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Link It!

4

Teacher's Pack



Classroom
Presentation Tool



Teacher's Guide



Teacher's Resource
Center



Practice Kit

Elizabeth Sharman &
Louis Rogers
Daria Ruzicka



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Global skills A

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Welcome to Link It! 4

Vocabulary

Free-time activities
Vacations
School

Grammar

Simple present
Present progressive
Dynamic vs. stative verbs
Simple past
Past progressive
Present perfect
Future forms

Aim

To review a variety of grammar and vocabulary topics covered in the previous levels

To identify what individual students may still need to work on before starting Level 4

Warm-up

- Introduce yourself to the class. Then ask students to introduce themselves.
- Ask individual students questions about some of the topics on pages 4–9: *What do you do in your free time? Where did you go on vacation last year? What are you going to do this summer?*

Talk about the present page 4

Exercise 1 Read and listen 002

- Have students look at the picture above the blog. Ask: *What do you think is the topic of this blog?*
- Play the audio. Students read and listen.
- Call on volunteers to retell what the blog is about. Ask: *Did we predict correctly before listening?*

ANSWER

The blog is about video games.

Audioscript Student Book page 4

Exercise 2

- In pairs, students correct each statement to make it true. Tell students to refer back to the blog as needed.
- Go over the answers as a class.

ANSWERS

- 1 Maddie is 17.
- 2 Her favorite games are fantasy games.
- 3 She goes to school every day.
- 4 She's taking some exams next month.
- 5 People believe that soccer is a hobby for boys.
- 6 She takes guitar lessons.

Welcome to my blog!

My name is Maddie. I'm 17 and I live in Seattle in the U.S.

I'm writing this post because I want to tell you more about me and this blog.

What do I do on this blog? Well, I show you the latest video games and give you tips on how to play better! My favorite games are usually fantasy games, but this week I'm testing some new action games, too—just for you!

I always reply to your questions and comments, but that sometimes takes a few days. I go to school every day and I do homework every night—just like you! I usually write this blog three times a week, but I'm studying hard right now because I'm taking some exams next month. Don't worry if my blog goes quiet for a while!

What do I do when I'm not playing video games? I love reading fantasy books, and I enjoy playing soccer, too. People are always telling me that these are hobbies for boys! Why do they believe that? It's really annoying! I also love listening to music, and I take guitar lessons twice a week. And yes, I sometimes go outdoors!!

Talk about the present

1 002 **Read and listen** What is Maddie's blog about?

2 Find and correct the mistakes.

- | | |
|--|---|
| 1 Maddie is 16. | 4 She's taking exams next week. |
| 2 Her favorite games are action games. | 5 She believes that soccer is a hobby for boys. |
| 3 She goes to work every day. | 6 She doesn't play a musical instrument. |

Vocabulary Free-time activities

3 Complete the phrases with the verbs in the box.

playing going listening playing cooking
watching going playing drawing reading

- | | |
|-------------------------------|-------------------------------|
| 1 <u>playing</u> soccer | 7 <u>going</u> to the gym |
| 2 <u>reading</u> books | 8 <u>watching</u> movies |
| 3 <u>drawing</u> pictures | 9 <u>going</u> to the mall |
| 4 <u>playing</u> the guitar | 10 <u>playing</u> video games |
| 5 <u>cooking</u> Mexican food | |
| 6 <u>listening</u> to music | |

4 **Pairwork** Ask and answer about which activities you like doing.

Do you like playing soccer?

No, I can't stand playing soccer. / Yes, I love playing soccer.

Free-time activities page 4

Exercise 3

- With books closed, write: *free-time activities* on the board. Invite students to brainstorm and write activities on the board. Leave the words to refer to later.
- Students do the exercise individually.
- Check the answers as a class.
- Then together compare the activities on the book with activities on the board.

Exercise 4 Pairwork

- Call on two students to read the exchange in speech bubbles. Point out *love / like / can't stand + ing* form.

