


In San Francisco

1 Vocabulary

 **A** Claudia and her family are on vacation in San Francisco.
What do they do there? Match the photos to the correct activities.
Then listen and practice.

Visit San Francisco

1


2


5


6


3


4


7


8


In San Francisco, they . . .

- | | | | |
|-------------------|-------------------|---------------------|---------------------|
| 5 buy souvenirs. | 8 ride a trolley. | 2 take a boat ride. | 1 visit a museum. |
| 7 go sightseeing. | 4 see a show. | 6 take pictures. | 3 walk in the park. |

B What can people do in your town or city? Write the activities.
Use Part A or your own ideas. *(Answers will vary.)*

- | | |
|-----------------------------|----------|
| 1. <u>Take a boat ride.</u> | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

This lesson presents and practices the names of vacation activities and present continuous affirmative statements.

1 Vocabulary

This exercise presents and practices the names of common vacation activities.

Culture Note

San Francisco is a city located in the state of California. It was originally called *Yerba Buena* and was renamed San Francisco in 1847. Today about 750,000 people live there, but almost 16 million people visit each year! Some popular tourist attractions include: Chinatown, the Golden Gate Bridge, Fisherman's Wharf – the famous historic waterfront that offers tourists shopping, food, and incredible views of San Francisco Bay – and Alcatraz, the “escape-proof” prison.

A CD2, Track 2

- Have students look at the photos. Elicit as much information as possible about what the people in the photos are doing.
- Write the eight verb phrases on the board and elicit the meaning of any words students know.
- Have students write the number of each photo in the box of the corresponding verb phrase.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the activities in the Student's Book.

- Check answers with the class. Say the number of each photo, and have volunteers respond with the correct verb phrase.
- Play the recording again, or model the verb phrases. Students listen and repeat.
- **Optional** Ask: *What do you like to do on vacation?* Students respond with *I like to _____*, completing the sentence with the verb phrase of their choice.

B

- Ask students to read the directions and the example. Make sure they understand that the sentences should be about where they live. Tell them they can refer to the phrases in Part A or use verb phrases from previous lessons.
- Have students work individually to complete the exercise.
- Have students work in pairs to compare their sentences.
- Check answers with the class. Invite several volunteers to share their sentences with the class.
- **Optional** Have students work in groups of four or five to decide on the four best activities. Invite two students from each group to come to the board to write the activities.

This unit introduces vocabulary and expressions for talking about common recreational and vacation activities and places.

2 Language focus

This exercise presents and practices present continuous affirmative statements.

A CD2, Track 3

- Focus students' attention on the photos. Explain that they all show Claudia and her family on a trip to San Francisco.
- Elicit as much information as possible about what the people in the photos are doing.
- Play the recording. Students listen and read along.

Audio script

Same as the text in the Student's Book.

- Ask: *Who is in San Francisco with Claudia?* (Her parents; her cousin Ruben; and her brother, Oscar.) *Where are they now?* (At Fisherman's Wharf.) Write the following on the board:

Claudia is ___ the trip. They are ___ Fisherman's Wharf. Her mom and dad are ___ souvenirs. Ruben is ___ lunch. Oscar is ___ pictures.

- Play the recording again. Students listen and fill in the blanks.
- Invite volunteers to read the sentences aloud, filling in the correct *-ing* verbs.
- Model the sentences on the board. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Elicit the full forms of *I'm*, *She's*, *We're*, *You're*, and *They're*. Then focus students' attention on the *-ing* endings. Ask: *Which verb is different after adding -ing? How is it different?* (*Take*. The final *-e* is dropped when *-ing* is added.) Explain that adding *-ing* to a verb means that the action is currently taking place.

Note: Tell students that if a verb ends in a short vowel sound and a single consonant, the consonant is doubled before adding *-ing*. Write the following verbs as examples on the board:

put – putting stop – stopping
run – running swim – swimming
shop – shopping

- Model the examples, pausing for students to repeat.
Note: A little extra drilling may be necessary for students to feel comfortable pronouncing the verbs in this form.
- **Optional** Elicit previously learned verbs from students. Ask the class to say the verb using an *-ing* ending.

B CD2, Track 4

- Ask students to read the directions and the example.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to come to the board to write their sentences.
- **Optional** Ask students to point to any picture or photo in their Student's Book and use the present continuous to describe what the people are doing.

3 Speaking

This exercise practices present continuous affirmative statements.

A

- Have students read the directions and the example.
- Explain that students are taking imaginary vacations, and give your own example: *I'm in (Madrid). I'm visiting a museum.* Invite two or three volunteers to say where they are for their imaginary vacation.
- Have students work in groups of three. Students tell one another where they are and what they are doing. They can give more than one activity.

B

- Have volunteers read the directions and the example aloud.
- Invite volunteers to tell the class about one of the students in their group.

Workbook

Assign the exercises on Workbook page 30. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 17.

2 Language focus

A Claudia is videotaping her trip to San Francisco. Listen and practice.

Today is our first day in San Francisco. I'm videotaping our trip. Right now, we're visiting Fisherman's Wharf. Let's see . . . There are Mom and Dad. They're buying souvenirs. My cousin, Ruben, is eating lunch over there. My brother, Oscar, is taking pictures with his new camera. And now you see me. You can do so much in San Francisco. It's a great city!

Present continuous: affirmative statements

I'm **videotaping** our trip.
She's **taking** pictures.
We're **visiting** Fisherman's Wharf.
You're **skateboarding**.
They're **buying** souvenirs.

buying = buy + ing
taking = take + ing



B Everybody's doing different things now. Write the sentences with the correct forms of the verbs. Then listen and check.

