


# Favorite places

## 1 Vocabulary

 **A** These are three students' favorite places. Match the photos to the correct texts. Then listen and practice.



1 beach



2 zoo



3 wax museum

2 This place is in Singapore. It's **interesting**. It's not **boring**. There are animals from around the world here. There are kangaroos from Australia in this place.

3 This place is in Los Angeles. It's **fun**, but it's always **crowded**. There are wax models of famous actors. There's even a model of Harrison Ford as Indiana Jones.

1 This place is in Mazatlán, Mexico. It's **beautiful**. It's really **exciting**, too. It's my favorite place for a vacation.

**B** Read the words. What places do you think of? Complete the chart and then tell your classmates. (Answers will vary.)

Word	Place
beautiful	<i>Ipanema Beach</i>
boring	
exciting	

Word	Place
interesting	
crowded	
fun	

Ipanema Beach is beautiful.

This lesson presents and practices words for describing places and What's it like?

## 1 Vocabulary

This exercise presents and practices words for talking about places.

### A CD2, Track 58

- Have students read the directions and then focus their attention on the photos and the labels. Explain *wax museum*. (A place that has wax models of famous people.) Ask students if they like going to places like the ones in the photos.
- Have students work individually to read the three texts. They should match the photos correctly to the texts.
- Play the recording. Students listen and verify their answers.

#### Audio script

Same as the texts in the Student's Book.

- Check answers with the class. Ask volunteers to tell you which words or phrases in each text helped them do the matching. (Zoo: animals, kangaroos. Beach: Mazatlán, Mexico, vacation. Wax museum: wax models, famous actors.)
- Focus students' attention on the words in red. Explain that these words describe places. Tell students that this kind of word is called an *adjective*. Elicit other adjectives students know. (Quiet, noisy, big, small, nice, old, new, etc.)
- Check understanding of the new adjectives. Give students clues and have them say which word in the text each clue refers to.  
Clues:  
– Elicit the meaning of *interesting*. Then say: *The opposite of interesting*. (Boring.)  
– Say: *Similar to pretty*. (Beautiful.)  
– Say: *There are many people*. (Crowded.)  
– Say: *Enjoyable*. (Fun.) Explain that while *fun* means "enjoyable," *funny* means "amusing."
- Explain *exciting*.
- Model the words. Students listen and repeat.

#### Culture Note

**Singapore Zoo:** Animals at the Singapore Zoo live in environments that simulate their natural environments. There are over 300 different kinds of animals at the zoo, and 16 percent of them are endangered species. Almost 1.5 million visitors come to the zoo each year.

**The Hollywood Wax Museum:** The Hollywood Wax Museum opened in Los Angeles, California, in 1966. There is also a Hollywood Wax Museum in Branson, Missouri, and one in Gatlinburg, Tennessee.

**Mazatlán:** Mazatlán is a city in Mexico. Over 300,000 people live there. There are many beaches in Mazatlán that tourists from all over the world visit.

### B

- Have students read the directions and study the chart. Give them several minutes to think about places they know that are examples of the adjectives listed.
- Have students work in pairs to find out whether there are any places they both chose. They take turns talking about the places, as in the example in the speech balloon.
- Ask some of the pairs to tell you whether they picked any of the same places. Then, invite volunteers to talk about one of the places they chose.

This unit introduces vocabulary and expressions for talking about places, abilities, clothing, and likes and dislikes.

## 2 Language focus

This exercise presents and practices *What's it like?*

### A CD2, Track 59

- Write on the board:
  - Odaiba* \_\_\_\_ *a. It's great.*
  - Joypolis Park* \_\_\_\_ *b. There are a lot of things there.*
  - c. It's fun.*
  - d. It has video games.*
- Tell students that they will listen to Tyler and Yoshi talk about the two places on the board. They have to match the sentences to the names of the places.
- Play the recording. Students listen and read along.

#### Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. (Odaiba: b, c. Joypolis Park: a, d.)
- Say: *Tyler wants to know more about Joypolis Park. What does he ask? (What's it like?) Ask: What other What's . . . like? questions do you know? (What's she like? What's he like?)*
- 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.
- Model the examples, pausing for students to repeat.

### B CD2, Track 60

- Have students read the directions and the conversation.
- Have them work individually to complete the conversation.
- 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 two volunteers come to the board to write one of the questions each.
- Have students practice the conversation in pairs.

### C

- Have students read the directions and the conversation. Give them several minutes to think about their favorite place in the city or town where they live. They should choose the adjective(s) they would use to describe the place.
- Have them talk about the places they chose, following the example conversation.

## 3 Listening

In this exercise, students listen for what a place is like.

### CD2, Track 61

- Have students read the directions and study the chart.
- Ask: *Who is talking? (Tyler, Jenny, Paulo, and Sandra.) What are they talking about? (A museum.)*
- Play the recording. Students only listen.

#### Audio script

See page T-210.

- Play the recording again. Students listen and check the correct adjectives.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Ask: *What does Paulo think of the museum? (It's interesting and fun.) What does Sandra think of the museum? (It's crowded and boring.)*

- Optional** Have students work in groups of three. They choose a place in their city or town and discuss it. Teach any new vocabulary words students need for their discussion.

#### Workbook

Assign the exercises on Workbook page 51. (Workbook answers begin on page T-190.)

#### Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 29.

## 2 Language focus

-  **A** Tyler and Yoshi talk about their favorite places. Listen and practice.

**Tyler** What's your favorite place in Tokyo, Yoshi?

**Yoshi** It's Odaiba.

**Tyler** What's it like?

**Yoshi** It's fun. There are a lot of things there. There are beaches, parks, stores, and museums. Joypolis Park is also there.