- Then, in pairs, have students discuss free-time activities referring to exercise 3. Tell students they can also use items on the board from the brainstorm.

5 Match the highlighted sentences (a–d) in the text with the rules (1–4) below.

Simple present

Use the simple present

- 1 for habits or routines, often with *always, usually, every day, twice a week, etc.* **d**
- 2 for permanent situations and facts. **a**

Present progressive

Use the present progressive

- 3 for actions happening at the moment of speaking. **b**
- 4 for actions happening around this time, but not necessarily at the moment of speaking. **c**

6 Complete the mind map with the time expressions in the box.

once a month right now never
every Friday these days very often
today when I'm tired now

Simple present

once a month,
never,
every Friday,
very often,
when I'm tired

Present progressive

right now,
these days,
today,
now

7 Write sentences using the simple present or present progressive and the words in parentheses.

you / use / the computer? (now)

Are you using the computer now?

- 1 we / not study / French (this year)
- 2 she / have / art class? (on Fridays)
- 3 we / go / to the gym (twice a week)
- 4 I / practice / the piano (every night)
- 5 they / play / soccer (right now)
- 6 my mom / not work (today)

Dynamic vs. stative verbs

- Dynamic verbs describe actions (*go, cook, play*). They can be used in the simple or progressive form.
- Stative verbs describe states (*believe, have (possession), know, like, understand, want*). They are not usually used in the progressive form.

8 Choose the correct alternatives.

- 1 Hey! What **do you do** / **are you doing** with my cell phone?
- 2 **have** / **'m having** a dance class every Saturday.
- 3 **I don't understand** / **'m not understanding** the rules of this sport.
- 4 Who **sings** / **'s singing**? He has a beautiful voice!
- 5 Where **do you usually buy** / **are you usually buying** your clothes?
- 6 I **try** / **'m trying** a new hobby these days.

9 Complete the dialogue with the correct simple present or present progressive form of the verbs in parentheses.

Andre Hi, Beth. Where ¹ **are you going** (you/go)?
Beth I ² **'m going** (go) to the sports center. They ³ **'re giving** (give) free judo lessons there today.
Andre ⁴ **Do you like** (you/like) martial arts?
Beth I ⁵ **don't know** (not know)! But I ⁶ **want** (want) to learn something new.
Andre That ⁷ **'s** (be) nice. I ⁸ **'m learning** (learn) karate right now.
Beth ⁹ **Are you enjoying** (you/enjoy) it?
Andre Yes, I ¹⁰ **'m am** (be).
Beth I ¹¹ **'m not making** (not make) much progress, but I ¹² **love** (love) it.

10 **Pairwork** Read the Speaking strategy. Then describe the pictures with the simple present or progressive form of the verbs in the box.

be have look (like) play sing eat drink wear



Speaking strategy

Describing pictures

Look at the picture and say what you can see. Say what the people look like and what you think is happening.

*In the picture, there's / there are ... I can see ...
The boy / girl on the right / left / in the middle ...
He / She has (long hair / blue eyes).
They look / He looks (happy).
They look like (they're friends).
The people are ... / The boy is (...ing).*

Challenge

Imagine you have a blog about your favorite hobby. Write an "About me" page for the blog.

Exercise 7

- Ask a volunteer to read the example answer. Read the prompts using the simple present. Ask: *Is this correct?* (no)
- Students rewrite the sentences individually.
- Then have them compare answers with a partner.
- Bring the class together and give further explanations as needed. Refer to the rules from exercise 5 for each item (1 4, 2 2, 3 1, 4 1, 5 3, 6 4).

ANSWERS

- 1 We aren't studying French this year.
- 2 Does she have art class on Fridays?
- 3 We go to the gym twice a week.
- 4 I practice the piano every night.
- 5 They're playing soccer right now.
- 6 My mom isn't working today.