1. (Ruben / go sightseeing) *He's going sightseeing.*
2. (Mom and Dad / see a show) *They're seeing a show.*
3. (Oscar / take pictures) *He's taking pictures.*
4. (Oscar and I / take a boat ride) *We're taking a boat ride.*

3 Speaking

A Work with two classmates. Imagine you are on vacation right now. Where are you? What are you doing?

You I'm in San Francisco. I'm visiting a museum.

Classmate 1 I'm at the beach. I'm swimming.

Classmate 2 I'm in Puerto Rico. I'm taking pictures.

B Tell the class about your classmates.

You Mario is at the beach. He's swimming.

Tori is in Puerto Rico. She's taking pictures.






1 Vocabulary

A Ms. Nolan and Mr. Brown take their students to the park. Match the rules in the box to the correct signs in the picture. Then listen and practice.

- | | | |
|---------------------------|--------------------------|---------------------------------|
| 1 Eat in the picnic area. | 3 Stand in line. | 5 Throw trash in the trash can. |
| 2 Sit down in the boat. | 4 Stay on the bike path. | 6 Wait for the green light. |



B Look at Part A again. Read the sentences and check (✓) T (true) or F (false).

		T	F
1. 	They're waiting for the green light.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. 	Molly and Peter are staying on the bike path.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. 	The girls are eating in the picnic area.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. 	Dan is standing in line.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. 	He's throwing trash in the trash can.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Lesson 18

At the park

This lesson presents and practices common rules and regulations at recreational facilities and present continuous negative statements.

Review of Lesson 17

- Write on the board:

<i>buying</i>	<i>souvenirs</i>
<i>riding a</i>	<i>our trip</i>
<i>taking</i>	<i>trolley</i>
<i>videotaping</i>	<i>in the park</i>
<i>visiting</i>	<i>pictures</i>
<i>walking</i>	<i>a museum</i>

- Have the class match the verbs on the left to the nouns or phrases on the right.
- Ask the class to think of other nouns or phrases that could be used in combination with these verbs.
- Call out these nouns, one by one. Students respond with an appropriate present continuous verb. *TV* (watching), *lunch* (eating), *soccer* (playing), *milk* (drinking), *songs* (singing), *a book* (reading), *English* (speaking).

1 Vocabulary

This exercise presents and practices the words for common rules and regulations at recreational facilities.

A CD2, Track 5

- Focus students' attention on the picture. Ask: *What is this?* (A park.) Ask students to describe what they see in the picture.
- Have students read the directions. Explain *rules* and *correct signs*.
- Ask students to look at the rules in the box and identify the words they know. Remind students that the rules are imperatives.
- Have students work individually to number the signs correctly.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the rules in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the rules. Students listen and repeat.

B

- Ask students to read the directions. Explain to students that they are to look at the picture in Part A to decide whether the statements are true or false. Students check T (true) or F (false) in the boxes.
- Have students work individually to complete the exercise.
- Check answers with the class.
- **Optional** Have students form groups of five or six. Ask a volunteer in each group to point to a picture in the Student's Book of a character doing an activity. The student then makes a positive present continuous statement about the picture, which may be either true or false. The rest of the group members call out *True* or *False*.

2 Language focus

This exercise presents and practices present continuous negative statements.

A CD2, Track 6

- Focus students' attention on the picture. Ask: *Where are they?* (In the park.) *Are Ms. Nolan and Mr. Brown happy?* (No, they aren't.) Explain *following the rules*. (Obeying the laws or regulations.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Are Peter and Molly on the bike path?* (No, they aren't.) *What color is the light?* (It's red.) Say the following incomplete sentences. Students respond by completing them.
Ms. Nolan isn't ____ (paying attention). *Dan isn't* ____ (standing in line). *Ms. Nolan and Mr. Brown* ____ (aren't following the rules). *Peter and Molly* ____ (aren't staying on the bike path).
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Point out that *not* comes between the verb *be* and the main verb + *-ing*.

- Focus students' attention on the negative contractions. Drill for pronunciation. Write *aren't* and *isn't* on the board. Call out the following words: *You, you and I, the teacher, the students, the book, Peter and Molly, Mr. Brown*. Students respond with *aren't* or *isn't*.
- Model the examples, pausing for students to repeat.

B CD2, Track 7

- Have students read the directions.
- Have students work individually to complete the sentences.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to come to the board to write their answers.

3 Listening

In this exercise, students listen for what people are doing wrong.

CD2, Track 8

- Tell students that they will listen to Ms. Nolan and Mr. Brown telling the students how they are breaking the rules. Students should write the letters in the blanks to match the two parts of the sentences.
- Play the recording. Students only listen.

Audio script

See page T-207.

- Play the recording again. Students listen and complete the exercise.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Workbook

Assign the exercises on Workbook page 31. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 18.

2 Language focus

- A** The students aren't following the rules.
Listen and practice.

Ms. Nolan Oh, no. The students aren't following the rules! Look at Dan. He isn't standing in line.

Mr. Brown Hey, Dan! You aren't standing in line!

Ms. Nolan And look at Molly and Peter. They aren't staying on the bike path.

Mr. Brown Molly! Peter! Please stay on the bike path.

Ms. Nolan Oh, no, wait! It's a red light. I'm not paying attention.

Mr. Brown You're right. Now *we* aren't following the rules!

