

OUTLINE OF THE COURSE

Objectives

Pioneer, American Edition is an exciting and easy-to-use seven-level course in English for young adults, which smoothly takes learners from Beginners to C1 level. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Pioneer, American Edition* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Pioneer, American Edition follows the requirements of the Common European Framework of Reference for Languages (CEFR). It aims at achieving the following goals:

- **Communicative** - to help Ss establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** - to help Ss grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help Ss plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** - to help Ss acquire an understanding of the language and culture.
- **Systematic development of key competences** - to promote critical thinking skills, research skills, problem-solving skills, organization skills, collaboration skills.

Syllabus

Pioneer, American Edition follows the modular approach, which enables Ss to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organized, user-friendly syllabus combining functions, structures, vocabulary, pronunciation, intonation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised enabling Ss to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

Organization and length of the course

Pioneer Elementary, American Edition, the second book in the series, effectively meets the needs of learners with a grasp of the basics of the English language. The course reviews the functions, structures and vocabulary taught in *Pioneer Beginners, American Edition (A1.1)*, the first book in the series, enabling Ss who have not followed the previous level to study without difficulty. It brings Ss to level A1.2 of the CEFR.

The book is organized in twelve modules, each of which is based on a general topic. The modules are well-organized within a steady framework. Each module consists of a cover page, 4 two-page lessons and a review page. In this way, Ss are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, Ss will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organization, class size, learner ability and motivation.

Key features

Certain key features of the book add to the challenging and motivating material of the course:

- **Motivating and contemporary topics** related to the interests of young adults.

- **Lively dialogues** presenting natural spoken English and functional language in real-life situations.
- Systematic development of **reading and listening skills and subskills**.
- A variety of **communicative tasks**.
- A **step-by-step** approach to **writing**.
- Emphasis on **vocabulary building**.
- **Cross-curricular** and **cultural** information.
- **The language** used. It is principally American English. However, the writers have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, Ss are exposed to linguistic varieties as well as texts and information about various English speaking countries and cultures.
- **Personalization activities**.
- **Task-based activities** preparing Ss for the real world.
- Opportunities for promoting **learner autonomy** with learning tips, self-assessment (*Now I can*) sections, learning objectives on the cover pages, competence-based tasks, a Workbook key booklet for self-check, etc.
- Opportunities for promoting **critical thinking** skills by using an inductive approach to present grammar and vocabulary, relating new information to prior knowledge with warm-up activities, by asking open-ended questions, by providing Ss with problem-solving activities, etc.
- The use of **IT (Information Technology)** (e.g. Interactive Whiteboard material, online e-Workbook, online multimedia resources).

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, pronunciation/intonation as well as the language skills practiced in each module.
- A Reference page presenting Classroom Language, the Alphabet and Numbers (0-100).
- Twelve modules, each divided into a cover page, four lessons and a Review page.
- A section including speaking activities.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A list of irregular verbs.
- A section with tips helping Ss to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing.
- An appendix of differences between American and British English.
- A page with Phonetic Symbols including vowel and consonant sounds.
- A section with the transcripts from the listening activities included in the Student's Book.
- A word list containing the active vocabulary in alphabetical order per lesson.

Workbook

The Workbook is in full color and is closely linked to the Student's Book comprising vocabulary, grammar, communication, listening, reading and writing development tasks. It provides Ss with further practice of all the linguistic items dealt with in the Student's Book. Ss are thus able to reinforce and consolidate what they have learned and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook should be done in class but most of them should be assigned for homework.

The Workbook is also available with a **Key Booklet**. This contains the key to all the exercises along with suggested answers, and the transcripts from the listening activities included in the Workbook.



Pioneer Online

Pioneer Online consists of:


- the e-Workbook (online version of the Workbook with interactive activities)
- a digital glossary
- extra interactive activities for every module focusing on vocabulary, communication, grammar, listening, reading
- videos: Pioneer Clips and Pioneer on View
- interactive video activities

Interleaved Teacher's Book

The Teacher's Book contains:

- An introduction.
- A table of contents as it appears in the Student's Book.
- Teacher's Notes interleaved with the pages of the Student's Book. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs. Answers to all exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help Ss get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- Suggested answers to all activities where oral production is required.
- A section including speaking activities, a grammar reference section, a list of irregular verbs, a section with tips, an appendix of differences between American and British English, a page with phonetic symbols, a section with the transcripts from the listening activities and a word list as they appear in the Student's Book.
- The key to the Workbook.
- The transcripts of the listening activities included in the Workbook.
- The tracks (  **66** = Track 66 of CD1) for all the recorded material included in the class CDs.

Class CDs

The Class CDs include all the recorded material from the sections in the Student's Book where the symbol  appears. They also include the recorded material of the listening activities in the Workbook.

Teacher's Resource CD/CD-ROM

The Teacher's Resource CD/CD-ROM contains:

• Tests

In this section there are:

- > 12 tests corresponding to the modules of the book
- > a midterm test
- > a final test
- > keys and transcripts.

The tests are available in PDF format for printing and in modifiable format, so that the teacher can add, omit or change the order of the items and/or exercises according to the needs of their classes.

• Extra Material

This section provides teachers with supplementary material for extra practice. It includes extra vocabulary, communication, grammar, listening, reading and short discussions. The Extra Material is in PDF format for printing.

• Pioneer video worksheets

This section includes worksheets with activities that can be used along with the *Pioneer Clips*, *Pioneer on View* and *Video Master*.

• Audio

This section contains the recorded material of the tests and extra material.

Interactive Whiteboard Material

The Interactive Whiteboard material includes all the textual, visual and audio material from the entire Student's Book as well as from the Workbook. It is also accompanied by a digital vocabulary list, the videos (*Pioneer Clips*, *Pioneer on View* and *Video Master*) as well as the video activities.

Pioneer DVD

Pioneer Clips and *Pioneer on View* can be used as a supplement to the Pioneer series. Each *Pioneer Clips* episode corresponds to a specific module of the Student's Book. *Pioneer on View* consists of 3 factual videos presented in a documentary style.

Online Tests

THE STRUCTURE OF THE MODULES IN PIONEER ELEMENTARY, AMERICAN EDITION

Reference page

This page serves as an introduction. Basic classroom language as well as the alphabet and numbers (0-100) are presented/revised.

Modules 1-12 (an overview)

Each module consists of four lessons and focuses equally on lexis, grammar, language functions and communicative skills. In the first three lessons, the target language (vocabulary, grammar, functions) is presented and practiced extensively. In all four lessons the four basic skills (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the third lesson there is special emphasis on reading and a section called Task is also included. In the fourth lesson there is special emphasis on listening, speaking and writing. Lastly, the review page at the end of each module thoroughly revises the functions, grammar and vocabulary that have been taught in the preceding lessons and offers a unique opportunity for self-evaluation.

Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion while being presented with some new topic-related vocabulary. The purpose of this discussion is to activate Ss' background knowledge and create a sense of anticipation. There is also a set of learning objectives on the cover page. Ss read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

In this section, the lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the Ss' level and age. It is also borne in mind that vocabulary is not just lexis but also phrases or chunks of language which have the same function that single words do. Various

expressions, phrasal verbs and collocations, are presented through verbal and/or visual clues which make the presentation more appealing and comprehensible.

The task types vary and include labeling, multiple matching, classifying, gap filling, etc. However, this section is not just a list of lexical items which are presented to be memorized. Ss are often asked to do a task and/or hold a discussion, which requires them to retrieve knowledge and information from either their previous exposure to the English language or their knowledge of the world, to think critically, and make educated guesses.

Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Reading

• Dialogues

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose Ss to natural spoken English through meaningful contexts. All the dialogues have been specially designed to familiarize Ss with spoken English in a variety of different real-life situations and they can be dealt with as both reading and listening activities. The objective of these dialogues is to promote learning in a communicative way. The dialogues are accompanied by a wide range of activities, focusing on comprehension and/or on the understanding of the function taught.