Dynamic vs. stative verbs page 5

Exercise 8

- On the board, write: *I _____ (study) for the test right now. I _____ (know) the first two chapters so far.* Have students copy and fill in the correct verb form.
- Read out the grammar topic and chart. Then return to the sentences on the board and call on volunteers to fill in the answers (*am studying, know*). Ask: *Which of these verbs is stative?* (*know*) *Which is dynamic?* (*study*)
- Students do the exercise individually.
- Check the answers as a class.

Exercise 9

- Students do the exercise individually.
- Have students compare answers with a partner. Then have them role-play the dialogue.

Exercise 10 Pairwork

- Focus students' attention on the *Speaking strategy* at the bottom of the page.
- In pairs, have students study the picture and make statements. Circulate and assist with vocabulary items as needed.
- Then bring the class together and call on volunteers for their sentences.

Challenge

- Invite students to reread Maddie's blog from exercise 1 on page 4.
- Write *About me* on the board. Tell students to then use Maddie's blog as a model for their own blog entry. They can complete the task in class or for homework.
- Have students swap writing assignments and check use of simple present and present progressive.
- Finally collect students' writing and offer written feedback.

Simple present / Present progressive page 5

Exercise 5

- To warm up, write on the board: *I am eating lunch right now. I always eat lunch at noon.* Underline *am eating* and *eat* and elicit the form of each verb (present progressive and simple present). Invite a student to fill the words in.
- In pairs, have students study the grammar charts and complete the exercise. Point out to students the superscript letters a–d at the beginning of each highlighted sentence. Circulate and assist as needed.
- Bring the class together and go over the answers. Elicit additional examples for each rule (e.g., *1 I work out twice a week, 2 I have two brothers, 3 I am texting*

my friend right now, 4 I am eating a lot of vegetables these days).

Exercise 6

- Ask students to read over the words in the box. Ask: *What do these words have in common?* (They are all related to time; they are all time expressions.)
- Tell students they will sort which words are used with the simple present and which ones are used with the present progressive. Do the first expression, *once a month*, as a class. Elicit an example sentence (e.g., *I call my grandmother once a month*). Ask: *Could we say "I am calling my grandmother once a month"?* (no)
- Students complete the exercise in pairs.
- Go over the answers as a class.

Talk about past experiences

page 6

Exercise 1 Read and listen 003

- Have students look at the pictures under each email. Ask: *Do you recognize these locations? Where do you think this is? Have you ever been to these places?*
- Play the audio. Students read and listen.
- Call on volunteers to answer the question. Tell them to explain why they would prefer that particular vacation.

Audioscript Student Book page 6

Exercise 2

- Students complete the exercise individually.
- Have them compare answers with a partner.

Vacations

page 6

Exercise 3

- In pairs, have students read the words in the box. Circulate and clarify vocabulary as needed.
- Pairs complete the exercise together.
- Then bring the class together and go over the answers.

Exercise 4 Pairwork

- Call on two students to read the exchange in speech bubbles. Point out *love / like + -ing* form. Review *can't stand* from page 4.
- Then, in pairs, have students ask and answer questions referring to the mind maps in exercise 3.

Talk about past experiences


To: grandma@speedmail.net

Dear Grandma,

Here we are in New York! We arrived here on Monday morning, and we went straight to the most famous monument in the city—the Statue of Liberty! They didn't have an elevator all the way to the top—it only goes to her feet—so we had to walk! It was hard work, but the views were amazing. You won't believe what happened! While we were taking pictures, someone called my name. I turned around and saw one of the teachers from my school! He was visiting the city with his family. We're really tired today because yesterday Mom took us to just about every museum and art gallery in the city!

How are you? Did you go to the beach last weekend?

Love,
Amy




To: annie@homenet.com

Hello!

Have you received my postcard yet? In case you don't know, we're in Sucre, a small city in Bolivia. Have you ever been to Bolivia? We drove here all the way from home last Saturday. It took ten hours! We're sitting in a café right now because we've just been exploring the dinosaur park in Cal Orcko! It's amazing! It has more dinosaur footprints than anywhere in the world! We've already spent two days walking around the park and looking at the exhibits. The area is beautiful around here. We've seen beautiful valleys and waterfalls! I've never seen anything like it! We haven't been to any museums or cathedrals yet. The weather's too good!