Present continuous: negative statements

I'm **not** paying attention.
You **aren't** standing in line.
He **isn't** standing in line.
We **aren't** following the rules.
They **aren't** staying on the bike path.

aren't = are not isn't = is not



- B** Look at the picture in Exercise 1A again. What are the students doing wrong?
Complete the sentences. Then listen and check.

1. Dan isn't standing in line.
2. Molly and Peter aren't staying on the bike path.
3. Fred isn't waiting for the green light.
4. Brad and Jeff aren't eating in the picnic area.
5. Lisa isn't sitting down in the boat.
6. Nan isn't throwing trash in the trash can.



3 Listening

- Now what are the students doing wrong? Listen and match the two parts of each sentence.**

- | | |
|---------------------------------|-------------------------------------|
| 1. Nan and Lisa aren't <u>b</u> | a. sitting down in the boat. |
| 2. Jeff isn't <u>d</u> | b. eating in the picnic area. |
| 3. Dan and Fred aren't <u>e</u> | c. standing in line. |
| 4. Brad isn't <u>a</u> | d. staying on the bike path. |
| 5. Molly isn't <u>c</u> | e. throwing trash in the trash can. |

1 Language check

A Write the present continuous form of the verbs.

- | | | |
|-------------------------|--------------------------|-------------------------|
| 1. sit <u>sitting</u> | 4. throw <u>throwing</u> | 7. ride <u>riding</u> |
| 2. skate <u>skating</u> | 5. pay <u>paying</u> | 8. swim <u>swimming</u> |
| 3. wait <u>waiting</u> | 6. stay <u>staying</u> | 9. go <u>going</u> |

B Helena and her family are on vacation in New York City. Complete Helena's postcard to her friend Jane.

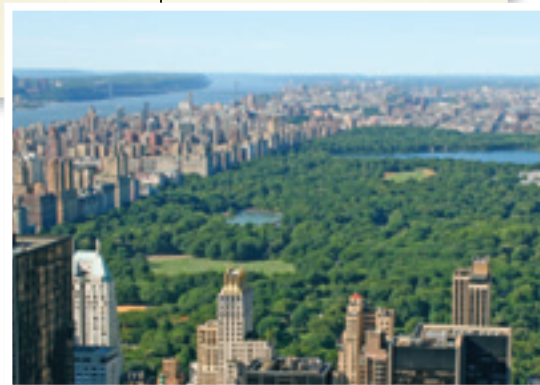
Dear Jane,
Hello from New York City. Right now, my sister Hannah and I are in Central Park. I 'm ('m / is) writing to my friends. Hannah is (is / are) taking pictures with her new camera. Dad and my brother Marcos aren't (isn't / aren't) at the park. They 're (is / 're) visiting a museum. Mom isn't (isn't / aren't) visiting the museum. She 's ('s / are) buying souvenirs for our friends at home. New York is a great city! We 're (is / 're) having a lot of fun here.
See you soon!
Helena



Jane Brown
123 Front Street
Miami, FL 33123

C Use the cues to write sentences: ✓ = yes, ✗ = no.

- Joe / wait for the green light (✓)
Joe is waiting for the green light.
- Alicia / sit down in the boat (✗)
Alicia isn't sitting down in the boat.
- Dmitri / stand in line (✗)
Dmitri isn't standing in line.
- Ginny / eat in the picnic area (✓)
Ginny is eating in the picnic area.
- Laura / stay on the bike path (✗)
Laura isn't staying on the bike path.
- Tony / throw trash in the trash can (✗)
Tony isn't throwing trash in the trash can.



This lesson reviews the language presented and practiced in Lessons 17 and 18.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Have students read the directions and the example.
- Focus students' attention on the spelling of *sitting*. Remind them to double the final consonant in words with a single short vowel sound followed by a single consonant.
- Have students work individually to complete the exercise.
- Have students check answers in pairs. Ask: *Is there another word like sit → sitting on the list?* (Swim → swimming.)
- Check answers with the class. Write the base form of the verbs on the board, and invite volunteers to come to the board to write the *-ing* form.

Note: Students may ask: *Why don't we double the final w or y in throw and stay?* Explain that the letters *w* and *y* do not follow the rule.

B

- Invite a volunteer to read the directions aloud.
- Have students read the postcard. Tell them not to write the answers yet.
- Ask: *Who is Jane?* (Helena's friend.) *Where are Helena and Hannah?* (In Central Park in New York City.)
- Have students work individually to complete the postcard.
- Check answers with the class. Invite volunteers to read aloud one sentence each.

C

- Invite a volunteer to read the directions and the example aloud.
- Focus students' attention on the cues (✓) = *yes* and (✗) = *no* in the directions and at the end of each line.
- Use the example to explain that students will use the words given to write a present continuous affirmative sentence when (✓) is at the end of the line. Ask: *What kind of sentence will you write when an (✗) is at the end of the line?* (A present continuous negative sentence.)
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud one sentence each.

D

- Ask students to look at the photos. Ask: *When is 7 a.m. – in the morning or the evening?* (In the morning.) *When is 7 p.m.?* (In the evening.)
- Invite volunteers to make present continuous affirmative and negative statements about Rafael, Claudia, Kate, and Zach. Write them on the board.
- Explain to students that they will look at the photos and correct the statements. Have students read the example.
- Write *Is Kate reading a book?* on the board. Elicit the answer from students. (No.) Write *No* on the board. Then ask: *Do we use he or she?* (She.) Write *she* on the board next to *No*. Ask: *Do we use is or isn't?* (Isn't.) Write *isn't* and then the complete sentence – *No, she isn't reading a book* – on the board.
- Then ask: *What is Kate doing?* Elicit the answer from students. (She's doing her homework.) Ask: *Which pronoun would we use if the questions were asked about Rafael?* (He.)
- Have students work individually to complete the exercise.
- Check answers with the class.
- **Optional** Have students work in pairs to say and correct additional present continuous statements about the photos.

