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A2

AMERICAN studio

Elementary

Teacher's Book

- Detailed unit overview
- Methodology tips
- Clear lesson summaries
- Simple, straightforward teaching notes
- Reproduced Student's Book spreads
- Answer keys and transcripts
- Extra activities and Exam Practice
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Vocabulary Beats, Quick Notes & Keys





7A Start the week



SPEAKING

1. Add these words to the correct list. bed friends party shopping

go swimming / go to a concert / the movies / go out for a meal / for a walk / stay at home /
running / the theater / the beach / a film / with friends / in the city

Match five of the activities to photos A-E.

2. Work in pairs. Which of the activities in Exercise 1 do you do on the weekend? Which activities do both of you do?

LISTENING

3. Listen to the conversation between Gabriel and his colleague, Monica. Where are they going? Which activities in Exercise 1 do they talk about?

4. Choose the correct options (a-c). Then listen again to check or complete your answers.

- Monica's weekend was ...
a) bad b) OK c) very good
- She saw a ... at the theater.
a) concert b) friend c) musical
- She went to a fast food place ... the theater.
a) after b) before c) next to
- The fast food was ...
a) very bad b) OK c) very good
- Gabriel went shopping on Saturday ...
a) morning b) afternoon c) evening
- The book he's reading is ...
a) bad b) OK c) very good

5. Complete the phrases from the conversation.

- How was the ... ?
- There wasn't much ...
- You're asking a lot of ...
- What does that ... ?
- Did you stay at home all ... ?
- Have a good ...



VOCABULARY Opinion adjectives

6. Add these words to the correct column in the table.

amazing	awful	fantastic	fine	great	OK
terrific	all right	boring	horrible		
wonderful		terrible			

7. Listen and check your answers. Then listen again and repeat.

- Choose adjectives from Exercise 6 to describe the things and people.
- your last vacation
 - the last restaurant you went to
 - soccer
 - learning English
 - the last movie you saw
 - the weather on the weekend

Work in pairs. Compare your answers. How many of your answers are affirmative or negative?

Language studio p. 129: Opinion adjectives

62 Listening 7A

GRAMMAR Past simple: questions

8. Look at the grammar box. Then complete the questions and short answers about John's weekend.



Grammar Box: Past simple: questions

Look at the sentences and complete the rules with these words.

- before did infinitive was
a) Did you have a good weekend?
— Yes, I did. / No, I didn't.
b) What did you go? We saw a musical.
c) Was it good?
— Yes, it was. / No, it wasn't.

To form a question in the past, we use
+ I / you / he, etc. and the
+ of the verb.

We put question words ¹ did.
We don't use did with ² / were.

- A: Did John go (John / go) to the beach on the weekend?
B: Yes, he did. He went there on Saturday.
A: What (he / do) on Sunday?
B: He stayed in bed.
A: (he / stay) in bed all day?
B: No, he didn't. In the afternoon, he went for a walk with his dog.

- A: Where did they go (they / go)?
B: They went to the park.
A: (be) the weather good?
B: Yes, it was. It was a wonderful day.

9. Work in pairs. Write three more questions about John's weekend. Use the other photos on John's phone to help you. Then ask another pair your questions.

10. Write the complete questions.

- What / you / do / on the weekend?
- you / go / to the movies?
- What / you / see?
- Who / you / go / with?
- you / like / it?
- What / you / do / on Sunday?
- you / have / a good time?
- What / be / weather like?

Language studio p. 141: Past simple: questions

SPEAKING

11. Complete the activities.

Choose one of these options.
yesterday / last weekend / last week.

Make quick drawings of three things that you did.

Did you watch TV? Yes, I did. I watched a movie.
Did you like it? No, I didn't. It was terrible.

Work in pairs. Give your pictures to your partner. Ask each other about the things you did. Use questions from Exercise 10, opinion adjectives, and other phrases from the lesson.

What was your partner's opinion of each thing they did? Draw an emoticon (😊 or 😞) under each picture.

Work with another student. Show your partner's drawings and emoticons to the other student. Can they guess what your partner did?

Did she go to the movies? No, she didn't. Did she watch TV? Yes, she did.

Pairwork 7A Talk about the past

Cyber Homework

WB p. 37 63

LESSON SUMMARY



PEOPLE

Students listen to colleagues talking about their weekends, then they talk about their own weekends.

LESSON OBJECTIVES

VOCABULARY | Opinion adjectives

GRAMMAR | Past simple: questions

OUTCOME | Ask and answer questions about recent activities

LESSON PATHWAY

Talk about their weekends

Listen to people talk about their weekends

Learn vocabulary of opinion adjectives

Study past simple: questions

Ask and answer questions about their weekends



PAIRWORK Talk about the past

PREPARATION

- Prepare your own examples to demonstrate Exercise 7.
- If you are doing the extra activity before Exercise 11, ask students to bring mobile devices with their photos to class.