See you soon,
Diego



1 **Read and listen** Which of the vacations would you prefer?

2 Complete the sentences with *Amy* or *Diego*.

1 <u>Amy</u> has been up a tall structure.	4 <u>Diego</u> is visiting lots of natural locations.
2 <u>Amy</u> has visited some historic buildings.	5 <u>Amy</u> met someone they knew at a famous place.
3 <u>Diego</u> has seen something prehistoric.	6 <u>Diego</u> arrived at their destination at the weekend.

Vocabulary Vacations

3 Complete the mind map with the words in the box.

beach tower cathedral coast waterfall art gallery
 café island valley mountain monument museum

museum café

cathedral art gallery

tower monument

Places in a town or city

beach coast

waterfall island

valley mountain

Features of the natural world

4 **Pairwork** Ask and answer about where you like going to on vacation.

Do you like going to the beach on vacation?

Yes, I love going to the beach.

6

5 Complete the sentences from Amy's email. Then underline other verbs in the simple past in the text.

Simple past

Use the simple past to talk about completed past actions (e.g., *last summer, a week ago, yesterday*).
We arriv¹ ed here on Monday morning.
They² didn't have an elevator to the top.
Did you go to the beach last weekend?

6 Complete the sentences with the simple past form of the verbs in parentheses.

- We saw (see) the Grand Canyon when we went (go) to the U.S.
- Jasiel didn't go (not go) to school yesterday.
- He took (take) a lot of pictures in Bali.
- What time did you arrive (you/arrive) at the train station?
- Sarah studied (study) Physics when she was (be) in college.
- We stayed (stay) near a beach, but the weather wasn't (not be) very good.

7 Match the highlighted sentences (a–b) in Amy's email with the rules (1–2).

Past progressive

1 Use the past progressive for actions that were in progress at a specific moment in the past. b
At one o'clock, they were eating lunch in a café.

2 We often use the simple past and past progressive together. Use the past progressive for the action that was interrupted, and the simple past for the interruption. a
While I was walking to the beach, I saw a snake!

8 Complete the sentences with the simple past or past progressive form of the verbs in parentheses.

- We were relaxing (relax) on the beach when it started (start) to rain.
- I was buying (buy) an ice cream at the café when Pedro called (call).
- What were you doing (you/do) at eight o'clock last night?
- Luisa fell (fall) over while she was taking (take) a picture of the waterfall.
- They were driving (drive) around the island when they saw (see) the monkeys.

9 **Pairwork** Ask and answer the questions.

- What did you do yesterday? List as many activities as possible.
- What were you doing at nine o'clock last night?

What did you do yesterday?

I woke up at six o'clock ...

10 Complete the rules and examples below with *ever, never, just, not yet, yet, and already*.

Present perfect

Use the present perfect to talk about past actions when you don't say exactly when they happened.

Use the present perfect with

- ¹ **ever** / never to ask or talk about life experiences.
Have you ever been to Bolivia?
I've ² **never** seen anything like it!
- just, yet, and already**.
Have you received my postcard ³ **yet**?
We're sitting in a café right now because we've ⁴ **just** been exploring the dinosaur park in Cal Orcko.
We haven't been to any museums ⁵ **yet**.
We've ⁶ **already** spent two days walking around the park in Cal Orcko.

Remember to use the simple past when you say exactly when something happened.

I saw her yesterday. NOT I've seen her yesterday.

11 Write a question using *yet* for each activity in the "to-do" list. Then write an answer using *already, just, or not yet*.

Has Amy seen Times Square yet?

No, she hasn't. She hasn't seen Times Square yet.