• Different types of texts

There is a variety of reading material: factual texts, comic strips, e-mails, websites, blogs, brochures, quizzes, magazine articles, forms, etc. The texts cover a broad range of motivating and contemporary topics and provide Ss with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of Ss this course is intended for. The texts and tasks aim at the development of reading micro-skills with emphasis on skimming or reading for gist and scanning for specific information. Teachers should use the pre-reading questions provided in the Teacher's Book to introduce the topic of the reading text and facilitate Ss' further comprehension of it. In the Teacher's Book there are also post-reading questions which give Ss the opportunity to expand on the topic of the text and use the new vocabulary to talk about themselves.

Ss are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Grammar

The aim is to present grammatical structures gradually (building-block strategy). Examples of these structures appear in the preceding reading texts. The use of the grammatical structures is illustrated in context through example sentences. Ss are actively involved in their understanding through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, Ss develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. A more detailed presentation of the grammar focus in each lesson is included in the Grammar Reference at the back of the book, which Ss may refer to whenever necessary.

The grammar section ends with a simple activity which allows Ss to use the structures they have learned in

context, while teachers are able to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually.

Pronunciation / Intonation

It is important to sensitize Ss to the different sounds of the foreign language as well as to different intonation patterns and give them as much practice as possible. The aim is not for Ss to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation and intonation sections deal with significant aspects of spoken English in an organized manner and, wherever possible, is linked to the language of each module. This section presents and provides controlled practice of individual sounds, as well as sentence stress and intonation patterns.

The International Phonetic Alphabet (IPA) transcription system has been used to indicate the pronunciation of individual sounds.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have Ss read through the questions/gapped text, etc. first and make predictions about the possible answers using prompts such as pictures, tables, etc. It is always important to stress that Ss do not need to understand every word that they hear. After making sure that Ss have understood the instructions and the language included in the activity, play the CD two or more times if necessary. Elicit answers from Ss and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood or ask Ss to look at the transcripts in the special section at the back of the book. Ss are further helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented and progress smoothly from controlled to free practice. Ss are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or groups and perform a variety of real-life tasks (role-plays, guessing games, surveys, questionnaires, information-gap activities, etc.). By doing so, the amount of time Ss speak is increased significantly and cooperation among Ss is encouraged. In addition, pair and group work help to lessen Ss' communicative stress. Verbal and/or visual prompts are always provided to facilitate the Ss' task. In pair work involving information exchange, each of the two Ss is provided with different information found in a special section at the back of the book. Though this arrangement may be impractical, it is necessary so that the effectiveness and communicative value of the tasks are not compromised. During the activity, the teacher should go around the classroom, listen to the discussions taking place and make sure that Ss speak only in English. Whenever necessary, help and support should be provided. It is recommended that teachers should not interrupt in order to correct Ss' errors. It is preferable for the teacher to keep a record of common or basic mistakes and to comment on them at the end of the activity.

Ss are further helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Writing

Writing is perhaps one of the most difficult skills for Ss to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. Ss are introduced to writing smoothly, starting with simple sentences and then moving on to longer texts. The book helps Ss build up their writing skills through the integration of skills, as the writing activities are thematically linked to the lesson and the module.

Most importantly, Ss are provided with a model text, so they are exposed to a sample of what they have to produce later. There are different activities focusing on the content, style, text organization, linking words/phrases, planning, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks.

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that Ss have fully understood what they are expected to do. Ss' written work should always be corrected (not during class time) and returned to Ss in due course. Alternatively, Ss could work in pairs and correct each other's work before giving it to the teacher. Moreover, Ss should be familiarized with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW: wrong word
S: spelling
P: punctuation
T: tense
A: article
WO: word order
^: something missing
Pr: preposition

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation.

Ss are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Task

This section focuses on the systematic development of key competences, the promotion of critical thinking skills, research skills, problem-solving skills, organization skills and collaboration skills. First the Ss are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then the Ss are involved in various competence-based activities (usually writing and speaking), which are usually done in pairs or groups. These activities require Ss to find and/or exchange information, take notes, negotiate, make a decision, etc. At this stage, learner autonomy and collaborative learning are encouraged as the Ss work by themselves without active participation of the teacher. The final stage of the task is a real-life meaningful task requiring Ss to produce a spoken or written text which serves as performance evidence and links the English language with real-life needs. This last phase is often enriched by a spoken interaction activity in which Ss ask and answer questions.

Review

The Review page consists of exercises revising the vocabulary, grammar and functions dealt with in the module. There are also self-assessment charts at the end of each Review page where Ss can check their progress. These charts give Ss the opportunity to take responsibility for their learning, see what they can do with the language they have learned and evaluate their own strengths and weaknesses.

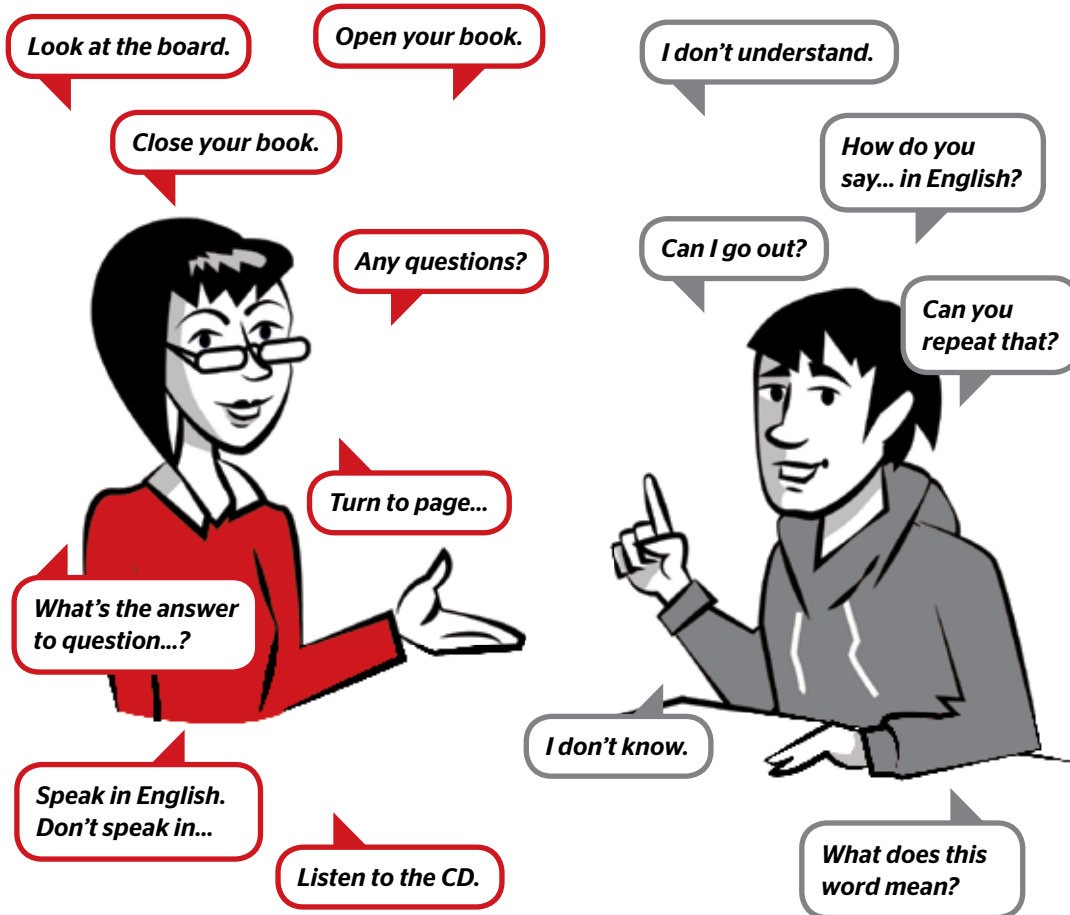
POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- In the listening tasks, make sure that Ss have no unknown words before they do the tasks.
- In the speaking activities, it is important to remind Ss that there are no right or wrong answers; the aim is to get them talking about the topic using some new vocabulary and structures.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.
- It is advisable that teachers use the Ss' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, to explain grammar rules).

