

1. To ask people what they are doing in the park so early on the weekend and why exercise is important to them.
2. Jason exercises to keep in shape and help him when he has a bad day.
3. Laura is going to a horse riding lesson / to help with the stress she has from her job.
4. Jorge goes downtown early to play soccer.

### EXTENSION

Have students write other questions about the article. Students can ask these questions to the class or can write questions which they give to a partner to answer.

### Activity 3

- Elicit some of the forms of exercise or sports mentioned in the article. Ask students whether they do these forms of exercise in the morning, and if so, how often. Then elicit other activities that are done in the morning and write them on the board. For example: *I go to the gym.* and *I do yoga.*
- Then have students do the activity in pairs. Before they start, look briefly at Activity 4 on page 42. Explain to students that the best way to have an interesting conversation is to *say more*.

### EXTRA IDEA

Have students write a paragraph on how they spend a typical weekday morning.

#### TEACHER RESOURCE CENTER

Print the Midterm Test from the Teacher Resource Center for an assessment of Units 1–6.

#### SMART CHOICE ONLINE

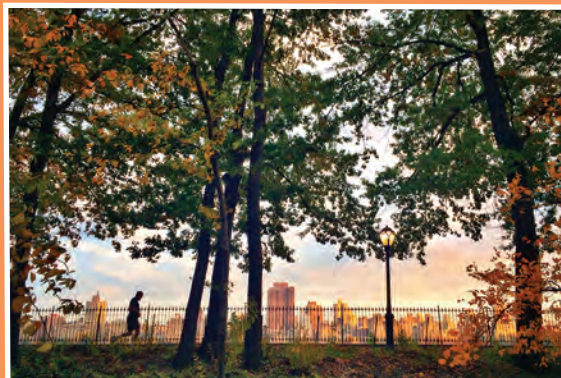
Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 4–6.

## READING

- 1 PAIR WORK** Look at the article quickly. How many people does Anne Riggs talk to?

## THE IMPORTANCE OF SPORTS BY ANNE RIGGS



25 million people visit Central Park each year. Tourists come here to see the beautiful buildings around the park. New Yorkers come to the park to relax, enjoy nature, or exercise. It's 6 a.m. on Saturday morning. I'm here to ask people what they're doing at the park so early on the weekend and why exercise is important to them.

Jason is 24, and he's studying to be a lawyer. "What am I doing? I'm running. I run five miles in the park every Saturday. Mondays and Wednesdays I run a few miles, too. Why do I run? I do it to keep in shape and to help me when I have a bad day. Yesterday I lost my cell phone. It was expensive. But I'm running now and I feel better. Maybe I'll find my phone today."

Laura is a nurse. "I'm heading for a horse riding lesson. I work nights at the hospital, and I do this on the way home on Saturday morning. Then I go to sleep. I take another lesson during the week, too. Riding horses helps me with the stress I have from my job.

Excuse me, but my lesson starts in five minutes. Bye!"

Jorge is a taxi driver. "I'm playing soccer in the park," he tells me. "Why aren't you driving your taxi?" I ask. "I usually start work at 8 a.m.," he replies. "So why aren't you sleeping?"

"I drive downtown very early every Saturday to play soccer. I play with people from all over the world. I go swimming twice a week, too, but soccer is my favorite way to exercise."

- 2** Read the article again. Answer the questions.

1. Why is Anne in the park?
2. Why does Jason exercise?
3. Why is Laura in the park?
4. Why does Jorge drive downtown very early?

- 3 PAIR WORK** What do you usually do in the mornings? What do you like or dislike? Talk to your partner.

I like walking to work in the mornings.  
I don't have time to go to a class!