Amy's New York to-do list

DONE	Already	Just	Not yet
see Times Square			✓
take a picture from the Empire State Building	✓		
have New York cheesecake		✓	
visit the High Line			✓
take a boat ride	✓		

12 Write questions using *Have you ever*.

- visit / a cathedral?
- climb / a mountain?
- see / a waterfall?
- win / a contest?
- meet / a famous person?
- sleep until after midday?

13 **Pairwork** Ask and answer the questions in exercise 12. If your partner answers yes, ask a follow-up question in the simple past.

Have you ever visited a cathedral?

Yes, I've been to Santuario de las Lajas.

When did you go?

Which event happened first? (taking pictures)

Exercise 8

- Students do the exercise individually. For items 1, 2, 4, and 5, you can ask: *Which event happened first?* (1 were relaxing, 2 was buying an ice cream, 4 was taking a picture, 5 were driving)

Exercise 9 Pairwork

- Ask students to read each question. Call on two students to read out the exchange in speech bubbles.

Present perfect page 7

Exercise 10

- Focus on the grammar chart. Read out the explanation. Then have students read through the rules individually and fill in the blanks.
- Read the final *Remember* note and example. To confirm understanding, write on the board: *I was / have been there at 2:00*. Elicit the correct answer (was).

Exercise 11

- Students complete the exercise individually. Tell them to think about meaning. Also suggest that they notice if the exercise item is a statement or question, affirmative or negative.

ANSWERS

Has she taken a picture from the Empire State Building? Yes, she has. She has already taken a picture.

Has she had New York cheesecake? Yes, she has. She has just had New York cheesecake.

Has she visited the High Line? No, she hasn't. She hasn't visited the High Line yet.

Has she taken a boat ride? Yes, she has. She has already taken a boat ride.

Exercise 12

- Students write the questions individually. Then call on students to write the questions on the board.

ANSWERS

- Have you ever visited a cathedral?
- Have you ever climbed a mountain?
- Have you ever seen a waterfall?
- Have you ever won a contest?
- Have you ever met a famous person?
- Have you ever slept until after midday?

Exercise 13 Pairwork

- Call on two students to read the exchange in speech bubbles. Point out the use of present perfect in the first question and response. Elicit why simple past is used in the second question (because it asks for a specific time in the past that something happened).
- Then, in pairs, have students ask and answer questions from exercise 12. Point out that the follow-up question is asked only if a person answers yes.

Simple past page 7

Exercise 5

- To warm up, write on the board: *I usually _____ (walk) to school. Yesterday, I _____ (take) the bus*. Elicit the form of each verb (simple present and simple past).
- Look at the first grammar chart. Read out the rule and have students complete the sentences.
- Tell students to find the sentences in Amy's email (lines 2–3; lines 4–5; line 14). Focus on each sentence and go over affirmative, negative, and interrogative forms.
- Then point to *Yesterday, I took the bus* on the board. Review that certain verbs are irregular and don't end in *-ed*. Elicit the negative form (*Yesterday, I didn't take*

the bus) and interrogative form (*Did you take the bus yesterday?*).

Exercise 6

- Do the first item as a class. If necessary, point out that *see* and *be* are irregular verbs and have special forms in the past.

Past progressive page 7

Exercise 7

- Ask a student: *What were you doing yesterday at 8 p.m.?* Elicit an answer and write it on the board. Elicit the form (past progressive).
- Call on two students to read out the rules and examples, one each.
- In pairs, have students match the highlighted sentences with the two rules. Focus on sentence a and ask:

Talk about the future page 8

Exercise 1 Think back

- Point out that *Think back* will be a recurring section in this level. Explain that students may be asked to think back to past experiences or past language or grammar they have already learned.
- Tell students that in this exercise they will be reviewing what they know about prepositions.
- Have students skim over the words individually and fill in the prepositions.
- Go over the answers as a class. Elicit or point out that these are called prepositions of time, since they refer to different times.