Abbreviations used in Teacher's Book

adj.	→	adjective
adv.	→	adverb
prep.	→	preposition
n.	→	noun
v.	→	verb
p.	→	page
pp.	→	pages
e.g.	→	for example
etc.	→	et cetera
sb.	→	somebody
sth.	→	something
Ss	→	Students
SA	→	Student A
SB	→	Student B
TB	→	Teacher's Book
L1	→	Ss' first language

Classroom language 🗣️



Numbers 🗣️

0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred

The Alphabet 🗣️



Aim:) to present and/or revise classroom language, the English alphabet and the numbers 0-100

Classroom Language CD1 ▶▶2

- Ask Ss to read through the speech bubbles.
- Play the CD and have Ss listen.
- Explain any phrases/sentences Ss may have difficulty with.
- Encourage Ss to use some of these phrases in class throughout the year.
- Choose a student and demonstrate a short dialogue using some of the phrases.

The Alphabet CD1 ▶▶3

- Play the CD pausing after each letter.
- Ask Ss to repeat each letter after they hear it.
- Point out to Ss the vowels (A, E, I, O, U) and explain that the rest are consonants.

Numbers CD1 ▶▶4

- Play the CD and ask Ss to repeat.
- Make sure Ss understand that all numbers from thirty-one to ninety-nine are formed in the same way as numbers twenty-one to twenty-nine.
- For further practice invite Ss to the board and say numbers so that they can write them.

Vocabulary CD1 ▶▶50

attractive cute delicious good-looking
handsome kitten oil painting plain pretty (adj.)

- Aims:**) **to introduce the topic of the module and activate Ss' background knowledge**
) **to present the learning objectives of the module**

- Draw Ss' attention to the title of the module.
- Help Ss deduce the meaning of the phrase *(You're) Looking good* by turning to a student and saying to him/her: *Nice hair and clothes, you're looking good today!*
- Ask Ss to tell you what they think the module is about.
- Elicit answers.
- Ask Ss to look at the pictures and read through the accompanying captions. Help them deduce the meaning of any unknown words by relating them to the content of the respective pictures.

Language plus

When you want to describe people who are pleasant to look at: **Beautiful** and **pretty** are used most often to talk about girls and women.

Handsome is used most often to talk about men/guys and boys.

Good-looking, attractive, cute are used for both genders.

- Draw Ss' attention to the questions in the *Discuss* section.
- Elicit answers. If necessary, provide Ss with any further explanations.

- woman: good-looking, beautiful, attractive, pretty, cute, plain
- man/guy: handsome, good-looking, attractive, cute
- oil painting: beautiful, plain
- cake: delicious, plain, beautiful
- kitten: beautiful, cute
- chair: beautiful, plain
- Open answer.

KEY

- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

Looking good 4

woman

handsome pretty
good-looking cute
beautiful delicious
attractive plain

Discuss:

- Which of the words in the box would you use to talk about the pictures?
- How would you describe yourself?

cake

man

oil painting

kitten

chair

In this module you will learn...

- to describe people's appearance and personality
- to express possession
- to make and accept compliments
- to refer to the location of objects
- about adjectives (position, order, synonyms, opposites)
- to collaborate with others and make speculations
- to express your opinion
- to describe your house/apartment
- to edit your own work

1 Reading

A. Listen, read and name the people in the pictures below.



1 **A:** Hello?
B: Hi, Brian. It's me Tim. Can I speak to Katherine, please?
A: Katherine?
B: Yeah, I think she works on your floor.
A: What does she look like?
B: She's medium-height and has long, blond hair.
A: Oh you mean Katie. Yeah, she's here. Katie! Phone!

2 **A:** What do you think of my new look, Paula?
B: Well...
A: My highlights are just like Diane's.
B: Really? Hers are red I think.
A: Yeah, mine are pink.
B: Well, Betty, they're not bad, but I'm not sure they suit you, that's all. I prefer your old look.

3 **A:** Whose sunglasses are these, Ray?
B: They're mine.
A: They're really cool.
B: Thanks, Steve. They're new. Do they suit me?
A: Definitely. Are they the same as Ted's?
B: No, mine are black, his are blue.



B. Read the dialogues again. Which phrase(s) is/are used to:

- ask about possession?: _____
- ask for an opinion?: _____
- ask for a description?: _____
- give a compliment?: _____
- express a negative opinion politely?: _____
- accept a compliment?: _____



2 Intonation

Below are some phrases used when complimenting. Listen and repeat. Underline the words that are stressed.

I really like your hairstyle!
 Great hair! It really suits you.

You look great!
 I love your jacket!

Your new jacket is so cool!
 What a nice jacket!

3 Grammar Possessive Pronouns, Whose...? → p. 135

A. Read the dialogue below. What's the difference between *your* and *yours*?

A: Whose glasses are these? Are they **your** glasses?
B: No, they aren't. Aren't they **yours**?

B. Complete the table below with the words in the box.

hers our your mine their yours his

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	
	yours
his	
her	
its	—
	ours
your	
	theirs

C. Circle the correct words.

- A:** **Whose / Who's** that? Is he Julie's brother?
B: No, he's **her / hers** cousin.
- A:** Is this your parents' car?
B: No, it isn't **their / theirs**. **Their / Theirs** car is red.
- A:** **Whose / Who's** bag is this?
B: It isn't **my / mine**. I think it's Dave's.
- A:** Is this Mark's wallet?
B: No, it isn't **he's / his**.

Functions

Describing people's appearance
Expressing possession
Making compliments and giving your opinion politely

Structures

Possessive Pronouns
Whose...?

Vocabulary

Words and phrases

cool definitely jacket polite sneakers
suit (v.) the same as

Words/Phrases related to appearance

bald beard blond chubby curly dark face fat
goatee gray hairstyle highlights in his/her 20s/30s...
light (adj.) look (n.) medium-height medium-length
middle-aged mustache overweight shaved head
skinny slim spiky straight thin wavy

Phrases

What a nice...! What do you think of...?
What does he/she look like? Whose...?

1. Reading CD1 ▶▶51

A. Aims:) to present vocabulary, structures and functions in the context of three short dialogues
) to give Ss practice in reading for gist

- Ask Ss to look at the three people.
- Play the CD and have Ss listen and read underlining any unknown words at the same time.
- Have Ss do the activity.
- Alternatively, play the CD and pause after each dialogue so that Ss can choose their answers.
- Check the answers with the class and ask for justifications.

1. Katherine/Katie 2. Diane 3. Ted

- Ask Ss some comprehension questions:

Dialogue 1:

Who works on the same floor as Katie? Brian.

Who wants to speak to Katherine? Tim.

Is Katherine short? No, she isn't.

Dialogue 2:

Does Paula like Betty's new look? No, she doesn't.

Does Paula have the same highlights as Diane?

No, she doesn't.

What color are Betty's highlights? They are pink.

Dialogue 3:

Does Steve like Ray's sunglasses? Yes, he does.

What color are Ray's sunglasses? They are black.

Do they look good on him? Yes, they do.

B. Aims:) to give Ss practice in reading for specific information

) to familiarize Ss with some language conventions used to express respective language functions

- Have Ss do the activity.
- Check the answers with the class.

1. Whose...are these?
2. What do you think of my new? - Do they suit me?
3. What does she look like?
4. They're really cool.
5. Well...they're not bad, but I'm not sure they suit you, that's all. I prefer your old look.
6. Thanks.

- Explain any unknown words and choose Ss to act out the dialogues.

2. Intonation CD1 ▶▶52

Aim:) to familiarize Ss with word stress when complimenting

- Play the CD and pause after each sentence so that Ss can repeat it.
- Ask Ss to notice and underline the words that are stressed in each compliment.
- Point out to Ss that word stress depends on our intentions and that is a particular effect we want to create (e.g. *to make a positive comment, to convey our enthusiasm*).
- Check the answers with the class. If necessary, play the CD again.

I really like your hairstyle!
Great hair! It really suits you!
You look great!
I love your jacket!
Your new jacket is so cool!
What a nice jacket!

3. Grammar

A. Aim:) to introduce possessive pronouns

- Ask Ss to read through the short dialogue in the box.
- Draw Ss' attention to the words *your* and *yours* and ask them the question in the rubric (*your is followed by a noun while yours is not*).
- Refer Ss to the Grammar Reference (p.135).

B. Aim:) to present possessive pronouns

- Ask Ss to read through the two columns in the table and the words in the box.
- Help Ss see the relation between possessive adjectives and possessive pronouns and have them complete the table.
- Check the answers with the class.