**Tyler** What's it like?

**Yoshi** It's great. It has a lot of video games.

-  **B** Complete the conversation. Listen and check. Then practice.

**Tyler** I like New York a lot.

**Yoshi** *What's it like?*

**Tyler** It's big and exciting. I like the Empire State Building, too.

**Yoshi** *What's it like?*

**Tyler** It's really beautiful. And there's an observatory on the 102nd floor.

- C** Ask a classmate about a favorite place in your town or city.

**A** What's your favorite place in . . . . . ?

**B** It's . . . . .

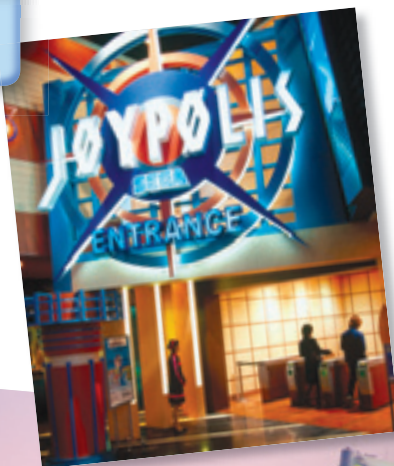
**A** What's it like?

**B** It's . . . . .

*What's it like?*

*What's it like?*

*It's fun.*



## 3 Listening

-  Jenny, Paulo, and Sandra talk to Tyler about a museum. What's it like? Listen and check (✓) the correct words.

	Beautiful	Interesting	Exciting	Fun	Crowded	Boring
Jenny	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paulo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



## 1 Vocabulary

**A** There is a talent show at Kent International School. Look at the bulletin board. Label the photos with the words in the box. Then listen and practice.

- |                                |  |                                     |
|--------------------------------|--|-------------------------------------|
| <input type="checkbox"/> dance | <input checked="" type="checkbox"/> play Ping-Pong | <input type="checkbox"/> sing       |
| <input type="checkbox"/> draw  | <input type="checkbox"/> play the guitar           | <input type="checkbox"/> skateboard |

### Enter the Talent Show! ★

1



play Ping-Pong

2



draw

3



dance

4



play the guitar

5



sing

6



skateboard

**B** Who in your class can enter the talent show? Write one name for each category. *(Answers will vary.)*

Category	Name	Category	Name
dance	_____	sing	_____
play the guitar	_____	play Ping-Pong	_____
draw	_____	skateboard	_____

This lesson presents and practices words for special abilities and can / can't.

## Review of Lesson 29

- Write the names on the board of several well-known places in your city or town. Next to the list of place names write:  
A: *What's (Central Park) like?*  
B: *It's beautiful, and it's fun.*
- Have students work in pairs to talk about the places you listed on the board, as in the example.

## 1 Vocabulary

This exercise presents and practices words for special abilities.

### A CD2, Track 62

- Focus students' attention on the poster on the bulletin board. Explain *talent show*. (An event at which people demonstrate their ability to do something well, such as sing or play a musical instrument.)
- Give students several minutes to study the photos and the words in the box. Explain that the words refer to the activities shown in the photos.
- Have students work individually to label the photos. Tell them not to label any photos they are not sure about.
- Play the recording. Students listen and label any remaining pictures.

### Audio script

Same as the words in the Student's Book.

- Play the recording again. Students listen and verify their answers.
- Check answers with the class. Say the words and have students say the corresponding numbers of the photos.
- Play the recording once again, or model the words. Students listen and repeat.

### B

- Have students read the directions and study the chart.
- Have students work individually to complete the chart. They think of a classmate who is good at each of the activities listed in the chart and write the person's name next to the activity.
- Ask students to work in pairs to take turns saying which classmates they chose for each category.
- Ask if any of the pairs chose the same person for any of the categories.

## 2 Language focus

This exercise presents and practices *can* / *can't*.

### A CD2, Track 63

- Tell students that they will listen to Paulo and Sandra talk about the talent show.
- Play the recording. Students listen and read along.

#### Audio script

Same as the conversation in the Student's Book.

- Ask: *What can Paulo do?* (Play the guitar.) *What can Sandra do?* (Dance.)
- Explain *enter the show*. Ask: *Does Paulo want to enter the talent show?* (Yes.) *Does Sandra want to enter the talent show?* (No.) *Why not?* (She's too shy.) Explain *You're kidding*.
- Write these sentences on the board:  

1. <i>I can play the guitar.</i>	3. <i>I can't sing at all.</i>
2. <i>Can you sing?</i>	4. <i>Can you dance?</i>
- Ask: *Which of these sentences says the person has a special ability?* (1.) *Which ones ask if the person has a special ability?* (2, 4.) *Which one says the person doesn't have a special ability?* (3.) Explain *at all*.
- Play the recording, 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.
- Explain that *can* and *can't* are used with all subjects. Give examples like these: *I can play the guitar.* *My brother can't play the guitar, but he can sing.* Compare *can* with *be*, which has three forms in the present tense (*am, is, are*).
- Draw students' attention to the word order inversion in the question. Explain that these questions are formed in the same way as other *Yes / No* questions. Write on the board:  
*She is tall. Is she tall?*  
*She can sing. Can she sing?*
- Model the examples, pausing for students to repeat.

### B CD2, Track 64

- Have students read the directions and complete the sentences about Paulo's and Sandra's abilities.
- 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 read their answers aloud.

## 3 Speaking

This exercise practices talking about abilities.

- Have students read the directions. Explain *survey*.
- Tell students to write two more questions on the survey. They then complete the survey about themselves in the *You* column.
- Have students work in pairs to complete the survey about a classmate.
- Ask the class: *How many of you can skateboard?* Ask students to raise their hands. Continue asking about other abilities.

## 4 Pronunciation *can* and *can't*

In this exercise, students practice the pronunciation of *can* and *can't*.