SPEAKING

- Do the activity with the whole class. Check understanding of *go out* and *meal*.

EXTRA ACTIVITY If your students are strong, ask them to suggest one more activity for each verb. You could do this as a race in pairs. Write answers on the board.

Possible extra activities: *go biking / go to the park / go out for dinner / stay on the couch*.

Ask students to match the photos in pairs then check answers with the class.

- Demonstrate the activity by telling students what you do and don't do on the weekend. If your students need more support speaking you could write on the board *I usually ... on the weekend, I sometimes ... on the weekend, I don't usually ... on the weekend*. To make the activity more communicative, encourage them to ask follow-up questions, e.g., *Where? Why? With who?* In feedback, ask some pairs what they both do.

ANSWERS

1. 1 shopping 2 party 3 friends 4 bed
A go to the beach B go to the theater
C stay in bed D go for a walk E go shopping

LISTENING

3.  61 Direct students to the image of Gabriel and Monica. Ask questions to generate interest in the audio, e.g., *Where are they? Do they know each other? What is their relationship?* Check understanding of *colleague*. Play the audio and tell them to answer the two questions as they listen. Check answers.
4. Ask students to read the sentences before you play the audio again. Check understanding of *musical*. Ask them to compare with a partner after listening and check answers with the class. See p20 for more ideas on how to help students with listening.
5. Do the first item with the class then ask students to complete the activity in pairs. You could tell students to read the transcript on p152 to check their answers.

There are extra activities based on this audio in the e-book+.

ANSWERS

3. They're going to work. They talk about going out for a meal, going to the theater, going shopping.
4. 1c 2c 3b 4a 5b 6c
5. 1 trip 2 time 3 questions 4 mean 5 weekend 6 day

VOCABULARY || Opinion adjectives

6. Ask: *How did Gabriel describe the musical?* (amazing). Check understanding of *amazing* and ask students where in the table it goes. Ask students to complete the exercise alone.
-  62 Play the audio for students to check answers. Point out *OK* can be positive, negative, or neutral depending on intonation. Ask students to listen again and repeat the words.
7. Demonstrate with your own example for item 1. Ask students to work individually. Monitor and help with extra vocabulary as needed. Don't check answers yet. Then demonstrate the activity with a student and refer the students to the examples for support. Monitor as students complete the activity and make a note of errors and good language. Go over these after they have finished the activity.

Ask some students to share what they learned about their partner and check who had a lot of affirmative or negative answers.

ALTERNATIVE ACTIVITY Put students into small groups. Give each group a die. Students take turns throwing the die to select a topic from Exercise 7 to talk about. Monitor and make a note of examples of good language and errors and go over these after students have had several turns each.

There is further practice of opinion adjectives in the Language studio on p129.

ANSWERS

6. Column 1: amazing, fantastic, great
Column 2: fine, OK
Column 3: -
Column 4: awful

GRAMMAR || Past simple: questions

GRAMMAR BOX Ask students to complete this exercise individually then check the answers with the class.

EXTRA ACTIVITY Ask students to read the transcript for track 61 on p152 and make a note of the past simple questions and answers in the text.

8. Ask students what they can see in the photos. Do the example with the class and ask them to complete the activity alone. Monitor and prompt self-correction. Check answers.
9. Demonstrate the activity for the class. Monitor and correct errors or prompt self-correction while students prepare their questions in pairs. Remind students to use short answers if the question is *Yes / No*. Monitor while pairs ask each other their questions and make a note of errors and good language to go over after they've finished the activity.
10. Do the first question on the board with the class then tell them to complete the exercise individually. Ask students to compare their questions with a partner then check answers with the class.

EXTRA ACTIVITY If you asked students to bring their mobile devices with photos to class, ask them to find any from their last weekend now. Put students in pairs and tell them they should show their partner their photos. Their partner should use the questions in Exercise 10 and any others they need to find out more information about their partner's weekend. Monitor and make a note of errors and good language and go over these after the students have finished speaking. This activity is similar to Exercise 11 so if you use it, put students in new pairs for Exercise 11.

There is more information on past simple: questions in the Language studio on p141.

ANSWERS

GRAMMAR BOX:

- 1 did 2 infinitive 3 before 4 was
8. 1 Did John go 2 he did 3 did he do
4 Did he stay 5 he didn't 6 did they go
7 Was 8 it was
9. Suggested answers:
1 Did John go out for a meal?
2 Did he go to a party?
3 Did he go running?
10. 1 What did you do on the weekend?
2 Did you go to the movies?
3 What did you see?
4 Who did you go with?
5 Did you like it?
6 What did you do on Sunday?
7 Did you have a good time?
8 What was the weather like?