2 Listening

In this exercise, students listen and identify where someone is.

CD2, Track 9

- Tell students that they will listen to four separate conversations between Kate and various people. They should decide where Kate is in each one.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and number the sentences from 1 to 4.
- Play the recording once again. Students listen and verify their answers. While students are listening, write the sentences on the board.
- Check answers with the class. Invite volunteers to come to the board to write their answers.

Workbook

Assign the exercises on Workbook page 32. (Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 118.

D Look at the photos. What's everyone doing? Correct the sentences.



7:00 a.m.

1. Kate's reading a book. She isn't reading a book. She's doing her homework.
2. Rafael's taking a boat ride. He isn't taking a boat ride. He's sleeping.
3. Claudia's visiting a museum. She isn't visiting a museum. She's going biking.
4. Zach's watching a video. He isn't watching a video. He's walking in the park.

7:00 p.m.

5. Rafael's walking in the park. He isn't walking in the park. He's playing a video game.
6. Zach's taking pictures. He isn't taking pictures. He's playing baseball.
7. Kate's standing in line. She isn't standing in line. She's drawing.
8. Claudia's eating lunch. She isn't eating lunch. She's doing karate.

2 Listening

 **Kate is busy today. Where is she? Listen and number the sentences from 1 to 4.**

She's in the park. 3

She's at the movie theater. 1

She's in a store. 4

She's in school. 2

Go to page 118
for the
Game.

At the beach

1 Vocabulary

A What are these people doing at the beach? Match the two parts of each sentence. Then listen and practice.

- | | |
|---------------------------|---------------------------|
| 1. Two boys are <u>h</u> | a. collecting seashells. |
| 2. A baby is <u>e</u> | b. floating on a raft. |
| 3. Two girls are <u>a</u> | c. flying a kite. |
| 4. A family is <u>d</u> | d. having a picnic. |
| 5. A dog is <u>g</u> | e. playing in the sand. |
| 6. A man is <u>f</u> | f. sailing a boat. |
| 7. A boy is <u>c</u> | g. swimming in the ocean. |
| 8. A girl is <u>b</u> | h. throwing a Frisbee. |



B What do you do at the beach? Write sentences about two things you do and two things you don't do. (Answers will vary.)

Things I do at the beach

I swim in the ocean.

Things I don't do at the beach

I don't collect seashells.

Lesson 19

At the beach

This lesson presents and practices the names of common beach activities and present continuous Yes / No questions.

Review of Lesson 18

- Say a series of present continuous affirmative statements. Students convert them to the negative.
- Play a round of “Tic-Tac-Toe.” Draw a grid on the board. Fill in each of the nine squares with nine verbs with *-ing* endings. Divide the class into two teams, X and O. Students earn squares for their team by using the verbs to make negative present continuous statements about their classmates – for example, *(John) isn't watching TV*. The first team with three squares in a row wins.

1 Vocabulary

This exercise presents and practices the names of common beach activities.

A CD2, Track 10

- Focus students' attention on the picture. Ask: *Where is this?* (At the beach.) Elicit as much information as possible about what the people in the picture are doing.
- Write the eight verb phrases on the board and elicit the meaning of any of the activities students know.
- Mime any of the activities that students were not able to identify. Ask students to guess which activity you are miming.
- Have students work individually to match the two parts of each sentence.
- Check answers with the class. Say each sentence number and invite volunteers to say the letter of the correct ending.

- Play the recording or model the sentences. Students listen and repeat.

Audio script

Same as the sentences in the Student's Book.

- **Optional** Call out the simple form of the verb – for example, *collect*. Students respond with the *-ing* form of the verb. (Collecting.) Continue until you have practiced all eight verbs. Then reverse the drill.

B

- Have volunteers read aloud the directions and the examples in the chart.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to share what they wrote with their classmates.

2 Language focus

This exercise presents and practices present continuous Yes / No questions.

A CD2, Track 11

- Focus students' attention on the picture of Marty and Ella at the beach. Ask: *What are Marty and Ella doing?* (Talking on cell phones.) Ask: *Can they see each other?* (No, they can't.)
- Explain *lifeguard*. (A person whose job it is to protect swimmers.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Are Ella and Marty talking on cell phones?* (Yes, they are.) *Is Ella sitting near a boat?* (No, she isn't.) *Is the little girl playing in the water?* (No, she isn't.) *Is she collecting seashells?* (Yes, she is.) *Are Marty and Ella looking at the same little girl?* (No, they aren't.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the first question and short answers.
- Ask: *Where is the verb in the question?* (At the beginning of the sentence.) *Where is the verb in the short answer?* (At the end, after *she*.) Elicit the full form of *isn't*. (Is not.) Ask: *Where is isn't in the short answer?* (After *she*.)
- Model the examples, pausing for students to repeat.

B CD2, Track 12

- Have students read the directions. Tell students that this is a continuation of the conversation in Part A.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Have volunteers read aloud one sentence each.
- Have students practice the conversation in pairs.
- **Optional** Play "Toss the Ball." Say: *They are swimming in the ocean.* Toss the ball to Classmate 1. Classmate 1 stands and says: *Are they swimming in the ocean?* Classmate 1 then says another present continuous affirmative statement and tosses the ball to Classmate 2. Classmate 2 responds by converting the statement to a question, and so on.