### A CD2, Track 65

- Focus students' attention on the example sentences. Tell students that they are going to listen to how *can* and *can't* are pronounced in these sentences.
- Play the recording two or three times. Students listen.

#### Audio script

Same as the sentences in the Student's Book.

### B CD2, Track 66

- Tell students that they will listen to five sentences. They will decide whether the speaker says *can* or *can't* and then check the correct box.
- Play the recording. Students listen and check the correct boxes.

#### Audio script

See page T-210.

- Play the recording again. Students listen and verify their answers.
- Check answers with the class. Say the numbers 1 to 5. Invite volunteers to say their answers.

#### Workbook

Assign the exercises on Workbook page 52. (Workbook answers begin on page T-190.)

#### Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 30.

## 2 Language focus

**A** Paulo and Sandra talk about the talent show. Listen and practice.

**Paulo** Look! There's a talent show on Sunday. Let's enter.

**Sandra** Um . . . no, thanks.

**Paulo** Oh, come on. I can play the guitar. I can't sing. Can you sing?

**Sandra** No, I can't. I can't sing at all.

**Paulo** Can you dance?

**Sandra** Yes, I can. But . . .

**Paulo** So, let's enter the show.

**Sandra** You and me? You're kidding! I'm too shy.

### can / can't

I **can** dance. She **can't** sing.

Can you dance? Can she sing?

Yes, I **can**. No, she **can't**.

Use **can** for all subjects:

I, you, he, she, we, they

**B** Write two things Paulo and Sandra can and can't do. Then listen and check.

1. Paulo can play the guitar .
2. Paulo can't sing .
3. Sandra can dance .
4. Sandra can't sing .



## 3 Speaking

Read the survey. Write questions 4 and 5. Complete the survey for yourself. Then ask a classmate the questions. (Answers will vary.)

What can you do?	You		Your classmate	
	Yes	No	Yes	No
1. Can you skateboard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can you draw?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can you play Ping-Pong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Can you skateboard?

Yes, I can.

No, I can't.

## 4 Pronunciation *can* and *can't*

**A** Listen to the pronunciation of **can** and **can't**.

He **can** sing.

He **can't** dance.

**B** Listen and check (✓) **can** or **can't**. Then listen again and practice.

1. ☐ can ☒ can't
2. ☒ can ☐ can't
3. ☐ can ☒ can't
4. ☐ can ☒ can't
5. ☒ can ☐ can't



## 1 Language check

**A** Write a question and answer for each picture.



1. Can she sing?  
No, she can't.



2. Can he draw?  
Yes, he can.



3. Can they play the guitar?  
Yes, they can.



4. Can they dance?  
No, they can't.

**B** Match the questions to the answers.

- |  |   |
|--|---|
| 1. What's your home like? <u>b</u>             | a. She's fun and really friendly.               |
| 2. Can you swim? <u>c</u>                      | b. It's nice. It has four bedrooms.             |
| 3. What's your best friend like? <u>a</u>      | c. Yes, I can. It's really fun!                 |
| 4. Is your English class interesting? <u>d</u> | d. Yes, it is. And my teacher is nice, too.     |
| 5. What's your country like? <u>f</u>          | e. No, she can't. But she can play tennis.      |
| 6. Can your teacher play soccer? <u>e</u>      | f. It's beautiful. But some places are crowded. |

**C** Now ask and answer the questions in Part B. Give your own information.

What's your home like?

It's .....

*This lesson reviews the language presented and practiced in Lessons 29 and 30.*

## **1** Language check

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

### **A**

- Have students read the directions and the example.
- Have them work individually to write questions and answers for pictures 2 to 4.
- Check answers with the class. Ask pairs of random students to read one of the questions and answers they wrote.

### **B**

- Have students read the directions and the questions and answers.
- Have them work individually to match the questions and answers.
- Have students work in pairs to compare answers. One student reads a question and the other reads the corresponding answer. Tell students to switch roles for each question.
- Check answers with the class.

### **C**

- Have students read the directions and look at the examples in the speech balloons.
- Have them work in pairs to take turns asking and answering the questions in Part B again. This time they should give their own information.

## D

- Have students read the directions. Then have them look at the pictures, the names of the places, and the adjectives in the box.
- Answer any questions students may have.

- Have students work individually to complete the exercise.
- Check answers with the class. Invite several pairs to read the questions and answers aloud.

## 2 Listening

In this exercise, students listen for *can* or *can't*.

### CD2, Track 67

- Invite a volunteer to read the directions aloud. Tell students they will listen to six short conversations and will then decide if the speaker is saying *can* or *can't*.
- Play conversation 1 only. Students only listen.

### Audio script

See page T-210.

- Ask: *Did you hear can or can't?* (Can't.) Tell students these words can sound very similar in speaking. Encourage them to listen for other context clues to help them. Ask: *What word helped you?* (No.)
- Play the rest of the recording. Students only listen.
- Play the recording again. Students listen and circle the correct answers.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud the sentences with the answers they circled.

### Workbook

Assign the exercises on Workbook page 53.  
(Workbook answers begin on page T-190.)

### Game

Assign the game on Student's Book page 121.