SPEAKING

11. To demonstrate, draw three pictures on the board and write the time above them (*yesterday / last weekend / last week*). Tell students to ask you questions about the pictures to find out more information. Prompt them to use the questions from Exercise 10 and other past simple questions. Now give students time to read the instructions and check they understand. Give them a time limit of two or three minutes to draw their pictures. Tell them to work in pairs and remind them to use past simple questions and opinion adjectives when they answer. Monitor and make a note of errors and good language. After students have finished speaking, go over this and elicit any additional questions that students used. Write the questions on the board.
- Put students into new pairs and ask them to not make the same errors. Encourage them to use the additional questions.
- Ask students to share anything interesting they learned with the class.



PAIRWORK 7A Talk about the past

If students can't use the App, you can make black-and-white copies of the activity on p157, or download it from Helbling e-zone and print it in black and white or color.

In this pairwork activity, students ask each other questions to find out information to complete gaps in a text.

Demonstrate the activity with a student to model the task and then monitor to listen for examples of good language and errors. Go over these after students have finished.

There is further practice on p37 of the Workbook. Use the Cyber Homework for 7A as extra practice for your class.

LESSON TRANSCRIPTS

61 7A, Exercise 3

Monica: Morning!
Gabriel: Hey. How are you?
Monica: I'm fine.
Gabriel: Did you have a good weekend?
Monica: Yes, I did, thank you.
Gabriel: How was the trip?
Monica: It was great. The conference was really interesting.
Gabriel: Good. Did you have any free time? Did you see the city?
Monica: There wasn't much time. On Saturday evening we went out for a meal and then we went to the theater. We saw a musical.
Gabriel: Was it good? Did you enjoy it?
Monica: The musical? Yes. It was amazing. But the meal was awful.
Gabriel: Oh, really? Where did you go?
Monica: We went to a fast food place. You're asking a lot of questions.
Gabriel: I'm interested. I'd like to go to the conference next year.
Monica: What about you? Did you have a good weekend?
Gabriel: It was OK.
Monica: What did you do?
Gabriel: You know ... boring weekend stuff.
Monica: What does that mean? Did you stay at home all weekend?
Gabriel: No, I didn't.
Receptionist: Good morning.
Gabriel & Monica: Morning, Veronica!
Gabriel: On Saturday afternoon I went shopping.
Monica: What did you buy?
Gabriel: Some clothes ... and a book. The one you recommended last week.
Monica: Oh, OK! Are you enjoying it?
Gabriel: Yes, I am. You were right. It's fantastic!
Monica: Great. Well, see you later.
Gabriel: See ya. Have a good day.

62 7A, Exercise 6

amazing, terrific, fantastic, great, wonderful
 all right, fine, OK
 boring
 awful, horrible, terrible

7B The right name

BUSINESS



VOCABULARY | Names

- Work in pairs. Can you name the people in the photos? Why are they famous?
- Do the quiz. Use the photos in Exercise 1 to help you. Check your answers to the quiz and to Exercise 1. Who got the most correct answers in the class?
- Match definitions 1-7 with seven of the words and phrases in italics in the quiz. How do you say the other phrase in your language?
 - Your first name, middle name, and last name
 - The name your parents gave you
 - A name that writers use
 - The name of a company and its products
 - The first letters of your names
 - A name that actors and singers use
 - An informal name that friends or family call you

- Write another question for the quiz in Exercise 2. Then ask other students. Can they answer it?

→ Language studio p. 129: Names

READING

- Read the article below and choose the best title.
 - How to choose the right company name
 - There's a story behind every name
 - Don't use your real name!
- Read the article again and answer the questions.
 - Where does the name Adidas come from?
 - What meaning of "Lego" did Ole Kirk Kristiansen discover after he chose the name?
 - What name did Bruno Mars's parents give him?
 - Why did the writer Mary Anne Evans use a man's name?
 - Why did J.K. Rowling use the initials J.K. and not Joanne?
- Work in pairs. Tell each other the story behind your name or the story behind a brand name.

Why are you named ...? I'm named after ... My parents called me ... because ...

Names are everywhere. They're on street signs, in ads, on the things we buy. But where do they come from? Behind every brand name, there's a story. Companies are often named after the person who started them. Adolf Dassler's nickname was Adi, so he called his sports shoe company Adidas. Other company names say something about their products. When Ole Kirk Kristiansen called his toy company LEGO, he used the first two letters of the words *leg* and *god*. They mean "play well" in his language, Danish. He later discovered that LEGO means "I put together" in Latin. A perfect name for his toys.

It's also important to choose the right name in the entertainment business. Singers often use a stage name that's easy to remember. Singer Bruno Mars's real name, for example, is Peter Hernandez. For writers, a good pen name can be important. When Mary Anne Evans wrote *Middlemarch*, she used the name George Eliot. That's because people in the 1800s didn't think women were serious writers. And author Joanne Rowling used the initials J.K. with her last name on the Harry Potter series. Was J.K. a man or a woman? People didn't know. The mystery helped her to sell more books. So the next time you see a name, find out more about it. There's always a story to tell.

GRAMMAR | Adjective + infinitive

- Look at the grammar box. Then match 1-6 with a-f to complete the instructions.