3 Listening

In this exercise, students listen to a phone conversation and decide if statements are true or false.

CD2, Track 13

- Tell students that they will listen to a phone conversation between Lee and Hannah. They should listen and decide whether the statements are true or false.
- Have students read the statements.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and check T (true) or F (false).

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Workbook

Assign the exercises on Workbook page 33. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 19.

2 Language focus

A Marty and Ella look for each other at the beach. Listen and practice.

Ella Hi, Marty. It's Ella. I'm at the beach. Where are you?

Marty Hi, Ella. I'm at the beach, too.

Ella Really? I'm sitting near a lifeguard chair.

Marty Hmm. Me, too. I don't see you, but I see a little girl in a red bathing suit.

Ella Me, too. Is she playing in the sand?

Marty No, she isn't. She's collecting seashells.

Ella Seashells? I guess there are a lot of girls in red bathing suits here today!

B Complete the rest of the conversation. Listen and check. Then practice.

Ella OK, are you sitting near two boys?

Marty Yes, I am.

Ella Are they throwing a Frisbee?

Marty No, they aren't. They're eating lunch on the beach.

Ella Hmm. Is a boy flying a kite?

Marty Um, no. Do you see two girls near the ocean?

Ella Yes, I do.

Marty Are they collecting seashells?

Ella No, they aren't. They're having a picnic. Hey! Are we talking about the same beach?

Present continuous:
Yes / No questions

Is she **playing** in the sand?

Yes, she is.

No, she isn't.

Are they **throwing** a Frisbee?

Yes, they are.

No, they aren't.



3 Listening

Lee calls Hannah from the beach. Are these sentences true or false? Listen and check (✓) T (true) or F (false).

	T	F
1. Naomi is swimming in the ocean.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Tom and Ken are playing ball.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Dave is sailing a boat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Megan is floating on a raft.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Lee is taking a boat ride.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Hannah is doing homework now.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1 Vocabulary

 **A** Ana, Clara, Rafael, Zach, and Tommy are at the store. Listen and practice.



1. Ana and Clara are **shopping for** jewelry.



2. Rafael is **trying on** a jacket.



3. Zach is **paying for** a baseball glove.



4. Tommy is **looking at** comic books.

 **B** Look at the items for sale at the store. Listen and practice.



1. a **bracelet**



2. a **coat**



3. a **tennis racket**



4. a **surfboard**



5. a **ring**



6. a **scarf**



7. a **necklace**



8. a **belt**



9. a **baseball bat**

C Write the name of each item from Part B in the correct column. (The order of the answers may vary.)

Jewelry	Clothes	Sports equipment
<u>bracelet</u>	<u>coat</u>	<u>tennis racket</u>
<u>ring</u>	<u>scarf</u>	<u>surfboard</u>
<u>necklace</u>	<u>belt</u>	<u>baseball bat</u>

This lesson presents and practices verb phrases connected with shopping; the names of clothing, jewelry, and sports equipment; and present continuous What . . . ? questions.

Review of Lesson 19

- Write the eight *-ing* verb phrases from Lesson 19 (and any verb phrases from Lessons 17 and 18) on the board in random order. Students read the phrases aloud as you point to them.
- Invite three or four students to the front. Say one of the verb phrases. The first student to mime the verb phrase appropriately becomes the “teacher” and continues the activity. Ask the student to continue miming the activity long enough for a volunteer to describe what that student is doing.

1 Vocabulary

This exercise presents and practices verb phrases connected with shopping and the names of clothing, jewelry, and sports equipment.

A CD2, Track 14

- Have students look at the photos. Elicit the names of as many of the items as possible.
- Say: *Look at number 1. Look at Ana and Clara. Are they swimming?* (No, they aren’t.) *Are they sailing?* (No, they aren’t.) *Are they shopping?* (Yes, they are.) If students do not understand *shopping*, answer the question yourself, nodding your head as you do so. Follow the same procedure for numbers 2, 3, and 4, using verbs familiar to the students at first.
- Focus students’ attention on the sentence under each of the photos.
- Play the recording. Students listen and read along.

Audio script

Same as the sentences in the Student’s Book.

- Play the recording again, or model the sentences. Students listen and repeat.
- Invite several volunteers to ask their classmates present continuous *Yes / No* questions about the photos.

B CD2, Track 15

- Focus students’ attention on the items for sale at the store. Elicit the names of any items students know.
- Play the recording. Students listen and read along.

Audio script

Same as the items in the Student’s Book.

- Play the recording again, or model the words. Students listen and repeat.
- **Optional** Play “Tic-Tac-Toe.” Draw a grid with the nine vocabulary items from Part B in the spaces. Above the grid, write *shopping for*, *trying on*, *paying for*, and *looking at*. Divide the class into two teams. Teams take turns making sentences by combining the verb phrases with the items to earn squares for their teams. The first team with three squares in a row wins.

C

- Tell students that they are going to write the names of the items from Part B in the correct columns in Part C. Do one or two with the class as examples.
- Have students work individually to complete the exercise. While they are working, copy the chart onto the board.
- Check answers with the class. Invite volunteers to write their answers on the board.
- **Optional** Have students work in small groups to think of additional items to add to the chart.

2 Language focus

This exercise presents and practices present continuous *What ... ?* questions.