Possessive adjectives: *your, our, their*
Possessive pronouns: *mine, his, hers, yours*

C. Aim:) to give Ss practice in using *Whose...?*, *possessive adjectives and possessive pronouns*

- Have Ss do the activity.
- Check the answers with the class.

1. Who's, her 2. theirs, Their 3. Whose, mine 4. his

Optional activity

- Gather things from different Ss on your desk.
- Have Ss in pairs or in small groups come forward to the front of the class and ask and answer questions about the things on your desk, as in the example:
-Whose notebook is this?
-Is it yours? / Is it Mike's?
-No, it isn't mine/Mike's. It's Jenny's.

4. Vocabulary & Speaking CD1 ▶▶ 53

A. Aim:) to present vocabulary related to physical appearance

- Ask Ss to look at the picture and tell you what it is (*a webpage which allows people to change the faces in pictures and make them look funnier*).
- Ask Ss if they have ever visited such a site, if they have ever tried to change the face in a picture on their computer, what they think of the pictures on the page, if they are funny, etc.
- Elicit answers and initiate a short discussion.
- Make sure that Ss understand that the man and the woman in picture 1 have been used to create five more pictures each.
- Draw Ss' attention to the table below the pictures and the five distinct categories of features (*age, height, build, hairstyle, facial features*) we usually refer to when we describe someone.
- Play the CD. Have Ss read and listen underlining any unknown words at the same time.
- Help Ss deduce the meaning of any unknown words by referring them to the content of the respective pictures.
- Draw Ss' attention to the adjectives used to describe someone's build and provide them with any necessary clarifications.
- Ask Ss the question in the rubric.
- Check the answers with the class.

Suggested answers

Examples:

- man pic.2: young, in his 20s, dark brown curly hair
- man pic.5: young, in his 30s, chubby, bald with beard
- woman pic.1: young, thin, wavy dark brown hair
- woman pic.5: middle-aged, thin, short gray hair

B. Aims:) to present vocabulary related to physical appearance in context

) to present adjective order

- Ask Ss to read through the two descriptions.
- Ask Ss the question in the rubric.
- Check the answers with the class.

Picture 6
Picture 2

- Draw Ss' attention to the red box and explain the rules.
- Point out to Ss that we use the verb *to be* with adjectives describing someone's age, height and built (e.g. *He's young/tall/thin*) and the verb *have* with adjectives describing someone's hairstyle and facial hair (e.g. *He has short hair/a mustache*).
- Explain to Ss that when we use two or more adjectives in a sentence, these follow the order:

opinion	size/ length	age	shape/ type	color	+NOUN
handsome	thin	young			man
beautiful	long		straight	red	hair

- If necessary, provide Ss with further examples demonstrating adjective order when describing someone's physical appearance.
- For further practice, ask different Ss to describe a classmate of theirs and have the rest of the class guess who this person is.

C. Aim:) to give Ss practice in describing people's appearance

- Have Ss do the activity in pairs.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

Open answer

5. Speaking

A. Aim:) to give Ss the opportunity to revise the functions, structures and vocabulary presented in this lesson through a pair work activity

- Draw Ss' attention to the example and make sure they do not have any unknown words. If necessary, act it out with a student.
- In pairs, Ss take turns to compliment or give their opinion politely about each other's appearance.
- Go around the class helping them when necessary.
- Choose some pairs to act out the dialogue.

B. Aim:) to give Ss practice in describing people's appearance

- Ask Ss to turn to the appropriate pages.
- Draw Ss' attention to the pictures and ask Ss to describe one or two of them.
- Ask Ss to read through the example and then discuss in pairs.
- Go around the class helping them when necessary.
- Choose some pairs to act out the dialogue.

4 Vocabulary & Speaking

A. Listen to words/phrases used when describing people's appearance. Which of these features can you see in the pictures?



AGE	young	middle-aged	old	in his/her 20s, 30s...				
HEIGHT	short	medium-height	tall					
BUILD	skinny (not polite)	thin (neutral)	slim (polite)					
	fat (not polite)	overweight (neutral)	chubby (polite)					
HAIRSTYLE	short	medium-length	long	straight	wavy	curly	spiky	highlights
	bald	shaved head	light brown	dark brown	blond	gray		
FACIAL HAIR	mustache	beard	goatee					

B. Read the descriptions below. Which picture are they describing?

He isn't very old. He's a middle-aged man. He's almost bald and has a beard.

She's young, in her 20s. She's thin with long, straight, light brown hair.

- We use adjectives before nouns and after the verb *to be*.
Tony is young.
He's a good-looking man.
He has blue eyes.
- When using two or more adjectives in a sentence, use the adjective expressing general opinion first and the color last.
He is a handsome, young man.
She has beautiful, straight, red hair.

C. Play a game in groups. Choose a picture from the ones above (without showing it to the others) and describe the person. The others should try to guess who it is.

5 Speaking

A. Talk in pairs. Compliment your partner or give your opinion politely about his/her appearance.

“ I really like your hairstyle.

Thanks.

But I don't think your glasses suit you.

Really? What do you think of my new sneakers?

Well,... ”

B. Student A go to page 128. Student B go to page 130.

1 Vocabulary 🗣️

A. Look at the pictures and complete the catalogue using the words in the box. Then listen and check your answers.

cabinets rug coffee clock
painting couch glass lamp



Home design ideas

▲
set of drawers, solid wood
shelf unit, wood
 1 _____ **table**, solid wood, available in two sizes
armchair and 2 _____, leather, black or brown
floor 3 _____, black or dark green
rug, hand wash only

bed, solid wood, mattress not included
 4 _____, hand wash only, available in two sizes
 5 _____ **desk**, wooden legs
 6 _____ **Light and Fire**, yellow and brown
mirror, available in three sizes
table lamp, plastic, white

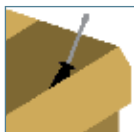
7 _____, wood, glass, white or dark brown
faucet, single, stainless steel
 8 _____, needs one AA battery



B. Look and listen. Then use the prepositions of place to describe the location of things in the pictures above.



on



in



under



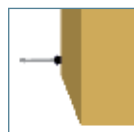
next to



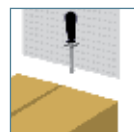
between



in front of



behind



above

“ The armchair is in front of the drawers. ”

Functions

Talking about furniture, appliances and rooms
Identifying the location of objects

Structures

There is/There are
Articles (a/an, the)

Vocabulary

Words

agree buy choose cozy decide design (n.)
floor (of a room) furniture modern price put
similar size space

Household items

armchair cabinet coffee table couch desk
dishwasher drawer faucet lamp mirror oven
rug shelf - shelves stove

Materials

glass leather plastic steel wood

Prepositions of place

above behind between in in front of near
next to on under

B. Aim:) to introduce and give Ss practice in using prepositions of place

- Ask Ss to look at the pictures and the prepositions of place accompanying them.
- Help Ss deduce the meaning of the prepositions by relating them to the corresponding pictures.
- Play the CD and have Ss follow in their books.
- Draw Ss' attention to the example.
- In pairs, Ss take turns to describe the location of things in the pictures of the catalogue using the prepositions of place.
- Go around the class helping Ss when necessary.
- Choose Ss to talk about the location of things in the pictures of the catalogue using the prepositions of place.

Suggested answers

Room 1:

The couch is in the living room.

The rug is under the coffee table.

The shelf unit is behind the armchair.

The coffee table is in front of the couch.

Room 2:

The mirror is on the wall.

The armchair is in front of the bed.

The chair is between the armchair and the glass

desk.

The rug is on the floor.

Room 3:

The clock is above the faucet.

The stove top is above the oven.

NEW

1. Vocabulary CD1 ▶▶ 55, 56

A. Aim:) to introduce vocabulary related to furniture

- Draw Ss' attention to the title and to the three pictures.
- Ask Ss to tell you what they show.
- Elicit answers (e.g. *furniture, decorating ideas/furniture for your home*).
- Ask Ss to tell you where these pictures can be found.
- Elicit answers (*in a furniture catalogue*).
- Ask Ss to tell you which rooms they can decorate with the furniture which is advertised.
- Elicit answers (*a living room, a bedroom, a study, a kitchen*).
- Ask Ss to read through the descriptions of each picture.
- Draw Ss' attention to the words in bold in each description and point out to them that they refer to the items for sale shown in each picture and that the words which follow them provide the reader with additional information about each one of the items.