- | | |
|--|--------------------------------|
| 1. Write a word in English that's difficult. | a) to eat every day. |
| 2. Write the name of a game that's easy. | b) to check your answers. |
| 3. Draw a type of food that's bad. | c) to play. |
| 4. Write a sport that's possible. | d) to do in a language class. |
| 5. Think of an activity that's important. | e) to spell. |
| 6. Put up your hand when you're ready. | f) to do alone or with others. |

Follow the instructions. Then compare your answers with a partner. How many are the same?

- Complete the advice for choosing a company name. Use the infinitive with to form of these verbs.

Grammar Box: Adjective + infinitive

Read the sentences. Then complete the rule.

- It's *important* to choose the right name in the entertainment business.
- Singers often use a stage name that's *easy* to remember.

We use the infinitive with to after these adjectives: *bad, difficult, good, hard, impossible, possible, ready.*

be buy know remember say tell
When you start a new business, it's important to choose the right name. A good name can make a big difference. Here are our top six tips.

- People forget names, so choose a name that's easy.
- Think about pronunciation. Don't choose a name that's difficult.
- Don't copy. It's good *different* from other companies.
- Have a story. Be ready *people* how your company got its name.
- Use a dictionary. It's important *what* the name means in other languages.
- Check the domain name. Is *yourcompanyname.com* free? Don't choose a name if it's impossible *the* domain name.

→ Language studio p. 141: Adjective + infinitive

SPEAKING

- Work in pairs or small groups. Follow the instructions.

Think of a business that you want to start.
I want to open a restaurant / hotel. What about you?
I'd like to start a magazine / toy company.

Think of three possible names for your business. Then choose the best one. Use Exercise 9 to help you.

I like the name ...
Me, too.
It's not very easy to say / remember.

Think of a domain name for your business. Present your business to other students. Tell them the type of business, name, and domain name and why you chose that name.

We want to start a ...
We want to call it ... because ...
After listening to other students, choose the best business name.



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Reading 7B Cyber Homework WB p. 38 65

LESSON SUMMARY



Students read about the story behind famous names and develop a name for a new business.

LESSON OBJECTIVES

VOCABULARY | Names

GRAMMAR | Adjective + infinitive

OUTCOME | Think of a name for a new business

LESSON PATHWAY

Learn vocabulary related to names



Read about the story behind some famous names



Study adjective + infinitive



Develop and present ideas for the name of a new business

PREPARATION

For Exercise 7, prepare your own example explaining the story behind your name. If there is no story behind your name, research and prepare the story behind the name of a product or brand your students know.

VOCABULARY | Names

- Students complete the activity in pairs. Monitor and help with vocabulary as needed. In feedback ask students to share some ideas about the different people. Don't confirm answers at this stage.
- Ask students to complete the quiz in pairs. Check understanding of *wrestler*. Tell them to try to understand any other new vocabulary from the context at the moment. Check the answers with the class. Ask students to share how many answers they got correct to find out who got the most.
- Do the first item with the class and then ask students to complete the activity individually. In feedback, check answers and pronunciation of the vocabulary.
- Monitor and help students with vocabulary and grammar as they prepare their questions. You could do this as a mingle where students walk around the class and ask each other their questions. After students have asked and answered several questions, stop the activity and ask the class who had the best question.

There is further practice of vocabulary related to names in the Language studio on p129.

ANSWERS

1. A George Eliot, author
B Jeff Bezos, the founder of Amazon
C Oprah Winfrey, businesswoman and TV host
D John F. Kennedy, US president
E Katy Perry, singer
F Dwayne Johnson, actor and ex-wrestler
2. 1 John Fitzgerald Kennedy 2 Katy Perry
3 A woman 4 Dwayne Johnson
5 Oprah Winfrey 6 Amazon
3. 1 full name 2 real name 3 pen name
4 brand name 5 initials 6 stage name 7 nickname

READING

5. Set a time limit of one or two minutes so students read quickly. Ask some students to share their answers with the class and ask them to give reasons why. Confirm the correct answer.
6. Tell students to read the questions and make a note of the key words in their notebook before they read again. Demonstrate this with the first question *Where does the name Adidas come from?* Ask them to make a note of where the answers are as they read and ask them to refer to the text when you check answers.
7. Demonstrate the activity with your own example. Remind students they can talk about their own name or a brand name. Tell them to look on their phones if they want to find information about brand names. If you think your class need it, give them some time to prepare and make notes. Encourage them to use the vocabulary from Exercise 2. After students are finished speaking, ask some students to share anything interesting they learned with the class.

There are extra activities based on this text in the e-book+.

ANSWERS

5. B
6. 1 Adolf Dassler's nickname and the first letters of his last name. 2 I put together.
3 Peter Hernandez. 4 Because people in the 1800s didn't think women were serious writers. 5 Because she didn't want people to be influenced by knowing whether she was a man or a woman.