A CD2, Track 16

- Focus students' attention on the photo. Elicit sentences in the present continuous from students about what they see. (Rafael's trying on a jacket.)
- Tell students that they will listen to Zach and Ana talk about what they are doing at the store.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What are Ana and Clara doing?* (They're shopping.) *What are they shopping for?* (Jewelry.) *What's Tommy looking at?* (Comic books.) *What's Rafael trying on?* (A red-and-black jacket.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Write on the board: *What are you doing?* Underline *are you*. Ask: *What words do we change to ask this question about a girl?* (Change *are you* to *is she*.) *And about a boy?* (Change to *is he*.) *About a boy and a girl?* (Change to *are they*.)
- Focus students' attention on the first two examples. Ask: *Which word is the same but has a different meaning in the first two questions?* (You.) Ask: *How do you know?* (It's answered with *I* in the first question and *We* in the second.) Tell students that the only way to know if *you* is

referring to one or more than one person is from the context.

- Have students read the third question. Ask: *How is this question different from the others?* (In this question, the verb is the same as in the answer; in the other three questions, the answers use different verbs.)
- Model the examples, pausing for students to repeat.
- **Optional** Elicit additional questions of this type from students. If necessary, prompt with *-ing* verbs such as *eating, playing, reading, drawing, throwing*.

B CD2, Track 17

- Have students read the directions and the example. Ask: *What will be the first word in the questions you write?* (What.) Tell them that they should include the words in parentheses in the questions they write. Ask: *What ending will the verbs have?* (*-ing*.)
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversations in the Student's Book.

- Check answers with the class. Invite volunteers to come to the front and write the questions on the board.
- Have students practice the conversations in pairs.

3 Pronunciation Stress

This exercise introduces the concept of stressed words in present continuous *What ... ?* questions.

CD2, Track 18

- Explain the concept of stressed words in a sentence or a question. Say a sentence and ask students to tell you which word(s) are stressed.
- Focus students' attention on the questions.

- Tell students to listen for the stressed words in the questions. Play the recording. Students listen.

Audio script

Same as the questions in the Student's Book.

- Play the recording again. Students listen and repeat.

4 Speaking

This exercise practices talking about what people are doing right now.

- Have students read the directions and the sample conversation. Demonstrate the task with a volunteer.
- Invite two other volunteers to demonstrate the task, using different vocabulary.
- Have students practice in pairs.
- Ask several students to share their findings with the class.

Workbook

Assign the exercises on Workbook page 34. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 20.

2 Language focus

A Ana sees Zach at the store.
Listen and practice.

Zach Hi, Ana. What are you doing?
Ana I'm here with Clara. We're shopping for jewelry. How about you?
Zach Oh, I'm just looking at everything here.
Ana Rafael and Tommy are here, too.
Zach Really? What are they doing?
Ana Well, Tommy's looking at comic books, and Rafael's trying on clothes.
Zach Oh. What's he trying on?
Ana He's trying on a jacket. It's red and black. It's really cool.
Zach I have a red and black jacket, too. Hey, Rafael! That's my jacket!

B The friends continue to shop. Write questions.
Listen and check. Then practice.

- Tommy** What's Ana trying on? (Ana / try on)
Rafael She's trying on a bracelet.
- Rafael** What are you looking at? (you / look at)
Ana We're looking at some jewelry.
- Ana** What are you doing? (you / do)
Zach I'm shopping for a surfboard.
- Clara** What's Rafael paying for? (Rafael / pay for)
Tommy He's paying for a belt.
- Zach** What are Ana and Clara trying on? (Ana and Clara / try on)
Tommy They're trying on some clothes.

Present continuous:
What questions

What are you doing?
I'm **looking at** everything.
What are you doing?
We're **shopping for** jewelry.
What's he trying on?
He's **trying on** a jacket.
What are they doing?
They're **looking at** comic books.



3 Pronunciation Stress

Listen. Notice the stress. Then listen again and practice.

What are you **doing**?

What's he **trying on**?

What are you **looking for**?

What's she **buying**?

4 Speaking

Work with a classmate. Name two of your family members. Then ask and answer questions about what they are doing now. Use the correct stress in the questions.

I have a sister.

What's she **doing now**?

She's **studying**.

Get Connected

UNIT 5

Read



A Read the letter quickly. Are these statements true or false? Write *True* or *False*.

1. It's Paulo's third trip to Japan. False
2. Okayama is a really beautiful city. True
3. The apples in Okayama are delicious. False

Our Trip So Far

Dear Rodrigo,

Today is my family's third day in Japan, and we're really enjoying our trip. Right now, I'm sitting in a park and writing about our trip so far. Today, we're in Okayama. There are many interesting things here - museums, a **castle**, parks, shops, and restaurants. It's a really beautiful city.

We're near the castle right now. My mother is looking at everything and taking pictures. Oh, and my father's buying souvenirs - some postcards and some books. My sister's with him. She's standing in line, but she isn't buying souvenirs. She's buying **tickets** for a show tonight - a **traditional Japanese play**. Cool!

In the shop next to me, people are buying Momotaro ("Peach Boy") **dolls**. Momotaro is an important boy in some old Japanese stories. He's from Okayama. And the peaches in Okayama are famous. They're **delicious**. I'm eating one now. Talk to you later!

Bye-bye,

Paulo



Go to page 124
for the
**Vocabulary
Practice.**

B Read the letter slowly. Check your answers in Part A.

C Answer the questions.

1. Is Paulo's family enjoying their trip? Yes, they are.
2. What's Paulo doing? He's sitting in a park.
3. Is his mother taking pictures? Yes, she is.
4. Is his father buying tickets for a play? No, he isn't.
5. What's his sister doing? She's buying tickets for a show tonight.