Exercise 2 Read and listen 004

- Have students look at the picture. Elicit that the person is studying for a test. Invite students to think of words that describe how he / she might be feeling (tired, stressed, overwhelmed).
- Play the audio. Students read and listen.
- Call on volunteers to answer the question about Mia's plans and then about Alex's plans.

ANSWERS

Alex is going to visit his grandparents and study. Mia is going to study every morning and do something fun in the afternoons.

Audioscript Student Book page 8

Exercise 3

- Students complete the exercise individually. Then have them compare answers with a partner.
- Bring the class together and call on students to read their corrections of the false statements.

School page 8

Exercise 4

- To test their knowledge, invite students to try to fill in as many blanks as they can individually, without looking back at the text. Then let them find the words in the text.
- Have students compare answers in pairs.
- Go over any questions as a class.
- As a class, brainstorm other words related to school. Call on students to write them on the board.

Talk about the future

1 Think back Which prepositions do you usually use before these words: *in, at, or on*?

on Saturday in the afternoon on the weekend in September at 8 a.m.

2 Read and listen What are Alex and Mia going to do over spring break?

Mia How are you feeling about the exams next term, Alex?
 Alex Not very confident. I don't think **I'll pass**.
 Mia Why's that?
 Alex My grades aren't very good—and I haven't had time to study lately. I've had that art project to finish—and a lot of Chemistry and Spanish homework, too.
 Mia I'm sure you'll be OK. What are you going to do over spring break? Are you going to study then?
 Alex **I'm going to try!** But we're visiting my grandparents for three days. There won't be time to study then.
 Mia Why don't you take your textbooks or notes with you? I'm going to study every morning; then I'm going to do something fun in the afternoons.
 Alex That sounds like a good idea. I'll be happy when these exams are finished.
 Mia Me too. Are you going to the prom next month?
 Alex Yes, I am. I think it'll be fun.
 Mia What are you doing next year?
 Alex **I'm starting** classes at a culinary institute in September. I want to study cooking.
 Mia Great! When you're a famous chef, I'll come to your restaurant!



3 Decide if the sentences are true (T) or false (F). Correct the false ones.

- | | |
|---|--|
| 1 Alex and Mia have exams now. <u>F</u>
<u>next term</u> | 4 Mia intends to study every day over spring break. <u>T</u> |
| 2 Alex is nervous about the exams. <u>T</u> | 5 Alex will definitely be at the prom. <u>T</u> |
| 3 He's going away for a week over spring break. <u>F</u>
<u>He's visiting his grandparents for three days.</u> | 6 Alex is starting a job in a restaurant. <u>F</u>
<u>He's starting culinary classes.</u> |

Vocabulary School

4 Find words in the text to match the definitions. Can you think of any other words related to school?

- | | |
|---|--|
| 1 an important test of your knowledge
<u>exam</u> | 5 a large piece of work for a student to complete
<u>project</u> |
| 2 a period of time in a school that the year is divided into
<u>term</u> | 6 work a teacher gives students to do outside class
<u>homework</u> |
| 3 a letter or number that shows the quality of work
<u>grade</u> | 7 a book containing information about one subject
<u>textbook</u> |
| 4 to try to learn about a subject
<u>study</u> | 8 something you write down to remind you of something you are learning
<u>notes</u> |

- 5 Look at the **highlighted** words in the text and complete the rules with *will*, *be going to*, or the *present progressive*.

Future forms

Use **'the present progressive'** to talk about future arrangements.

Use **'will'** to talk about future facts and to make predictions, especially with *I'm sure*, *I (don't) think*.

Use **'going to'** to talk about intentions for the future.

Think!

Complete the rule.

We also use *will / won't* + base form

- to make offers. *I 'll help you with your homework.*
- to make promises. *I'm sorry. I 'won't do it again.*
- for spontaneous decisions made at the moment of speaking. *"There aren't any pens." "I 'll buy some."*

- 6 Write sentences about Mia's arrangements. Use the *present progressive*.

On Monday, Mia is seeing the new Bond movie with Sally.