**D** What's each place like? Write sentences about the places. (Answers may vary.)

- |                                    |                                   |   |
|------------------------------------|-----------------------------------|---|
| <input type="checkbox"/> beautiful | <input type="checkbox"/> crowded  | <input checked="" type="checkbox"/> fun |
| <input type="checkbox"/> boring    | <input type="checkbox"/> exciting | <input type="checkbox"/> interesting    |



**Ipanema Beach**

**Q:** What's it like?

**A:** *It's fun.*



**Paris, France**

**Q:** What's it like?

**A:** *It's beautiful.*



**New York City**

**Q:** What's it like?

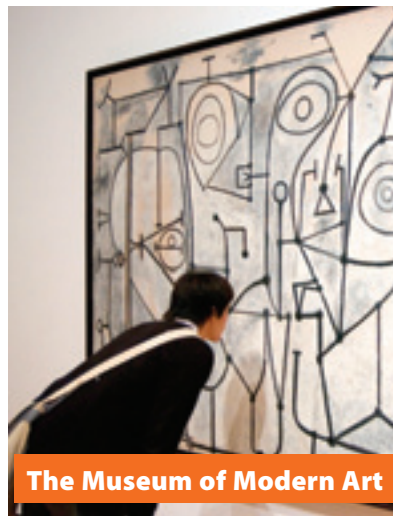
**A:** *It's crowded.*



**Disney World**

**Q:** *What's it like?*

**A:** *It's exciting.*



**The Museum of Modern Art**

**Q:** *What's it like?*

**A:** *It's interesting.*



**the bus stop**

**Q:** *What's it like?*

**A:** *It's boring.*

## 2 Listening

Listen to the conversations. Circle the correct answers.

1. He (can / can't) sing.
2. She (can / can't) dance.
3. He (can / can't) play Ping-Pong.
4. They (can / can't) draw.
5. She (can / can't) play the guitar.
6. They (can / can't) skateboard.

**Go** to page 121  
for the  
Game.



# School fashion

## 1 Vocabulary

**A** These three students want new school uniforms. Listen and write their names under the correct pictures.

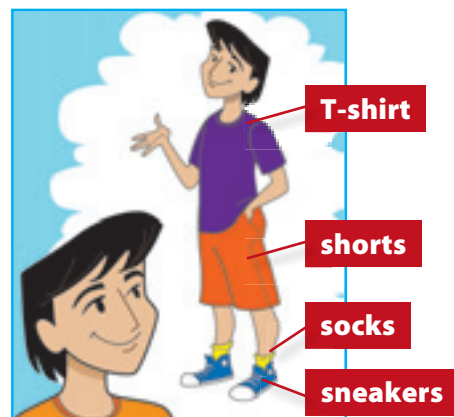
☐ Mateo ☐ Min ☐ George



Min



George



Mateo

**B** Listen and practice.

**C** Look at the colors. Listen and practice.



blue



white



green



pink



orange



red



black



brown



yellow



purple

**D** Look at Part A. Complete the descriptions of the school uniforms.

- Min's school uniform is a pink blouse, a blue skirt, black shoes, and a blue sweater.
- George's school uniform is a white shirt, a green jacket, a red tie, and brown pants.
- Mateo's school uniform is a purple T-shirt, orange shorts, yellow socks, and blue sneakers.

**adjective + noun**

white blouse  
black shoes

This lesson presents and practices words for school clothes, colors, and What color is / are . . . ?

## Review of Lesson 30

- Have students write on a piece of paper their name and one thing they can do at a school talent show.
- Have students exchange papers with a classmate. Invite volunteers to report on their classmate – for example, *Claudia can sing*.

## 1 Vocabulary

This exercise presents and practices the words for school clothes and colors.

### A CD2, Track 68

- Have students read the directions and look at the pictures and the labels.
- Tell students they will listen to three students talk about their ideal school uniforms. Explain *dream uniform*.
- Play the recording. Students only listen.

#### Audio script

See page T-210.

- Play the recording again. Students listen and write the names of the students under the correct pictures.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Say the words for the clothes and ask random students to give you the name of the student who wants to wear it.

### B CD2, Track 69

- Play the recording, or model the words. Students listen and repeat.

#### Audio script

See page T-210.

### C CD2, Track 70

- Have students read the directions.
- Play the recording, or model the words. Students listen and repeat.

#### Audio script

Same as the numbers and the colors in the Student's Book.

- Say the numbers 1 to 10, one at a time, in random order. Invite volunteers to tell you the color of the sneaker that the number corresponds to.

### D

- Have students read the directions and the sentences.
- Focus students' attention on the examples. Ask: *What words are missing: colors, clothes, or both colors and clothes?* (Colors and clothes.)
- Have students complete the sentences.
- Check answers with the class. Invite volunteers to read one completed sentence.
- Focus students' attention on the *adjective + noun* box. Invite volunteers to read aloud an adjective + noun phrase from the sentences they completed – for example, *a pink blouse*.
- **Optional** Books closed. Play a memory game. You say one of the items of clothing in the uniforms – for example, *the pink blouse*. Students tell you whose dream uniform it belongs to – for example, *It's Min's uniform*.

## 2 Language focus

This exercise presents and practices *What color is / are ... ?*

### A CD2, Track 71

- Have students read the directions and look at the picture. Explain that Charlie has just heard about his school's new uniform. Tell them to listen to find out why Lucas says *Purple? Oh, no!* in his last line.
- Play the recording. Students listen. Elicit the answer. (Lucas thinks the uniform jacket is purple, and he doesn't like that.)

#### Audio script

Same as the conversation in the Student's Book.

- Ask: *Is the uniform jacket really purple?* (No. It's blue.)
- Say: *Lucas wants to know the color of the shirt, the pants, and the jacket. What questions does he ask?* (What color is the shirt? What color are the pants? What color is the jacket?) Ask: *Why does he use is in the first and third questions and are in the second question?* (*Shirt* and *jacket* are singular, but *pants* is plural.)

- 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.
- Model the examples, pausing for students to repeat.

### B

- Have students read the directions and questions and think about their dream uniform.
- Have them work individually to complete the questions and answers.
- Have students work in pairs to talk about their dream uniform, as in the example in the speech balloon.

## 3 Listening

In this exercise, students listen for school clothes and colors.