GRAMMAR || Adjective + infinitive

GRAMMAR BOX Do this exercise with the class. If you have a monolingual class, compare the structure (adjective + infinitive) to their L1.

8. Do the first one with the whole class then ask students to complete the activity alone. Check answers.
Give your own example for one of the items then ask students to complete the activity alone. Monitor to help with vocabulary as needed. When students are ready ask them to compare their answers with a partner. Ask some pairs to share what they had in common with the class.

ALTERNATIVE ACTIVITY Ask students to write the answers to the instructions in Exercise 8 in their notebook, e.g., 1) their, 2) tennis, etc. Then tell students to close their books, compare their answers and try to remember what each one refers to. Monitor as students try to remember and correct errors with the target grammar.

9. Tell students to read the introduction of the text then do the first tip as a whole class. Tell students to complete the exercise individually and compare with a partner. Check answers with the class.

There is more information on adjective + infinitive in the Language studio on p141.

ANSWERS

GRAMMAR BOX: 1 important 2 easy

8. 1e 2c 3a 4f 5d 6b
9. 1 to remember 2 to say 3 to be 4 to tell
5 to know 6 to buy

SPEAKING

10. Ask: *Have you ever had an idea for starting your own business?* Discuss the kinds of businesses that would be popular or a good idea to start in the local area. What things are missing from the city or town they live in? What kind of business could they start online? Put students into groups of three or four. Tell them to read the instructions and check everyone understands the activity. Ask groups to discuss their ideas and make a note of the answers. Monitor and help with language and make a note of errors and good language and go over this before the next stage of the activity. Re-group students when they have finished writing so they can each present their group's ideas to a different group. Encourage them to ask questions, e.g., *Why did you choose this name?* Re-group students again and ask them to repeat the presentations if some students still need to hear each other's ideas. End the lesson by asking students to vote on the best business plan.

There is further practice on p38 of the Workbook. Use the Cyber Homework for 7B as extra practice for your class.

7C Future plans

VOCABULARY | Future time expressions

1. Work in pairs. Put the time expressions in the correct order.

- | | | |
|---------------------|---|-------------------|
| a) tonight | e) this evening | i) this afternoon |
| b) tomorrow night | f) after this / after the class / later | j) next month |
| c) next week | g) tomorrow afternoon | k) next year |
| d) tomorrow morning | h) this weekend | |

2. Listen and check. Then listen again and repeat.

→ Language studio p. 129: Future time expressions

VIDEO | Watch and listen

2. Read the Studio Mix introduction and complete the activity.

In today's Studio Mix, members of the team answer the question: What are your plans? Look at the pictures of their plans. Whose plans are they? Match the pictures to the team members in Exercise 3.



3. Watch or listen to check your answers to Exercise 2. Complete the team members' plans with a verb.

- | | |
|-----------------|----------------|
| 1. ... to Paris | 3. ... at home |
| 2. ... bowling | 4. ... a band |

4. Watch or listen again and write short answers to the questions.

- Who has plans for this evening?
- What does Kayla want to do next year?
- Where is Eugene going to be next Saturday?
- When is the marathon?
- What are Edu's plans for this weekend?
- Does Edu know the dates of his vacation?

5. Work in pairs. Look at the video transcript on page 152 and make a note of the time expressions in each conversation.



GRAMMAR | be going to

6. Look at the grammar box. Then complete the sentences with the affirmative or negative form of *be*. Use contractions when possible.

- My brother (✓) ... going to meet us at 7:00 p.m.
- I (X) ... going to go running this afternoon.
- We (✓) ... going to spend next weekend in Los Angeles.
- But we (X) ... going to visit Disneyland.
- My cousins (✓) ... going to stay with us until next Tuesday.
- My aunt (X) ... going to come again until next year.

7. Listen to this sentence. How do we pronounce *is going to*? Is it *is* or *isn't*?

He's going to meet us.

8. Listen and repeat these sentences. Pay attention to the pronunciation of *to*.

- He's going to meet us.
- I'm not going to go running.
- They're going to stay with us.

8. Write the questions using *be going to*. Then complete the answers with one word.

- | | |
|--|--|
| 1. What / you / do / after the class?
I don't ... | 4. When / get up / tomorrow morning?
... seven o'clock. |
| 2. you / go / to the movies / this weekend?
No, I'm ... | 5. the teacher / give / you / any homework today?
No, she ... |
| 3. you / have / a vacation this year?
Yes, I ... | |

Work in pairs. Take turns asking each other the questions in Exercise 8. Give your own answers.

→ Language studio p. 141: *be going to*

SPEAKING |

9. Work with 3-4 other students. Follow the instructions.

Make a set of eight to ten cards. Write a future time expression from Exercise 1 on each one.

Make a second set of eight to ten cards. Write activities (go swimming, go out to dinner ...) on some of them and the words "the truth" on the others.

Swap your cards with another group. Place the new cards in two piles face down on a table.