Monday	see the new Bond movie with Sally
Tuesday	meet Mrs. Evans 12:30 p.m.
Wednesday	4 p.m. play hockey
Thursday	study at Alisha's house after school
Friday	take History test!
Saturday	go to Uncle David's wedding
Sunday	visit Juan in Miami

- 7 Write sentences using *be going to*.

Frida / write / a fashion blog.

Frida is going to write a fashion blog.

- Dan / study more / this term.
- we / visit relatives / next summer.
- I / not watch / so much TV.
- Mom and Dad / exercise more.
- you / play soccer / next season?
- Etta / not work / on her Science project tonight.

- 8 Write predictions using *will / won't* and the points below.

Students won't use textbooks in 2030.

SCHOOLS OF 2030

- students / use textbooks
- students / choose their own timetable
- students / play video games in class
- students / receive homework
- robots / replace human teachers
- most people / study from home

- 9 **Pairwork** Share your predictions. Do you agree?

Will students use textbooks in 2030?

Yes, I think students will use textbooks in 2030.

Pronunciation
going to

- 10 **005** In informal speech, *going to* is often pronounced *gonna*. Listen and repeat.

- What are you going to do?
- I'm not going to call him.
- We're going to do it later.
- They're going to finish the project.

- 11 **Pairwork** Write two sentences for each heading. Then share them with a partner.

My intentions for the weekend

My arrangements for next week

My predictions for my life in 2050

What are you going to do on the weekend?

I'm going to do my homework and I'm going to go shopping. What about you?

- 12 Write a follow-up sentence for each situation using *will / won't* and the verbs in the box.

buy carry open help not be

- "I'm sorry that I broke your calculator."
"I 'll buy you a new one."
- "I can't do this Math problem."
"I 'll help you."
- "This box of textbooks is really heavy!"
"I 'll carry it."
- "The exam starts at 8 a.m."
"I won't be late."
- "It's really hot in this classroom."
"I 'll open the window."

On Wednesday, she's playing hockey at 4 p.m.

On Thursday, she's studying at Alisha's house after school.

On Friday, she's taking a History test.

On Saturday, she's going to Uncle David's wedding.

On Sunday, she's visiting Juan in Miami.

Exercise 7

- Have students write the sentences individually.

ANSWERS

- Dan is going to study more this term.
- We're going to visit relatives next summer.
- I'm not going to watch so much TV.
- Mom and Dad are going to exercise more.
- Are you going to play soccer next season?
- Etta isn't going to work on her Science project tonight.

Exercise 8

- Ask students to skim the list. Then call on a student to read the first answer. Ask: *Who agrees with this prediction?*

ANSWERS

Students' own answers.

Exercise 9 Pairwork

- Call on two students to read the exchange in speech bubbles.
- In pairs, students discuss each prediction from exercise 8.
- Bring the class together. Call on students to share views on the different topics.

Pronunciation

going to page 9

Exercise 10 005

- Write: *I'm going to see a movie tonight.* Read out the sentence pronouncing *going to* fully. Then read it again and pronounce it *gonna*.
- Read the direction line. Have students listen and repeat.

Audioscript Student Book page 9

Exercise 11 Pairwork

- Students write their statements individually.

ANSWERS

Students' own answers.

Exercise 12

- Students complete the exercise individually and then compare answers with a partner. Instruct students to practice reading the exchanges.

Future forms page 9

Exercise 5

- Have students skim the highlighted words in the text on page 8. Ask: *Do they talk about the present, past, or future? (future)*
- In pairs, have students study the grammar chart and fill in the blanks for each rule.
- Bring the class together and go over the answers.
- If students need more review, write on the board: *I'm cooking dinner with Mike tonight. I'll go to the store after work to buy food. We're going to make lasagna.* Apply the rules to each future form.
- Ask students to read the *Think!* box and complete the rules.
- Go over the answers as a class.