### CD2, Track 72

- Have students read the directions. Tell them they will listen to conversations and that they should number the pictures in the order in which they hear them.
- Play the recording. Students only listen.

#### Audio script

See page T-210.

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

#### Workbook

Assign the exercises on Workbook page 54. (Workbook answers begin on page T-190.)

#### Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 31.

## 2 Language focus

**A** Charlie and Lucas talk about their new school uniform. Listen and practice.

**Charlie** Oh, wow! There's a new school uniform for next year.

**Lucas** Really? What's it like?

**Charlie** It's OK. There's a shirt, a jacket, and pants.

**Lucas** What color is the shirt?

**Charlie** It's white.

**Lucas** That's nice. What color are the pants?

**Charlie** They're blue.

**Lucas** And what color is the jacket?

**Charlie** It's purple.

**Lucas** Purple? Oh, no!

**Charlie** Lucas, I'm kidding. The jacket is blue, too.

**What color is / are ... ?**

**What color is the shirt?**

**It's white.**

**What color are the pants?**

**They're blue.**



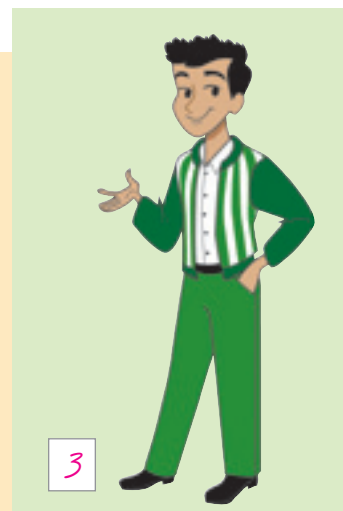
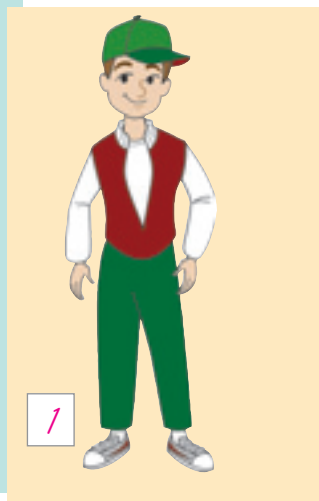
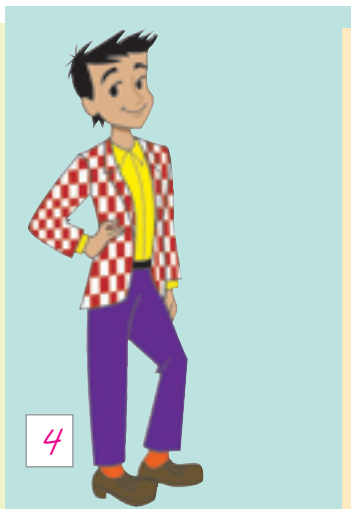
**B** What is your dream uniform like? Complete the questions with *is* or *are*. Then answer the questions. Tell your classmates.

1. What color is the shirt? It's orange.
2. What color are the pants? (Answers will vary.)
3. What color are the socks? (Answers will vary.)
4. What color is the sweater? (Answers will vary.)
5. What color are the shoes? (Answers will vary.)

The shirt is orange. The pants are ...

## 3 Listening

**Four students talk on the radio about school fashion. Listen and number the pictures.**





## 1 Vocabulary

 **A** Read about students' favorite things. Match the photos to the correct sentences. Then listen and practice.

- |   |   |
|---|---|
| <b>6</b> My favorite music is <b>rap</b> .              | <b>5</b> My favorite music is <b>rock</b> .             |
| <b>2</b> My favorite school subject is <b>biology</b> . | <b>8</b> My favorite music is <b>classical</b> .        |
| <b>1</b> My favorite food is <b>pizza</b> .             | <b>3</b> My favorite school subject is <b>Italian</b> . |
| <b>4</b> My favorite food is <b>hot dogs</b> .          | <b>7</b> My favorite food is <b>hamburgers</b> .        |



**B** Complete these statements. Then tell your classmates. *(Answers will vary.)*

My favorite music is \_\_\_\_\_.

My favorite school subject is \_\_\_\_\_.

My favorite food is \_\_\_\_\_.

My favorite music is . . .

# Lesson 32

# Teen tastes

This lesson presents and practices some words for types of music, food, and school subjects, and love / like / don't like.

## Review of Lesson 31

- Write on the board:  
*What color is / are his / her \_\_\_\_\_ ?*
- Play a guessing game with students. You think of one of the students in the class. Students have to guess who you are thinking about by asking questions about the color of the student's clothes, using the example on the board.
- Demonstrate the game with a volunteer. To start, say: *A boy* or *A girl*.

*Note:* If the group is large, limit the number of possible students by saying, for example, *A boy in the second row*. If the students wear uniforms, adapt the game by using one of the pages in the Student's Book with pictures of several people – for example, page 11. Students ask questions to guess which person in the picture you are thinking of.

## 1 Vocabulary

This exercise presents and practices some words for types of music, food, and school subjects.

### A CD2, Track 73

- Have students read the directions and the sentences in the box. Ask: *What are the sentences about?* (Favorite types of music, food, and school subjects.)
- Focus students' attention on the photos. Ask: *Which photos are about food?* (1, 4, 7.) *Which ones are about school subjects?* (2, 3.) *Which ones are about music?* (5, 6, 8.)
- Have students work individually to match the photos with the correct sentences. They should write the photo numbers in the boxes to the left of each sentence.
- Play the recording. Students listen and verify their answers.

- Check answers with the class. Read aloud the sentences in random order. Invite volunteers to say the photo number.
- Play the recording again, or model the sentences. Students listen and repeat.