Take turns picking a card from each pile and say what you're going to do at the specified time. If you pick an activity card, say the activity on the card. If you pick a truth card, say what you're really going to do.

This evening, I'm going to go swimming.

This evening, I'm going to watch TV.

The other students ask questions to decide if you're telling the truth or not.

Where are you going to go swimming? What are you going to watch on TV?
I don't believe you. OK, I believe you.

LESSON SUMMARY



Students listen to people talk about their future plans and then talk about their own future plans.

LESSON OBJECTIVES

VOCABULARY | Future time expressions

GRAMMAR | *be going to*

OUTCOME | Ask and answer questions about people's plans

LESSON PATHWAY

Learn future time expressions



Watch and listen to people talking about their plans



Study *be going to*



Ask and answer questions about each other's plans

PREPARATION

For Exercise 9 prepare two cards, one with a future time reference from Exercise 1 and one with a free-time activity.

VOCABULARY | Future time expressions

1. Students complete the first part in pairs.

63 Play the audio to check answers. Play it again and ask students to repeat. Check that *later* doesn't refer to a specific time. You could also review *at* + time, *in* + time of day, *on* + day.

There is further practice of vocabulary for future time expressions in the Language studio on p129.

ANSWERS

- 1 after this / after the class / later
2 this afternoon 3 this evening 4 tonight
5 tomorrow morning 6 tomorrow afternoon
7 tomorrow night 8 this weekend
9 next week 10 next month 11 next year

VIDEO | Watch and listen

2. Ask students to read individually then discuss their ideas with a partner. Ask some students to share their ideas with the class.

3. 23 64 Play the video or audio and ask students to check their answers with a partner, then check with the class.

4. Ask students to read the questions before they watch or listen again.
5. Do an example with the class for the first expression. Students then complete the activity in pairs. Ask one pair to share answers with the class.

There are extra activities based on this audio in the e-book+.

ANSWERS

3. A Kayla B Edu C Kayla D Stefan E Eugenie
1 fly (Eugenie) 2 go bowling (Stefan)
3 stay at home (Edu)
4 see a band (Kayla)
4. 1 Kayla. 2 She wants to travel around the world. 3 In Paris 4 Next Sunday morning.
5 To stay at home and relax. 6 No, he doesn't.

GRAMMAR || *be going to*

GRAMMAR BOX Do this exercise with the whole class. Check understanding of *intentions*. Highlight that we can't use *will* to talk about future intentions.

6. Ask students to complete the activity individually then compare with a partner. Check answers with the class.
-   **65** Check students understand the phonemic script, then play the audio and check with the class.
-   **66** Play the audio twice.
8. Do the first item with the class. Ask students to complete the exercise individually then compare with a partner. Check answers.
Demonstrate the activity with a student. Monitor and make a note of errors and good language and go over these after students have finished.

There is more information on *be going to* in the Language studio on p141.

ANSWERS

GRAMMAR BOX: 1 are 2 is

6. 1 's (is) 2 'm not (am not) 3 're (are)
4 aren't 5 are 6 isn't
8. 1 What are you going to do after the class? / I don't know.
2 Are you going to go to the movies this weekend? / No, I'm not.
3 Are you going to have a vacation this year? / Yes, I am.
4 When are you going to get up tomorrow morning? / At seven o'clock.
5 Is the teacher going to give you any homework today? / No, she isn't.

SPEAKING ||

9. Put students into groups of three or four and ask them to read the instructions. If possible, show students an example of each kind of card. Check they understand. Monitor closely while they prepare the two sets of cards and help with language. Demonstrate the next part of the activity with one group and refer students to the speech bubbles for support. Now tell students to complete the activity in groups.
Monitor while students do the activity and make a note of errors and good examples of the target language. Go over these with the class after students have finished speaking.
To end the lesson, ask some students to share who they think has the most interesting plans for the weekend. Encourage the other students to listen, comment and ask follow-up questions.

There is further practice on p39 of the Workbook. Use the Cyber Homework for 7C as extra practice for your class.

LESSON TRANSCRIPTS ||

63 7C, Exercise 1

after this, after the class, later, this afternoon, this evening, tonight, tomorrow morning, tomorrow afternoon, tomorrow night, this weekend, next week, next month, next year

23 **64** 7C, Exercise 3

Stefan: What are your plans?

Kayla: What do you mean? Now? After this? I don't know. This evening I'm going to see a band.

Stefan: Really? Who are you going to see?

Kayla: A local group. They're really good. Do you want to come?

Stefan: I can't. I have plans.

Kayla: Oh. What are you going to do?

Stefan: After this, I'm going to meet some friends. Later we're going to go bowling.

Kayla: Bowling?

Stefan: Yeah. You know. You have a ball and you roll it and try to knock down some pins.

Kayla: I know what bowling is. Ah! Next year I'm going to travel around the world. I am!

Eugenie: Next weekend I'm going to fly to Paris for two days with a friend. She's going to run in the marathon there. So, we're going to spend Saturday together and walk around the city. Then she's going to do the marathon on Sunday morning and I'm going to... watch. It's going to be great.