Language plus

ft² is read as **square feet**

- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.

1. coffee 2. couch 3. lamp 4. rug
5. glass 6. painting 7. cabinets 8. clock

NEW

- For further practice, ask Ss questions about the prices of some items.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Ask Ss:
 - Do you browse through catalogues before buying furniture?*
 - Do you think the furniture advertised here is expensive or cheap?*
 - Are you thinking of buying new furniture?*
 - What style is your furniture?*
 - Was it expensive/cheap?*
- Elicit answers and initiate a short discussion.

2. Reading CD1 ▶▶ 57

A. Aims:) to present functions, structures and vocabulary in the context of comments posted on a catalogue website

) to give Ss practice in reading for gist and in information transfer

- Draw Ss' attention to the layout of the texts and ask them to tell you what they think they are.
- Elicit the answer (*comments posted on the catalogue website*).
- Point out to Ss that the catalogue website is where you can look at the furniture presented in the previous activity online.
- Ask Ss to tell you what the words in bold before each comment are/refer to (*the online names of the people who posted their comments on the catalogue website*).
- Play the CD and have Ss follow in their books underlining any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class. If necessary, ask Ss to tell you which words helped them decide on their answers.

Room 2, Room 3, Room 1

- Ask Ss some comprehension questions:

What does RosieStar want to buy? A desk.

Where does she want to put it? In her living room near a window.

What other furniture is there in her living room? A modern, leather couch and an armchair.

What does 2Qwerty2 think about glass desks? They're not really nice for bedrooms but they're great for living rooms and they're easy to clean.

What else does 2Qwerty2 advise RosieStar to buy? The painting.

What will Lucy44 be able to do with the new kitchen? To cook nice meals for her family.

Why does JonWhite advise Lucy44 to go to page 73 in the catalogue? Because there are a lot of colored cabinets to choose from.

What does JonWhite think of the cabinets on page 73? That they are nice but a little expensive.

Does BrianD like the room in the catalogue? Yes, he does.

What does he think the room is like? Pretty cozy and modern.

Is the rug cheaper in the store than in the catalogue? No, it isn't.

What wood color does Freddie36 like? Dark wood.

B. Aim:) to give Ss practice in reading for specific information

- Have Ss do the activity.
- Check the answers with the class.

1. JonWhite 2. Freddie36 3. 2Qwerty2 4. RosieStar,
5. JonWhite...Freddie36 6. Lucy44...BrianD

- Explain any unknown words and choose Ss to read out the comments.
- Ask Ss if they have ever posted any comments on a website, what kind of website it was, if they used an online name, if they think such comments are useful/helpful, etc.
- Elicit answers and initiate a short discussion.

3. Grammar

A. Aim:) to present *There is/There are*, the indefinite article *a/an* and the definite article *the*

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Say: *There's a pen on my desk. There are two books on my desk*, etc.

- Choose a student and ask: *Is there a pen on your desk? Are there two books on your desk?*, etc.
- Elicit answers (*Yes, there is./No, there isn't. / Yes, there are./ No, there aren't.*).
- Ask Ss to read through the examples again and draw their attention to the words in blue.
- Ask Ss the questions and check answers.

We use *There is* before singular nouns and *There are* before plural nouns.
A/an doesn't refer to a specific item whereas *the* refers to a specific item.

- Refer Ss to the Grammar Reference (p.135).

B. Aim:) to give Ss practice in using *There is/There are*, the indefinite article *a/an* and the definite article *the* in the context of short dialogues

- Have Ss do the activity.
- Check the answers with the class.

1. are, there, is, a, an, the, Is, a, the, isn't, is, a
2. -, -, There are, a, a, a, The, the, There's, a, the

C. Aim:) to give Ss the opportunity to use the structures, functions and vocabulary presented in this lesson through a pair work activity

- Draw Ss' attention to the example dialogue.
- In pairs, Ss take turns to describe their house/apartment and answer questions about it.
- Go around the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Suggested answer

A: My new apartment is very cozy. It has four rooms.

B: Is there a yard?

A: No, there isn't. There is a living room, a bedroom, a kitchen and a bathroom.

B: Is there a lot of space in the living room?

A: Yes, there is. I have a couch, a coffee table and a shelf unit in the living room. My desk is in the bedroom.

B: Is the bedroom big?

A: Not very much. But there is space for my bed, my desk and an armchair.

B: What about the kitchen?

A: In the kitchen there are wood cabinets and there's an oven and a dishwasher too.

B: That's nice!

4. Listening CD1 ▶▶ 58, 59

A. Aim:) to give Ss practice in listening for gist

- Tell Ss that they will hear a man and a woman talking about something they want to buy and that they should figure out what this is.
- Draw Ss' attention to the three options.
- Play the CD and have Ss listen carefully.
- Check the answer with the class.

b. an armchair

B. Aim:) to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-7 and make sure they do not have any unknown words.
- Play the CD. Ss listen carefully and decide whether the sentences are True or False.
- Check the answers with the class. Ask Ss to provide justification for their answers. If necessary, play the CD again in order to clarify any questions Ss may have.

1. T 2. F 3. F 4. T 5. T 6. T 7. F

2 Reading

A. Below are some comments posted on the catalogue website. Listen and read. Which room in activity 1 are the people looking at?

RosieStar: Can anyone help me? I want to buy a desk and really like the one on this page. I want to put it in my living room near a window. There's also a modern leather couch and armchair in there. Do you think this glass desk is a good idea? Help me decide.

2Qwerty2: Well, they're not really nice in bedrooms – mine looks stupid. But I think they're great for living rooms. And they're easy to clean. Buy that modern art painting too. It's beautiful!

Lucy44: Wow! There are so many cabinets and drawers! A beautiful design. I want something similar with lots of space so I can cook nice meals for my family.

JonWhite: White and dark brown cabinets only?? No way! Lucy44, see page 73 in the catalogue. There are a lot of colors to choose from. A little expensive, but nice!

BrianD: Awesome design! There's a lot of space for books and CDs/DVDs. Just what I need. And the room looks pretty cozy and modern.

Freddie36: I agree with you BrianD. And you know what? The rug is pretty cheap. There's a store in my neighborhood with a similar rug and it's twice the price. The only thing I don't like is the color of the wood. I like dark wood.

B. Read again and complete the sentences with the correct names.

- _____ suggests something different.
- _____ thinks the price of something is good.
- _____ has similar furniture at home.
- _____ asks for an opinion.
- _____ and _____ like the design but not the color.
- _____ and _____ need furniture with space for things.

3 Grammar **There is / There are, Articles** → p. 135

A. Read the examples and answer the questions.

- **There is a** lamp in **the** living room. **The** lamp is on **the** floor.
- **A: Is there a** rug under **the** coffee table?
B: No, there isn't. But **there are** two small rugs in **the** kitchen.



1. How do we use **there is / there are**?
2. What's the difference between **a** and **the**?

B. Circle the correct options and complete the blanks with **a(n)**, **the** or **—**.

- A:** Hey, Fred, **is / are** there any nice paintings in this furniture store?

B: Well, **they / there** are two. There **is / isn't** _____ modern painting over there and _____ old painting of a horse over there.

A: I need _____ paintings for my apartment, you see.

B: **Is / Are** there a lot of space in your apartment?

A: Yes, on _____ wall in _____ living room. Where else can we go?

B: Well, there **is / isn't** another store around here, but there **is / are** _____ nice store with paintings near my place.

A: Really? Let's go there.
- My house is _____ very nice. It has _____ beautiful, big rooms. **Are there / There are** two bedrooms, _____ living room, _____ kitchen and _____ bathroom. _____ living room is next to _____ kitchen. **There's / There isn't** also _____ small yard in front of _____ house.