### B

- Have students work individually to complete the sentences with their favorite music, school subject, and food.
- Ask students to work in groups of three to take turns reading the sentences they wrote.
- Ask the groups if they found any favorites in common.

### Audio script

Same as the sentences in the Student's Book.

## 2 Language focus

This exercise presents and practices *love / like / don't like*.

### A CD2, Track 74

- Copy the three iconic faces on the board from Exercise 3B on Student's Book page 5. Number the faces from 1 to 3 (from positive to negative).
- Focus students' attention on the photos and texts. Tell them that they will listen to Yoshi and Jenny talk about their likes and dislikes.
- Play the recording. Students listen and read along.

#### Audio script

Same as the texts in the Student's Book.

- Ask: *Who can play the electric guitar?* (Yoshi.) *Who thinks the food in the cafeteria is great?* (Jenny.) *Who thinks classical music is boring?* (Yoshi.) *Who has a rock band?* (Yoshi and his friends.) *Who's a big music fan?* (Yoshi.) *And who's a big school fan?* (Jenny.)
- Focus students' attention on Yoshi's speech again. Write *I love rock music.* under face 1 on the board and *I don't like classical music.* under face 3. Ask students to read the text again and find a sentence to place under face 2. (I like rap music.) Write the sentence on the board.
- Have them read Jenny's speech again and tell you what they think Jenny would say about the food in the cafeteria: (1) I love it; (2) I like it; or (3) I don't like it. (1.)
- Model the sentences on the board. Students listen and repeat.

- **Language Chart** Have students study the examples in the language chart.
- Explain that in English the negative is formed in different ways, depending on the verb. Remind students of *isn't*, *aren't*, and *can't*. Explain that with *like* and many other verbs, we use *don't* + verb to form the negative.
- Model the examples, pausing for students to repeat.

*Note:* This is not a formal presentation of the simple present tense. Introduce the sentences as set phrases, making the explanations clear but brief.

### B

- Have students read the directions and work individually to complete the sentences. Ask them to think about adjectives they can use to talk about their likes and dislikes, as in the examples in the speech balloons.
- Have students work in pairs to take turns talking about their likes and dislikes, as in the examples.

## 3 Listening

In this exercise, students listen for a person's likes and dislikes.

### CD2, Track 75

- Have students read the directions and study the words.
- Tell students that they will listen to Nicole talking as she completes a survey about her likes and dislikes. They should listen and tell you whether Nicole talks only about her favorite things or whether she also mentions other things she likes or doesn't like.
- Play the recording. Students only listen. Elicit the answer. (She talks about other things, too.)

#### Audio script

See page T-211.

- Play the recording again. Students listen and check Nicole's favorite things.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.
- To finish, ask several volunteers to tell you about any favorites they may have in common with Nicole – for example, *I love volleyball, too*.

#### Workbook

Assign the exercises on Workbook page 55. (Workbook answers begin on page T-190.)

#### Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 32.

## 2 Language focus

 **A** What do Yoshi and Jenny like?  
Listen and practice.

*love / like / don't like*

I **love** rock music.

I **like** rap music.

I **don't like** classical music.



Yoshi

I'm a big music fan. I love rock music, and I like rap music. I can play the electric guitar. I don't like classical music. I think it's boring. My friends and I have a rock band. It's really cool.



Jenny

I love school! I really like all of my classes, and I like my teachers and my friends. The food in the cafeteria is great. There are hot dogs and hamburgers. There's one thing I don't like about school – the homework!

**B** What about you? Complete the statements with *love*, *like*, or *don't like*.

Then compare with a classmate. (Answers will vary.)

1. I \_\_\_\_\_ rap music.
2. I \_\_\_\_\_ math.
3. I \_\_\_\_\_ soccer.
4. I \_\_\_\_\_ pizza.
5. I \_\_\_\_\_ English.
6. I \_\_\_\_\_ the beach.
7. I \_\_\_\_\_ the first day of school.
8. I \_\_\_\_\_ classical music.
9. I \_\_\_\_\_ hot dogs.
10. I \_\_\_\_\_ my first name.
11. I \_\_\_\_\_ my city / town.
12. I \_\_\_\_\_ my school.

I love rap music. I think it's cool.

I don't like rap music. I think it's boring.

## 3 Listening

 Nicole talks about her favorite things. Listen and check (✓) the correct things.

### Sport

- ☒ volleyball  
☐ tennis

### Music

- ☐ rap  
☒ rock

### School subject

- ☒ art  
☐ science

### Food

- ☐ hamburgers  
☒ pizza

### Clothing

- ☐ jacket  
☒ sneakers



# Get Connected

## UNIT 8

### Read



**A** Read the article quickly. Write three things you can do at a New York City street fair.

1. shop / buy things
2. walk around and listen to music
3. eat food from all around the world  
(Answers may vary.)

### New York City Street Fairs

What are New York City street **fairs** like? Well, they're really fun. Some fairs are small **block** or neighborhood parties. But some fairs are really big – 30 city blocks long! There's great food, good music, and a lot of **shopping**.

So, is the shopping good? Yes! The shopping is awesome – and **cheap**. And there are some really nice things. You can **buy** bags, T-shirts, sneakers, CDs, toys – everything!

Are you a big music fan? At some street fairs, you can walk around and listen to music. There's rock, rap, and **jazz**, too!

And, there's a lot of good food, too – pizza, hot dogs, and ice cream. There's food from all around the world. You can eat Italian, Thai, Mexican, Chinese food, and more.

So, go to a street fair for an exciting time! It's crowded, but it's fun!