Edu: Olivia? I don't have any plans.

Olivia: I don't believe you. Are you going to go on holiday ... er ... on vacation this year?

Edu: Yes, I am. But I don't know where or when.

Olivia: OK. What about this weekend? Are you going to go out?

Edu: No, I'm not going to go out. I'm going to stay at home and relax.

Olivia: Well... You're going to relax. That's a plan.

Edu: I guess.

Olivia: Are you going to say it to the camera?

Edu: No.

Olivia: He's going to stay at home and relax.

101 THINGS TO DO IN ENGLISH

7 Check into a hotel

GET READY

- Look at the photo on the right and order the conversation.
 - Let me see. Ms. J. Duncan?
 - Yes. It's Duncan. D-U-N-C-A-N.
 - I'd like to check in. I have a reservation.
 - That's right.
 - Good afternoon. How can I help you?
 - Very good. Can I have your last name, please?



- Watch the video intro to check your answers.

WATCH

- Watch the 101 video. Why is Julie staying at the hotel?
- Watch again. Complete the missing information and choose the correct options.

ANALYZE

- Complete the phrases with these words.

Are Can Do It's What

The guest	The receptionist
I'd like to check in.	Good afternoon. How can I help you? Here's the key to your room.
I have a reservation.	I have your last name? room 406 on the fourth floor.
time is breakfast?	May I have your passport, please?
I need a password for the WiFi?	you here for business or pleasure?

- Watch the 101 useful phrases video to check your answers. Repeat the phrases.
- When we speak, we usually divide sentences into groups of words. This helps other people to understand us. Listen and divide the phrase into two groups of words.

A single room for three nights.

- Listen and repeat these sentences. Say the two groups of words.

- Can I have / your last name?
- Here's your passport / and the key to your room.
- It's room 406 / on the fourth floor.

SPOKEN ENGLISH Just a moment

We can say just a moment or one moment when we need time to find something.

REHEARSE

- Work in pairs. Prepare a conversation like the one on the video. Use phrases from the table.

Student A

You are the receptionist at a hotel. Welcome the new guest.

Student B

You are a guest arriving at a hotel. Explain that you'd like to check in.

Student A

Ask for the information you need to complete the Guest Information card in Exercise 3. Use the Spoken English phrase if you can.

Student B

Give the receptionist the information they need.

Film it. Swap roles. Now use the video to present your conversation to other students. Can they complete a Guest Information card? Then film it!

PREPARATION

If you are teaching a monolingual class and you don't speak the students' L1, look up ways of saying *just a minute* in preparation for the Spoken English box.

GET READY

- Ask: *Where are the people in the photo? What are they doing?* Check understanding of *last name* then ask students to complete the activity in pairs.

- Play the video and ask students to check their answers.

ANSWERS

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

WATCH

- Play the video and ask students to compare their answer with a partner. If many students didn't get the answer the first time, play it again and pause to help them hear where the answer is. Check understanding of *conference*.

- Ask students to read the form before they watch again. Check understanding of *guest*, *single*, *twin*, *double*, and *pleasure*. If students found it difficult the first time pause the video two or three times to allow them to make a note of the answers. Check answers.

ANSWERS

- She's there for a conference.
- 1 Ms J. Duncan 2 three 3 single 4 passport 5 business 6 yes 7 H01QR

ANALYZE

- Do the first item with the class then ask students to complete the exercise individually.
- Play the 101 Useful Phrases video and ask students to check their answers. Play the video again and ask students to repeat. Explain that we can use *can* and *may* to ask for information, e.g., *Can / May I have your last name?* and *Can / May I have your passport?*
- This exercise helps students become more aware of how, when we speak, we organize what we are saying into thought groups. A thought group is usually a group of 2-5 words which has one key idea, forming a unit of meaning. One sentence or question might have many thought groups. When we pronounce a thought group the key content words like verbs and nouns are stressed and the function words like pronouns, prepositions, and auxiliary verbs are usually unstressed.

LESSON SUMMARY

Students watch a video of someone checking into a hotel and role-play checking into a hotel.

LESSON PATHWAY

Predict the order of a conversation

Watch a video for general understanding and then to hear more details

Study phrases for checking into a hotel

Practice pronunciation of dividing phrases into groups of words

Role-play checking into a hotel

P  67 Write the sentence on the board and ask students what they think the two parts of the sentence are. Play the audio and ask students to check, then play it again and ask them to repeat. Elicit or explain why the sentence is divided into these two groups.

 68 Play the audio and ask students to listen and repeat. Ask students to practice the three sentences in pairs. Monitor and give feedback on pronunciation.

PRONUNCIATION TIP You can use clapping or clicking to help students hear and replicate sentence stress.