Unit 5

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 20

- Write *Jewelry*, *Clothes*, and *Sports equipment* on the board. Call out an item – for example, *bracelet*, *coat*, *baseball bat*. Students respond with the appropriate category. This activity may be conducted as a competition between two or three students. The first student to respond correctly calls out the item for the next pair or group of students.
- Have students work in pairs to ask each other present continuous *What . . . ?* questions about any of the pictures in the Student's Book.

Read

This exercise practices reading for information about vacation activities.

A

- Have students look at the photo. Ask: *Where do you think this is?* Do not give the correct answer at this time. Focus students' attention on the building and ask: *What do you think this is?* If possible, elicit the word *castle*.

Culture Note

Okayama is a city in southern Japan.

Its population is about 700,000 people. It is famous for the Korakuen Garden, one of the three great gardens of Japan, and the black Okayama Castle, which is next to the garden. The castle was originally built between 1346 and 1369. It was destroyed during World War II, and a replica was built in 1966. It is unique because it is the only castle in Japan that is painted black on the outside. On the inside, there is now a museum about the history of the castle.

Momotaro is a character in Japanese folklore. *Momo* means "peach" in Japanese. For this reason, the name is translated as "Peach Boy." In the legend, a boy, Momotaro, comes to Earth from heaven in a giant peach. The peach is found by an old childless couple who have always wanted a son. When they go to eat the peach, Momotaro comes out and tells them that he was sent from heaven to be their son.

- Invite a volunteer to read the directions and the statements aloud. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the letter quickly and write *True* or *False* next to each statement. Do not check answers at this point.

B CD2, Track 19

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *castle*, *ticket*, *traditional*, *play* (n.), *peach*, *doll*, *delicious*. Explain their meaning. (Castle: a large, strong building or group of buildings where kings, queens, and emperors

used to live to keep safe from enemies [point to the picture to clarify]; ticket: a slip of paper that you buy to see a movie or show; traditional: something, like beliefs or customs, that a culture or country has had for a long time [point to the kimono for an example of traditional Japanese clothing]; play [n.]: a work of literature that is acted out by actors on stage [ask students for examples of plays they have seen or read]; peach: a sweet, juicy, yellowish-pink fruit with fuzzy skin; doll: a toy that usually looks like a baby or child; delicious: tasting very good, like a delicious peach.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

Note: Remind students that they have learned other meanings of the word *play* as a verb – *to play a sport* or *play a musical instrument*.

- Have students read the letter again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the letter in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 124 in class or for homework. (Get Connected Vocabulary answers are on page T-124.)

C

- Invite a volunteer to read the directions and the first question aloud.
- Ask: *Is Paulo's family enjoying their trip?* Elicit the answer. (Yes, they are.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite several pairs to read aloud one question and answer each.

Listen

In this exercise, students listen for information about family members and their vacation activities.

A CD2, Track 20

- Focus students' attention on the photos. Tell students that Matt is on vacation in Miami, Florida, with his family and that he is calling Luisa to chat.
- Tell students that they will listen to Matt and his friend Luisa talk about Matt's vacation.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and answer the questions.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud one answer each.

B

- Have students read the directions and the questions.
- Read the first question with the class and elicit answers from several students. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to answer the questions.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write a postcard about a trip.

A

- Have a volunteer read the directions and the questions aloud. Invite two or three students to say where they might go on their imaginary trip.
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their answers in Part A to help them write a postcard about their trip.
- Have students work individually to write their postcard.
- Invite several volunteers to read their postcards to the class.
- **Optional** Have students work in groups of four and read each other's postcards. Students should discuss the trips and decide which trip is the most interesting. Each group tells the class about the group's most interesting trip.


Workbook

Assign the exercises on Workbook page 35. (Workbook answers begin on page T-190.)

I'm really bored.

Listen



A  Luisa and Matt talk about a vacation. Listen and answer the questions.

1. Is Matt enjoying the trip? No, he isn't.
2. What's Matt doing? He's sitting in the hotel.
3. Is Matt's father collecting seashells? No, he isn't.
4. Is Timmy swimming in the ocean? No, he isn't.
5. What are Matt's mom and sister buying? They're buying souvenirs.
6. What are Matt's grandparents doing? They're sightseeing.

B What do you think? Answer the questions. (Answers will vary.)

1. Do you think family trips are fun? _____
2. Do you think a beach trip is exciting? _____
3. Do you think traditional shows are interesting? _____
4. Do you think souvenirs are fun gifts? _____



Your turn

Write



A Imagine you and your family are sightseeing on a trip. Answer the questions.

(Answers will vary.)

1. Where are you? _____
2. What's the place like? _____
3. Where are you sitting and writing the postcard? _____
4. What are your family members doing? _____
5. Are you and your family enjoying the trip? _____

B Write a postcard to your friend about your trip. Use the answers in Part A to help you.

(Answers will vary.)



Language chart review

Present continuous statements

Affirmative

I'm **buying** a bracelet.
 You're **standing** in line.
 She's **walking** in the park.
 We're **having** a picnic.
 They're **visiting** a museum.

Negative

I'm **not looking at** souvenirs.
 You **aren't eating** lunch.
 She **isn't sleeping**.
 We **aren't sitting** at the beach.
 They **aren't taking** a boat ride.

A Complete the stories. Be sure to use the correct forms of the verbs and verb phrases.