C. Talk in pairs. Describe your house/apartment to each other and ask and answer questions.

“ My house is... In my living room, there are two... Is there a ...? ”

Yes, there is. / No, there isn't but it has a... ”

4 Listening

A. Listen to a dialogue between a husband and wife. What do they want to buy?

- a. a couch b. an armchair c. a floor lamp

B. Listen again and write T for True or F for False.

1. The man thinks the item of furniture is expensive.
2. The woman thinks it's nice, but they don't really need it.
3. There's an old armchair in their living room.
4. They decide to put the armchair next to the couch.
5. The woman doesn't like the floor lamp.
6. They decide to put the floor lamp near the window.
7. The man prefers the brown color.

1 Vocabulary

A. Read the sentences below and match the personality adjectives in bold with the definitions a-h. Then listen and check your answers.

1. Ted is a **confident** person. He's never nervous about anything.
2. Julie loves going to parties. She's very **outgoing**.
3. The baby looks very **cheerful**! Does he ever cry?
4. My sister is very quiet and **shy**. She hardly talks to anyone at school.
5. One minute you're happy and the next you're sad! I can't stand **moody** people!
6. We need young and **dynamic** teachers to work at our school.
7. This cake is from the **kind**, old woman next door.
8. He's a **serious** guy, but he makes me laugh.

- a. nervous about meeting and speaking to other people
- b. often changing quickly from being in a good mood to being in a bad mood
- c. helpful and friendly
- d. friendly, enjoys meeting other people
- e. quiet, not laughing a lot
- f. feeling sure about what you can do
- g. having a lot of energy and a strong personality
- h. happy and showing it

B. In pairs, talk about each other's personality.

“ You look confident and outgoing. Really? I'm pretty shy, you know. ”

2 Reading

A. Look at the colors below and answer the questions.

• Which color suggests danger?

• Which color suggests happiness?

• Which color suggests sadness?



purple



blue



green



yellow



orange



red

B. Now, listen, read and check your answers.

Read the whole text before you do an exercise. Sometimes the answers require overall understanding.

TIP



Everyone has a favorite color, but all colors can affect the way we feel and can change our mood.

Red is a strong, dynamic color. It is full of power. It is also an aggressive color and means danger or emergency, so it's good for stop signs and stop lights to get drivers' attention.

Yellow is sunshine. It is warm and cheerful. Some people, however, find it tiring and annoying. A survey shows that people argue and babies cry more in yellow rooms.

Blue is a relaxing color. It can be strong, or light and friendly. Almost everyone likes some shade of blue. This color is good for bedrooms because it helps you sleep. But be careful: a lot of blue, especially dark blue, can make you sad.

Orange is an interesting color because it combines the happiness of yellow with the energy of red so it is a very positive color. It also helps you be enthusiastic and creative.

Green symbolizes nature, health and life. It's a safe, relaxing color. Concert halls and TV studios have a "green room" so that nervous performers can relax there before they go on stage.

Purple is a mysterious color. It is a mixture of red and blue, so it is both warm and cool. A purple room helps people become creative. However, a lot of purple can make you moody.

Functions

Describing personality traits
Making speculations

Vocabulary

Words and phrases

argue attention be in a good/bad mood become
cool (≠warm) cry disagree driver emergency
especially guy health in one's opinion laugh
performer power safe show (v.) silver stop lights
stop sign sunshine

Personality adjectives

aggressive annoying cheerful confident dynamic
enthusiastic helpful kind moody mysterious
nervous outgoing positive serious shy strange
unfriendly unhappy weak

- Ask Ss some comprehension questions:
How can colors affect us? They can affect the way we feel and they can change our mood.
Is red a powerful color? Yes, it is.
Why is red good for stop signs and stop lights? Because it is an aggressive color and it means danger and emergency.
What is yellow associated with? With sun/sunshine.
Why? Because it is warm and cheerful.
What do some people believe about yellow? That it is tiring and annoying.
What is blue good for? For bedrooms.
Why? Because it helps you sleep.
What two colors make orange? Yellow and red.
Why is orange an interesting color? Because it combines the happiness of yellow and the energy of red.
What does green symbolize? Nature, health and life.
What kind of color is green? It's a safe and relaxing color.
Where can you find a "green room?" In concert halls and TV studios.
What two colors give purple? Red and blue.
What kind of color is purple? Mysterious, warm and cool.
What can a lot of purple make you feel? Moody.

1. Vocabulary CD1 ▶▶ 60

A. Aim:) to present personality adjectives

- Ask Ss to read through the sentences 1-8 and draw their attention to the words in bold.
- Point out to Ss that the words in bold are adjectives used to describe one's personality.
- Help Ss deduce the meaning of any unknown personality adjectives from the context.
- Ask Ss to read through the definitions a-h and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

B. Aim:) to give Ss practice in using personality adjectives through a pair work activity

- Ask Ss to read through the example dialogue.
- In pairs, Ss take turns to talk about each other's personality.
- Go around the class helping them when necessary.
- Choose some pairs to act out the dialogues.

2. Reading CD1 ▶▶ 61

A. Aim:) to introduce the topic of the reading text by activating Ss' background knowledge and personal opinion

- Ask Ss to look at the layout of the text and tell you what type of text it is (*a magazine article*).
- Ask Ss to look at the title of the article (*Color*) and tell you what they think it is about.
- Elicit answers.
- Draw Ss' attention to the six colors and ask them the three questions.
- Elicit answers but do not correct Ss at this stage.

B. Aims:) to present functions and vocabulary in the context of a magazine article

) to give Ss practice in reading for gist

- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss follow in their books underlining any unknown words at the same time.
- Check the answers to the three questions with the class.

Red suggests danger.
Yellow suggests happiness.
Blue suggests sadness.

KEY

C. Aim:) to give Ss practice in reading for specific information

- Ask Ss to read through the sentences 1-6 and make sure they do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain any unknown words and choose Ss to read out the text.

D. Aim:) to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

3. Vocabulary

Aims:) to give Ss practice in using some of the adjectives presented in the reading text

) to familiarize Ss with the concepts of 'synonyms' and 'opposites'

- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class.

1. cheerful 2. sad 3. mysterious
4. strong 5. friendly 6. safe 7. nervous

KEY

Language plus

An adjective can have two opposites e.g. *happy* ≠ *unhappy*, *sad*

Task

CD1 ▶▶ 62

A. Aim:) to prepare Ss for the topic of the task by activating their personal opinion

- Ask Ss to read the statement and initiate a short discussion.

B. Aim:) to give Ss practice in collaborating, expressing an opinion and speculating

- Divide Ss into groups.
- Ask Ss to think of friends and/or family members who own the same color cars.
- Draw Ss' attention to the five colors and point out to them that they should choose a color they can all talk about.
- Groups must discuss personality traits that people who have a specific car color have and then write them in the respective boxes.
- They must then decide on the people's common personality traits.
- Draw Ss' attention to the examples and check comprehension.
- Encourage Ss to use phrases like the ones in the examples when they are discussing.
- Ss discuss what the choice of their car color says about the people's personality.

C. Aim:) to give Ss practice in reporting their opinion to the class

- Ask Ss to read through the examples and make sure they do not have any unknown words.
- Give students some time to prepare what to report to their classmates.
- Choose Ss from different groups to report their findings to the rest of the class.

D. Aim:) to give Ss practice in listening for specific information

- Draw Ss' attention to the color of the cars 1-5.
- Ask Ss to look at the five people and read through the accompanying personality traits. Make sure that Ss do not have any unknown words.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

1. c 2. b 3. a 4. e 5. d

KEY

E. Aim:) to give Ss practice in comparing their group's findings with the information from the radio show

- In groups, Ss compare their findings with the information from the radio show.
- Ask Ss to read through the examples and make sure they do not have any unknown words.
- Choose a student from each group to report on the findings of their comparison.

Recap:

Aim:) to encourage Ss to become aware of what they have practiced in this task and where and how they can apply the strategies outside the classroom

- Ask Ss the following questions:
 - 1) What have you learned to do in this specific task?
(*To collaborate with a group so as to reach a conclusion based on one's opinion due to personal experience. To present our opinion and the reasons for reaching it in front of a group. To be able to listen for specific information and then compare that information.*)
 - 2) What language did you need to use?
(*Personality adjectives, phrases used to express opinion, agreement and disagreement, etc.*)
Ask Ss to give you examples of each case and if necessary, provide Ss with further practice.
 - 3) Where will this task help you in life?
(*In situations where we need to collaborate with a group to make a speculation based on experience. In situations where we need to present our opinion and the reasons for reaching it in front of a group.*)



A. Read the statement below. Do you agree? Discuss.

The color of a person's car says a lot about his/her personality.