**Go** to page 125  
for the  
Vocabulary  
Practice.

**B**  Read the article slowly. Check your answers in Part A.

**C** Are these statements true or false? Write **True** or **False**. Then correct the false statements.

1. All New York City street fairs are really big.  
False. Some New York City street fairs are small.
2. You can buy a lot of really cool things there.  
True.
3. You can't listen to music at a street fair.  
False. You can listen to music at a street fair.
4. There's only American food at street fairs.  
False. There's food from all around the world.
5. A street fair is exciting, fun, and crowded.  
True.

# Unit 8

# Get Connected

This lesson practices reading, listening, and writing skills.

## Review of Lesson 32

- Write on the board:  
*I love . . . / I like . . . / I don't like . . .*
- Write three sentences about yourself on the board. For example, *I love chocolate. I like math. I don't like rap music.*
- Have students write three sentences about themselves on a piece of paper with their name written on it.
- Collect the papers. Read random papers but not the name of the writer. Have students guess who wrote them.
- **Optional** Invite the student who guesses correctly to choose the next paper and read it.

## Read

This exercise practices reading for information that describes places.

### A

- Focus students' attention on the photo. Ask: *What can you see at the street fair?* (People, bags, food.)
- Invite a volunteer to read the directions 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 text and write three things people can do at a street fair in New York City. Do not check answers at this point.

### B CD2, Track 76

- 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: *fair, block, shopping* (n.), *cheap, buy* (v.), *jazz*. Explain their meaning. (Fair: an event or festival with shopping, food, and games; block: a length of street; shopping [n.]: buying things; cheap: not expensive; buy [v.]: to get something by giving money; jazz: a style of music with swing rhythm [play some jazz music to demonstrate].) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the article 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 article in the Student's Book.

### Get Connected Vocabulary

Have students do the exercise on Student's Book page 125 in class or for homework. (Get Connected Vocabulary answers are on page T-125.)

### C

- Invite a volunteer to read the directions and first statement aloud.
- Ask: *Are all New York street fairs really big?* (No, they aren't.) *So is the sentence true or false?* (False.)
- Have students read the example corrected statement.
- Have students work individually to write *True* or *False* and then correct the false statements.
- Have students check their answers in pairs.
- Check answers with the class. Have a pair read their corrected false statements aloud.
- **Optional** Check answers to the *True / False* statements before students correct the false answers.

# Listen

In this exercise, students listen for specific information about a school fair.

## A CD2, Track 77

- Focus students' attention on the photo. Ask: *Where are the students?* (In school.)
- Tell students that they will listen to two students, Jessica and Ruben, talk about the school fair.
- 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-211.

- 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. Read the questions and invite volunteers to answer them.

## B

- Have students read the directions and all the statements.
- Explain that *I agree* means you think something is right, and *I disagree* means you think something is not right. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree or disagree.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

# Write

In this exercise, students answer questions and write about a fair (or an event).

## A

- Have students read the directions and the questions.

*Note:* If students cannot think of a fair or an event in their neighborhood or city, they can research one on the Internet. Alternatively, they can make up a fair or an event to write answers about.

- 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 the information that they wrote in Part A to help them write their paragraphs.
- Have students work individually to write about a fair or an event at their school, or in their neighborhood or city.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students read their paragraphs to a partner without saying the name of the fair or event. Students try to guess the fair or event.


### Workbook

Assign the exercises on Workbook page 56.  
(Workbook answers begin on page T-190.)

## What's it like?

# Listen



**A**  Jessica and Ruben are talking about the school fair. Listen and answer the questions.

1. Is the school fair on Friday? No, it's on Saturday.
2. What's the school fair like? It's a lot of fun.
3. Can Jessica juggle? Yes, she can.
4. What colors are the school colors? The school colors are orange and purple.
5. Can Ruben sing? Yes, he can.

**B** What do you think? Write *I agree* or *I disagree* (don't agree).

(Answers will vary.)

1. School fairs are fun. \_\_\_\_\_
2. Talent shows are exciting. \_\_\_\_\_
3. Pizza, hot dogs, and hamburgers are healthy. \_\_\_\_\_
4. Races are cool. \_\_\_\_\_



## Your turn

# Write



**A** Answer the questions about a fair (or event) at your school, or in your neighborhood or city. (Answers will vary.)

1. What's the name of the fair / event? \_\_\_\_\_
2. When is it? \_\_\_\_\_
3. Where is it? \_\_\_\_\_
4. What can you do there? \_\_\_\_\_
5. What's it like? \_\_\_\_\_

**B** Write about the fair or event. Use the answers in Part A to help you. (Answers will vary.)

*I really like the* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Language chart review

What's ... like?	love / like / don't like	can / can't
What's New York like? It's fun.	I love this town. I like the mall. I don't like my room.	I can sing. He can't sing. Can you sing? Yes, I can. / No, I can't. Can they play soccer? Yes, they can. / No, they can't.
What color is / are ... ?		
What color is Kate's sweater? It's blue.		
What color are Kate's shoes? They're black.		can't = cannot

**A** Amy meets Ivan. Complete the conversation with the sentences in the box. Write the letters in the boxes.

- |  |   |
|--|---|
| <input type="checkbox"/> a. I can play the guitar. I'm pretty good.                        | <input type="checkbox"/> d. No, I can't. I don't like baseball. Can you play?                             |
| <input type="checkbox"/> b. Well, I love soccer, but there are no soccer fields near here. | <input type="checkbox"/> e. It's great! The people are friendly, and there are a lot of beautiful places. |
| <input checked="" type="checkbox"/> c. Yes, I am. I'm Ivan.                                | <input type="checkbox"/> f. Yeah, it's interesting. But this town is boring.                              |

**Amy** Excuse me. Are you Jon's cousin from Mexico?

**Ivan** c

**Amy** Hi, I'm Amy. So, what's Mexico like?

**Ivan** e

**Amy** Wow, that's cool! Do you like the U.S.?

**Ivan** f

**Amy** Really? Why is it boring? I love our town.

**Ivan** b

**Amy** Yeah, you're right. But there's a baseball field. Can you play baseball?

**Ivan** d

**Amy** Yes, I can. I love baseball. So, what other things can you do?

**Ivan** a

**Amy** Really? I can play the guitar, too.



**B** What do you think Ivan and Amy say? Circle the correct words.

**Ivan**

- I (like) / don't like) the U.S.
- I (like / don't like) this town.
- I (can / can't) play baseball.