Story 1

Hi! I'm Rachel. I'm not going to school (I / not / go to school) today. I'm hanging out (I / hang out) with my friend, Lissa, today. We're going sightseeing (we / go sightseeing) in the city. Right now, we're visiting (we / visit) a museum. Lissa's buying (Lissa / buy) souvenirs, and I'm standing (I / stand) in line. I'm really thirsty, so I'm having (I / have) a soda. Lissa's eating (Lissa / eat) an ice-cream cone while we wait to go into the museum.



Story 2

Some people are seeing (see) a show, but one man isn't listening (not / listen) to the actors. He isn't following (not / follow) the theater's rules. He isn't throwing (not / throw) his trash in the trash can. Another man isn't watching (not / watch) the show. He's asleep!



Unit 5 Review

This lesson reviews the grammar and vocabulary introduced in Unit 5.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 5.

- Books closed. Write on the board:

<i>Simple form</i>	<i>Present continuous</i>	<i>Simple form</i>	<i>Present continuous</i>
<i>buy</i>		<i>eat</i>	
<i>have</i>		<i>look</i>	
<i>stand</i>		<i>sit</i>	
<i>visit</i>		<i>sleep</i>	
<i>walk</i>		<i>take</i>	

<i>Full form</i>	<i>Contracted form</i>	<i>Full form</i>	<i>Contracted form</i>
<i>I am</i>		<i>he is</i>	
<i>you are</i>		<i>she is</i>	
<i>they are</i>		<i>we are</i>	
<i>is not</i>		<i>are not</i>	

- Elicit when to use the present continuous form of a verb. (When the action is currently taking place.)
- Have students copy the chart and work in pairs to complete the *Present continuous* and *Contracted form* portions of the chart.
- Books open. Have students study the Language chart review and compare it to their charts. Have them correct any errors. While they are doing so, ask random students to the front to fill in the chart on the board. Check answers with the class.
- Answer any questions students may have.

Exercises A through C (pages T-70 to T-71)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have a volunteer read the directions.
- Tell students to complete the stories with the correct form of the verbs and verb phrases in parentheses. Focus students' attention on the example in Story 1.
- Have students work individually to complete the stories.
- Check answers with the class. Invite volunteers to read the completed stories aloud.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 5.

- Have students study the examples in the chart.
- Remind students to use *Are* and *Is* at the beginning of present continuous *Yes / No* questions.
- Remind students also that in *What . . . ?* questions, the verb may or may not be the same as in the answer.
- Answer any questions students may have.

Exercise B

- Have students read the directions and the example.
- Have students work individually to write the questions and answers.
- Check answers with the class.
- Have students practice the questions and answers in pairs.

Exercise C

- Have students read the directions.
- Focus students' attention on the example.
- Have students work individually to complete the conversations.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read the completed conversations aloud.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Play "Charades" to practice present continuous statements, as in Exercise A. Write some short phrases with verbs in the present continuous on small slips of paper – for example: *standing in line*, *sitting in a boat*, *having a picnic*, etc. Invite a pair of students (one from each team) to come to the front of the classroom and act out the phrase. As the students are doing this, ask the question *What are they doing?* The first team to guess the phrase and say it correctly in a sentence gets a point. For example, students answer: *They're standing in line*. If the guess is wrong, the students who are acting it out say: *We aren't standing in line*.
- Play a question-and-answer game to practice questions, as in Exercises B and C. Have all the students think about a friend their classmates will know or someone in their family and write down what they think the person is doing at the moment. One student stands in front of the class and says: *I'm thinking about (name of person). What is he / she doing now?* Classmates guess by asking *Yes / No* questions. Set a limit of about ten questions for each turn. If students do not guess after the tenth question, the student tells them the answer.

Theme Project

- Assign the *At Home* section of the Unit 5 Theme Project on Student's Book page 130.

Workbook

- Assign the Unit 5 Check Yourself on Workbook page 36. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 5 Extra Practice worksheets starting on page T-149.

Extra Speaking Practice Worksheet

- Assign the Unit 5 Extra Speaking Practice worksheet on page T-169.

Arcade Activities

- Assign the Unit 5 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 5 Learning Log. These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 5 Quiz on page T-180.

Test

- Give the Unit 5 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Language chart review

Present continuous Yes / No and What questions

Are you **listening** to music?

Yes, I **am**. / No, I'm **not**.

Is he **walking** in the park?

Yes, he **is**. / No, he **isn't**.

Are they **trying on** clothes?

Yes, they **are**. / No, they **aren't**.

What are you **listening to**?

I'm **listening to** my new CD.

What's he **doing**?

He's **walking in** the park.

What are they **trying on**?

They're **trying on** coats.

B Look again at Part A. Write questions and answers.

1. Rachel and Lissa / visit a museum today

Q: *Are Rachel and Lissa visiting a museum today?*

A: *Yes, they are.*

2. Lissa / stand in line

Q: *Is Lissa standing in line?*

A: *No, she isn't.*

3. Rachel / wear jeans

Q: *Is Rachel wearing jeans?*

A: *Yes, she is.*

4. the people / see a show

Q: *Are the people seeing a show?*

A: *Yes, they are.*

5. the man / talk on the phone

Q: *Is the man talking on the phone?*

A: *Yes, he is.*

C Write questions to complete the conversations.

1. A *What are your friends doing?*

B My friends? They're throwing a Frisbee in the yard.

2. A *Are you eating?*

B No, we aren't eating. We're doing homework.

3. A *What's he wearing?*

B He's wearing jeans.

4. A *What's your mom doing?*

B My mom's painting the kitchen.

5. A *What are you doing?*

B I'm eating a sandwich. I'm hungry!

6. A *What are they listening to?*

B They're listening to rock music.

Go to page 130
for the
Theme Project.