B. Work in groups. Think of friends and family members who own the same color cars. Decide which color your group will talk about. Then discuss the people's personality and complete the table below.

Color:					
Person 1					

C. Read again and write T for True or F for False.

- Yellow is a good color for a baby's room.
- Red gets people's attention.
- Blue and green help you relax.
- Red and orange are dynamic colors.
- Not many people like the color blue.
- Purple and orange help you think creatively.

D. Discuss.

- What's your favorite color?
- How do colors affect your mood?
- Do you agree with the text?

3 Vocabulary

Find synonyms for the adjectives below in the text in activity 2.

- happy = _____ (para. 2)
- unhappy = _____ (para. 3)
- strange = _____ (para. 6)

Find opposites for the adjectives below in the text in activity 2.

- weak ≠ _____ (para. 1)
- unfriendly ≠ _____ (para. 3)
- dangerous ≠ _____ (para. 5)
- calm ≠ _____ (para. 5)

You can increase your vocabulary by also learning synonyms and/or opposites of new words.

TIP

“ I believe/think people with silver cars...

A silver car shows that you are...

I agree/disagree with you.

I think so, too. / I don't think so. ”

C. Present your findings to the rest of the class.

“ We all agree that people with silver cars are...

In our opinion... ”

D. Listen to a radio show about car colors and personality. Match the cars with the descriptions.



E. Compare your group's findings (activity B) with the information from the radio show (activity D), and report to the class.

“ In the radio show, Dr. Mann says that... but we think that...

Our findings are similar to / the same as Dr. Mann's. We believe that... ”

1 Vocabulary

Read the advertisements below. Which apartment would you like to rent? Why?

The screenshot shows the findAhome website interface. At the top, there's a search bar with the URL 'http://www.findahome.com/search/'. Below the logo, there are tabs for 'Rentals', 'Apartments', and 'Vacation Rentals'. A row of icons represents various amenities: elevator, AC, garage, on-site laundry, washing machine, doorman, balcony, bath, shower, furnished, and pets. Two apartment listings are displayed side-by-side.

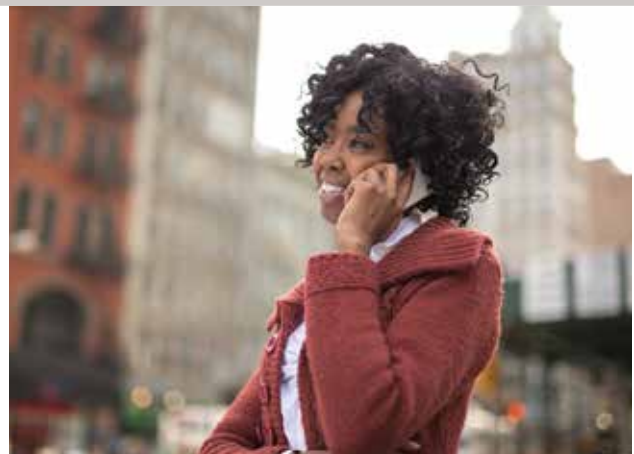
Amenity	Fairview Apartments	Chestnut Plaza
elevator	✓	✓
AC	✓	✓
garage	X	extra charge
on-site laundry	✓	X
washing machine	X	✓
doorman	24h	9-5
balcony	X	✓
bath	X	✓
shower	✓	X
furnished	✓	✓
pets	X	2max

2 Listening 🗣️

A. Listen to a woman on the phone describing her new apartment. Which one of the above is she renting?

B. Listen again. Check the things the woman likes about the apartment and put an X next to the things she doesn't like.

- | | | | |
|--------------|--------------|----------|-----------------|
| view | bathroom | elevator | air conditioner |
| laundry room | neighborhood | kitchen | |



Functions

Describing one's home

Vocabulary

Words and phrases

apartment building area balcony close (adj.)
convenient detail elevator fantastic far
floor (of a building) furnished garage in the suburbs
large neighborhood public transportation put sb up
rent (v.) seminar sink subway view while Wi-Fi

Appliances

air-conditioner (AC) freezer microwave washing machine

Phrases

I live at... Let me know No problem

1. Vocabulary

Aims:) to introduce vocabulary related to apartment facilities

) to give Ss practice in expressing their opinion

- Ask Ss to look at the layout of the text and tell you what it is about (a website which provides information to people who want to rent an apartment).
- Ask Ss to read through the two advertisements.
- Ask Ss to look at the icons next to each advertisement and then draw their attention to the explanation of the icons as shown at the space above the advertisements.
- Explain to Ss that the checks and crosses indicate whether each apartment has the respective facility.
- Help Ss deduce the meaning of any unknown words from the context.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answer

I'd like to rent the apartment at Chestnut Plaza because I work downtown and I always hang out with my friends at coffee shops and restaurants. I also need to be close to public transportation because I don't have a car. Finally, I have a cat so I can't rent the studio apartment at Fairview Apartments.

- Ask Ss some comprehension questions:

Fairview Apartments:

How much is the rent? \$1,255 per month.

Which floor is it on? It's on the 14th floor.

How big is it? It's 500ft².

Does it have a balcony? No, it doesn't.

Does it have a view? Yes, it has a fantastic city view.

Is it furnished? Yes, it is.

Does it have a garage? No, it doesn't.

Is there a doorman? Yes, there is (24h).

Chestnut Plaza:

How much is the rent? \$1,465 per month.

Which floor is it on? It's on the 3rd floor.

Is there an elevator? Yes, there is.

How big is it? It's 750 ft².

Where is it? 5-minute walk from downtown area.

Is there a garage? Yes, but with extra charge.

How many pets can you have? Two.

2. Listening CD1 ▶▶ 63, 64

A. Aim:) to give Ss practice in listening for gist by transferring from verbal to visual information

- Draw Ss' attention to the two advertisements.
- Play the CD and have Ss listen to it carefully.
- Check the answer with the class.

The woman is renting the studio apartment at Fairview Apartments.

B. Aim:) to give Ss practice in listening for specific information

- Ask Ss to read through the words in the box.
- Play the CD and have Ss listen and do the activity.
- Check the answers with the class.

view ✓ bathroom ✓ elevator ✗
air conditioner ✓ laundry room ✗
neighborhood ✓ kitchen ✓

3. Writing

A. Aim:) to help Ss identify the purpose, audience and stylistic features of an e-mail which focuses on the description of an apartment

- Ask Ss to read through the e-mails and underline any unknown words at the same time. Alternatively, you can have some Ss read out the e-mails.
- Have Ss do the activity.
- Check the answers with the class.

1. They are cousins.
2. Emily wants to know if she can stay at Jen's new apartment while she is in town. She also wants to find out what Jen's new apartment is like. Jen agrees to put Emily up and is giving her a description of her apartment.

- Ask Ss some comprehension questions:

When will Emily be in town?

On the weekend of the 24th-25th.

Where will Jen be on the weekend of the 24th-25th? In Toronto.

Why will she be in Toronto?

Because there is a two-day seminar.

Who will give Emily the keys to Jen's apartment? Eva Scott.

Who is Eva Scott?

Jen's next-door neighbor and her best friend there.

Where does Jen live?

She lives at 638 Park Avenue.

Where is her apartment?

It's near the downtown area. / It's close to the subway.

Which floor is it on? It's on the 12th floor.

When does she like the view from her windows the most? At night.

What do her bedroom and her living room have?

They both have air conditioners and Wi-Fi.

What kind of food can Emily find in Jen's kitchen?

Snacks and frozen dinners.

Does the dishwasher work? No, it doesn't.

- Explain any unknown words.

Background knowledge

Wi-Fi is an abbreviation for 'Wireless Fidelity' (a system for sending data over computer networks using radio waves instead of wires).