Exercise 6

- Ask: *Which future form do we use to talk about arrangements? (present progressive)*
- Ask a student to read out the example answer for Monday. Then have students write statements about Mia's plans for each day of the week. Tell students to be mindful of prepositions for each time reference, as reviewed in exercise 1 on page 8.
- Circulate and check that students are using the present progressive form.
- Go over the answers as a class. Go over prepositions as needed.

ANSWERS

On Monday, she's seeing the new Bond movie with Sally.

On Tuesday, she's meeting Mrs. Evans at 12:30 p.m.

1 It's my life!

Grammar

may, might, will: Degrees of certainty
Defining relative clauses

Vocabulary

Life choices and events

Communication

Agreeing and disagreeing

Skills

Listening: Options after high school

Speaking: Different choices after high school

Reading: An article about the future

A text about teen slang

Writing: A paragraph about your generations

Values and cross-curricular topics

Defining generations X, Z, and Alpha

Fast track

The language syllabus is covered on pages iv–v. The Vlog, Listening and speaking, and Trending topics pages offer additional skills practice, so if you have limited class time, you could set some of these for homework.

Vocabulary page 10

Life choices and events

Aim

To present the new language in an interesting context

Warm-up

- Focus students' attention on the list under *In this unit we will ...* and call on volunteers to read the bulleted points.
- Read the title and subtitle of the unit out loud, and have students look at the pictures. Ask: *Have you experienced any of these life choices and events yet?* Have students draw checkmarks next to any picture that reflects their experience to refer to later. Don't focus on identifying each picture at this point.

Exercise 1 Think back

- Ask a student to read the title of the exercise. Ask: *What does it mean to think back?* (recall a past event or time)
- Ask volunteers to read the items in the box. Write on the board: *in your twenties /*

1 It's my life!
Talk about life choices and events

In this unit we will...

- Life choices and events
- talk about life choices and events
- learn how to agree and disagree
- talk about our generation

It's your life

Vocabulary Life choices and events

1 Think back Put the ages and life stages in the box in order from the youngest to the oldest.

in your twenties child in your early forties
teenager in your late thirties

child, teenager, in your twenties,
in your late thirties, in your early forties

2 Match the expressions with the pictures. Then listen, check, and repeat.

6 share a house / an apartment 7 leave school
4 get your driver's license 9 get a job
2 do an internship / an apprenticeship
5 get engaged 1 go traveling
3 take final exams 10 leave home
8 go to university / college

3 Pairwork Put the expressions in exercise 2 in what you think is the most logical order. Then compare with a partner. Do you agree? When is a good age to do each of these things?

What do you have for number 1?

I have "get your driver's license" because you can get this when you are 18.

Fun fact
In the U.S., you can get married in places that aren't churches or government buildings. There are museums, theaters, stores, treehouses, waterfalls, and lots of other unusual places with marriage licenses. So, you never know where you might see a wedding!

10 Workbook p.W4

late thirties / early forties. Ask: *What do these phrases mean?* (when you are 20–29 years old; when you are 36–39 years old; when you are 40–44 years old) If necessary, focus in on *early* and *late* in the two phrases and point out that these refer to the early part and late part of the decade being referred to).

- Have students work individually or in pairs to order the ages and life stages.

Exercise 2 006

- Explain that the items are examples of life choices and events, and they reflect pictures 1–10 above.
- Students do the exercise individually.
- Play the audio to have students check their answers. Then play the audio again and have students repeat.

Audioscript Teacher's Guide page 124

Exercise 3 Pairwork

- Have students work individually to order the items on a piece of paper.
- Call on two students to read the exchange in speech bubbles.

Fun fact

- Ask a stronger student to read the *Fun fact*. Ask *Who would like to get married in any of these unusual places? Why? Where would you like to get married?*
- Write: *Which of these life choices have you already experienced? Which ones will you be experiencing soon? Which do you think are the most significant?*
- Have students look back at the items they checked in the warm-up and then discuss in pairs or small groups.

Workbook page W4