Start by modeling the stressed words in the sentence and clap or click at the same time. Then show students how to add the extra unstressed words in the phrase. They should be able to add the unstressed words so the timing is still the same, e.g., *passport* (click) *key* (click) *room* (click).
Here's your passport (click) *and the key* (click) *to your room* (click).

Direct students to the Spoken English box. Ask them to look at the video transcript on p152 and find another expression the receptionist uses with the same function as *just a moment* (*let me see*). If you have a monolingual class, elicit phrases that are used in the students' L1 with the same function.

ANSWERS

4. 1 What 2 Do 3 Can 4 Are 5 It's
5. A single room / for three nights.

REHEARSE

6. Tell students they are going to role-play a conversation in a hotel similar to the one they watched. Put students in pairs and tell them to read the situation. Check they understand the activity and ask them to prepare the conversation. Remind them that to help develop their speaking skills and spoken fluency it is better to make notes as they prepare, rather than writing and then reading out complete sentences. Remind them to use phrases from the lesson as they make their notes. Monitor closely and help with language. Ask them to rehearse the conversation. Tell them to swap roles and to continue to rehearse until they can have the conversation without looking at their notes. Ask them to perform the conversation in front of the videoscape if you can project it in your classroom. Tell the listeners to complete the Guest information card.

For more information on how to use the videoscape, please go to p21.

There is further practice on p40 of the Workbook. Use the Cyber Homework for 101 7 as extra practice for your class.

LESSON TRANSCRIPTS

24 101 7, Exercise 1

Receptionist: Good afternoon. How can I help you?
Julie: I'd like to check in. I have a reservation.
Receptionist: Very good. Can I have your last name, please?
Julie: Yes. It's Duncan. D-U-N-C-A-N.
Receptionist: Let me see... Ms J. Duncan?
Julie: That's right.

25 101 7, Exercise 2

Receptionist: Good afternoon. How can I help you?
Julie: I'd like to check in. I have a reservation.
Receptionist: Very good. Can I have your last name, please?
Julie: Yes. It's Duncan. D-U-N-C-A-N.
Receptionist: Let me see ... Ms J. Duncan?
Julie: That's right.
Receptionist: A single room for three nights.
Julie: That's correct.
Receptionist: May I have your passport, please?
Julie: My passport? Oh, yes, of course. Just a moment. Here you are.
Receptionist: Thank you. Are you here for business or pleasure?
Julie: I'm here for the conference. I'm not going to have time to do any sightseeing.
Receptionist: OK. Here's your passport and the key to your room. It's room 405 on the fourth floor. Breakfast is included.
Julie: What time is breakfast?
Receptionist: From 6:30 to 11:30. The restaurant is on the first floor.
Julie: Thanks. Oh. Do I need a password for the WiFi?
Receptionist: Yes, you do. Let me write it down for you. It's H01QR.
Julie: Thanks.

26 101 7, Exercise 4

The Guest
I'd like to check in.
I have a reservation.
What time is breakfast?
Do I need a password for the WiFi?

The receptionist
Good afternoon. How can I help you?
Can I have your last name?
May I have your passport, please?
Are you here for business or pleasure?
Here's the key to your room.
It's room 405 on the fourth floor.

Review 7 & 8

Ask students to work through the exercises in pairs.
Monitor and help with explanations and corrections.
For more information on the Review sections, see p16.
For more practice, go to:

- Writing 4 on Student's Book p119
- Workbook pp45-47
- CLIL Project 4 and Exam Practice on Helbling e-zone



PAIRWORK

This pairwork activity recycles vocabulary from pp62-76.

Ask students to read the relevant instructions (Student A or B) and check they understand the activity. Tell students to refer back to the lessons if they need help with remembering language they can use in the task. Demonstrate the activity with a confident student and then ask pairs to complete the activity. Monitor and make a note of errors and good language. Go over this language after they have finished speaking.

ANSWERS

- 1 boring 2 full name is 3 countryside 4 rain
5 meal 6 brand
- 1c 2f 3e 4h 5b 6g 7a 8d
- 1 after 2 parade 3 real 4 fireworks
1 the highest 2 bigger 3 the coldest
4 more famous
3a: 1F: it's named after a place
2F: It's in New York 3T 4T
3b: 1T 2T 3F: Antarctica is the coldest place.
4 Students' own answers
- 1 How **much** pasta is in the fridge?
2 Grammar exercises are difficult **to** do.
3 "Was the movie good?" "Yes, it **was** amazing."
4 Tomorrow morning I'm going to get up early.
5 Running is healthier **than** sitting on the couch.
6 There were only a **few** people at the party - it was terrible.
- 1 I'm going to be
2 We're going to stay
3 aren't going to be
4 They're going to be
5 We aren't going to have
6 I'm not going to leave
7 Are you going to be
- 1 I'd like to check in. (guest)
2 May I have your passport? (receptionist)
3 How can I help you? (receptionist)
4 Do I need a password for the WiFi? (guest)
5 What time is breakfast? (guest)
6 Can I have your last name? (receptionist)