**Amy**

- I (can) / can't) play baseball.
- I (like) / don't like) this town.
- I (like) / don't like) music.

# Unit 8

# Review

This lesson reviews the grammar and vocabulary introduced in Unit 8.

## Language chart review

This chart summarizes the main grammar presented and practiced in Unit 8.

- Have students study the Language chart review. Focus their attention on the *What color is / are . . . ?* section. Ask: *Why is It's used in the first answer and They're in the second answer?* (Because *It's* refers to a singular noun – Kate's sweater; *They're* refers to a plural noun – Kate's shoes.)
- Give students a few minutes to think of one more example for each of the sections. For example, *What's your city like?* could go in the *What's . . . like?* section.
- Invite volunteers to share one of their examples with the class.
- Answer any questions students may have.

## Exercises A through F (pages T-112 to T-113)

*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 aloud and look at the picture.
- Tell students to complete the conversations with the sentences in the box. They should write the letter of the correct sentence in the box in the conversation.
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- Check answers with the class. Invite two volunteers to read the completed conversation aloud.

### Exercise B

- Have students read the directions.
- Tell students to look at the conversation in Part A to help them choose the correct words.
- Have students work individually to circle the correct words.
- Check answers with the class.

## Exercise C

- Have students read the directions and the sentences in the box.
- Tell students to look at the picture on page 112 to help them. They should circle only the sentences that are false.
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- Check answers with the class.

## Exercise D

- Have a volunteer read the directions aloud.
- Focus students' attention on the example.
- Tell students they should look back at the false sentences they circled in Part C and they should correct these sentences.
- Have students work individually to complete the exercise.
- Check answers with the class.

## Exercise E

- Have a volunteer read the directions and the example.
- Tell students to look carefully at the picture and to write questions or answers to complete the conversation.
- Have students work individually to complete the exercise.
- Have students read their questions and answers in pairs.
- Check answers with the class. Invite pairs to read the completed conversation aloud.

## Exercise F

- Have a volunteer read the directions aloud.
- Focus students' attention on the example question.
- Tell students they should write questions with *Can you . . . ?* and the verbs in parentheses. They should answer the questions with true information about themselves.
- Have students work individually to complete the exercise.
- Have students read the questions and answers in pairs.
- Check answers with the class. Invite volunteers to ask classmates the questions.

### Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs. Have them act out the conversation in Exercise A.
- Have pairs practice the questions and answers in Exercises E and F.
- Have students write a few statements about what they are wearing. They can use the chart in Exercise C as an example. Tell them that at least half of the statements must be false. Invite students to exchange papers in pairs and correct the false statements in their partner's paper.

## Theme Project

- Assign the *At Home* section of the Unit 8 Theme Project on Student's Book page 133.

## Workbook

- Assign the Unit 8 Check Yourself on Workbook page 57. (Workbook answers begin on page T-190.)

## Extra Practice Worksheets

- Assign the Unit 8 Extra Practice worksheets starting on page T-155.

## Extra Speaking Practice Worksheet

- Assign the Unit 8 Extra Speaking Practice worksheet on page T-172.

## Arcade Activities

- Assign the Unit 8 Arcade activities found at: [www.cambridge.org/connectarcade](http://www.cambridge.org/connectarcade)

## Learning Log

- Assign the Unit 8 Learning Log. This can be downloaded from the Teacher Support Site at: [www.cambridge.org/connect2e/teacher](http://www.cambridge.org/connect2e/teacher)

## Quiz

- Give the Unit 8 Quiz on page T-183.

## Test

- Give the Unit 8 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: [www.cambridge.org/connect2e/teacher](http://www.cambridge.org/connect2e/teacher)

**C** Look at the picture on page 112. What are Amy's clothes like? What are Ivan's clothes like? Circle the false sentences.

- |                            |                                |
|----------------------------|--------------------------------|
| 1. Ivan's pants are brown. | 5. Amy's shoes are green.      |
| 2. Amy's T-shirt is red.   | 6. Ivan's sneakers are purple. |
| 3. Ivan's shirt is white.  | 7. Amy's hat is blue.          |
| 4. Amy's skirt is blue.    | 8. Ivan's jacket is black.     |

**D** Now correct the false sentences in Part C.

- Ivan's pants are black.
- Ivan's shirt is green.
- Amy's shoes are red.
- Ivan's sneakers are blue.

**E** Write the questions or the answers about Andrea.

- Q: What color is Andrea's blouse?  
A: It's white.
- Q: What color are Andrea's pants?  
A: They're brown.
- Q: What color is Andrea's backpack?  
A: It's green.
- Q: What color is Andrea's sweater?  
A: It's orange.
- Q: What color are Andrea's sneakers?  
A: They're pink.
- Q: What color is Andrea's hat?  
A: It's yellow.



**F** Write questions beginning with *Can you*. Then answer the questions with your own information. (Answers will vary.)

- (sing) Q: Can you sing?  
A: \_\_\_\_\_
- (skateboard) Q: \_\_\_\_\_  
A: \_\_\_\_\_
- (draw people) Q: \_\_\_\_\_  
A: \_\_\_\_\_
- (play tennis) Q: \_\_\_\_\_  
A: \_\_\_\_\_

**Go** to page  
133  
for the  
Theme  
Project.