B. Aim:) to familiarize Ss with a correction code and help them improve their writing

- Draw Ss' attention to the correction code and explain it.
- Ask Ss to read through the paragraph and draw their attention to the underlined mistakes which have been marked according to the given correction code. Make sure that all Ss understand what kind of mistakes the codes are referring to.
- Have Ss do the activity.
- Check the answers with the class. If necessary, provide Ss with any further clarifications.

on 750 Spring Road → at 750 Spring Road
 beutifull park → beautiful park
 on ^ 10th floor → on the 10th floor
 a small balkony → a small balcony
 a fantastic look of → a fantastic view of
the big living room → a big living room
 a kichen → a kitchen
There has a → It has a
 and ^ big TV → and a big TV
at the wall → on the wall
 have → spend
 because ^ our favorite → because it's our favorite

C. Aim:) to help Ss plan their writing and encourage them to include relevant information in it

- Ask Ss to read through the list of questions and make sure they do not have any unknown words.
- In pairs, Ss discuss the questions.
- Go around the class helping Ss when necessary.

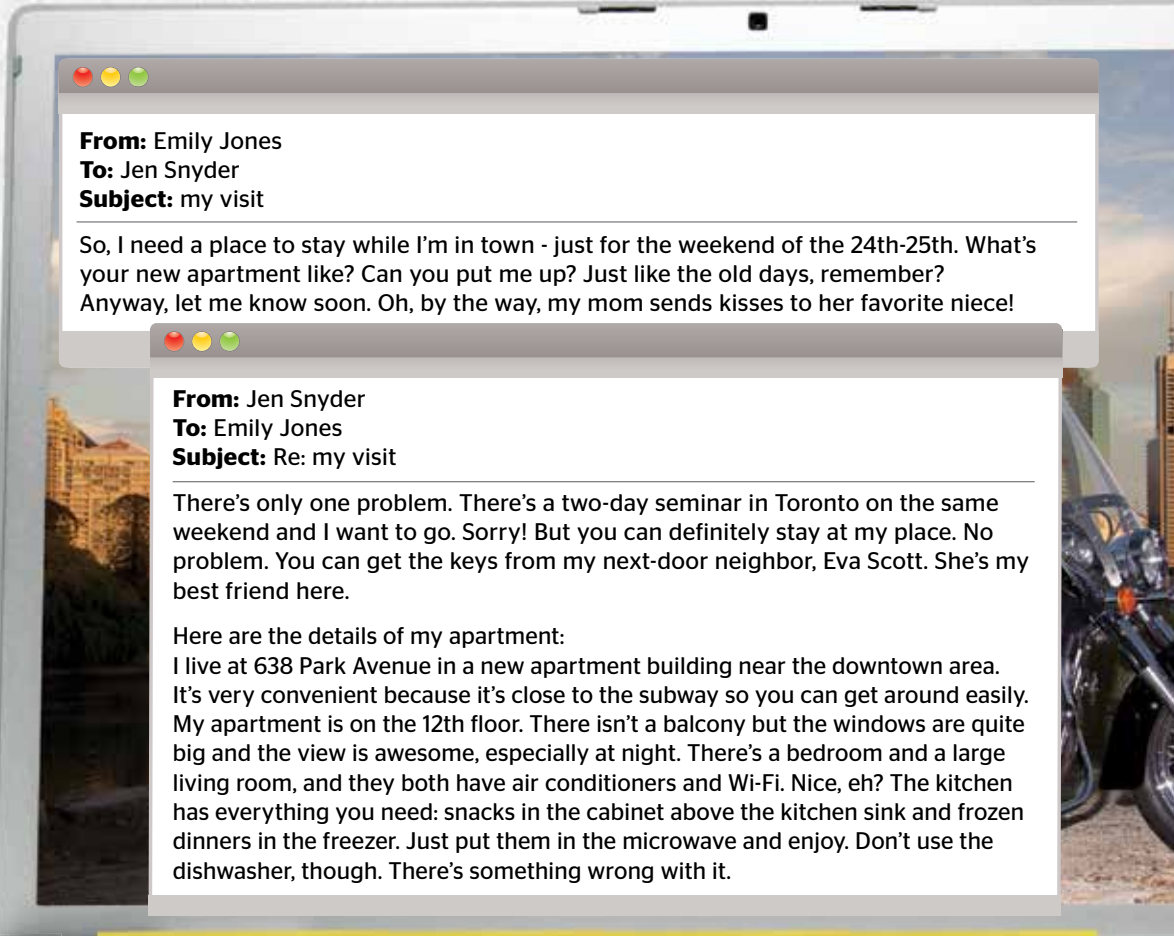
D. Aim:) to give Ss practice in writing a paragraph describing their house/apartment

- Draw Ss' attention to the TIP and explain it.
- Point out to Ss that they should use the ideas they discussed in activity C and try to expand on them.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.
- Alternatively, ask Ss to swap paragraphs with their partners and have them underline and mark all the mistakes they can find in each other's work using the correction code.
- Ask Ss to swap paragraphs again and allow them some time to self-correct their mistakes.

3 Writing A paragraph describing the place where you live

A. Below are parts of two e-mails. Read them and answer the questions.

1. What's the relationship between the two girls?
2. What does Emily want? What is Jen's answer?



B. The paragraph below has several mistakes, which have been underlined and marked using the correction code shown. Read it and correct the mistakes.

CORRECTION CODE

- Sp: spelling
- WW: wrong word
- Pr: preposition
- A: article
- ^: something missing

I live with my brother in an apartment in the suburbs. We live ^{Pr} on 750 Spring Road, near a ^{Sp} beutifull park. Our apartment is on ^A 10th floor and has a small ^{Sp} balkony with a fantastic ^{WW} look of the park. There are two bedrooms, ^A the big living room, a ^{Sp} kichen and a small bathroom with a shower. The living room is pretty cozy. ^{WW} There has a couch, an armchair, a coffee table and ^{Pr} a big TV screen ^{WW} at the wall. We ^{Pr} have hours there because ^{WW} our favorite room!

C. Imagine you want to reply to Emily in activity A. Give details about your house/apartment. In pairs, discuss the questions below.

- Do you live in a house or in an apartment?
- Who do you live with?
- Do you live in the downtown area / suburbs / countryside?
- What's your neighborhood like?
- What is your house/apartment close to?
- How many rooms does your house/apartment have?
- Does it have a yard/balcony/garage, etc.?
- What is there in your bedroom/living room/kitchen/bathroom?
- Do you like your house/apartment?
- Which adjectives would you use to describe your house/apartment?

D. Write a paragraph describing your house/apartment. Use the ideas you discussed in activity C.



When writing, make drafts and check:

- capital letters
- punctuation
- spelling
- word order
- grammar
- vocabulary

Then write your final draft.

TIP

Vocabulary

R. Cross out the odd words. Then add one more.

- skinny - overweight - cozy - chubby - _____
- wood - leather - glass - mirror - _____
- couch - dishwasher - microwave - freezer - _____
- polite - cheerful - unfriendly - enthusiastic - _____
- coffee table - elevator - lamp - rug - _____

B. Choose a, b or c.

- This pizza looks _____. Let's eat!
a. handsome b. delicious c. attractive
- Ron is an _____ person. He makes new friends easily.
a. outgoing b. aggressive c. annoying
- Just put the dishes in the _____. We can wash them later.
a. faucet b. freezer c. sink
- Peter's in a very bad _____ today.
a. personality b. opinion c. mood
- Put your bicycle in the garage. There's lots of _____.
a. space b. area c. size
- Lisa has medium-_____ brown hair.
a. aged b. height c. length

C. Circle the correct words.

- Your jacket is **on / in** the floor, again!
- The floor lamp is **under / between** the armchair and the coffee table.
- Let's put this painting on the wall **above / on** the couch.
- A:** Where's my book?
B: **Behind / In** the drawer.
- There's a yellow car **in front of / between** my car.
Whose is it?
- The mirror is **next / behind** to the wardrobe.

Grammar

D. Circle the correct words.

- A:** **Who's / Whose** are these sneakers?
B: They're not **my / mine**. I think they're Ted's.
- I don't like **her / hers** hairstyle, but I like **your / yours**.
- A:** Is that **your / yours** cat?
B: No, it isn't **our / ours**. **Our / Ours** cat is dark brown.
- A:** **Who's / Whose** that?
B: That's Kevin and that man over there is **his / he's** father.

E. Complete with the correct form of *there is/there are*.

- A:** Excuse me, _____ a supermarket around here?
B: Yes, _____ two, actually. _____ a big supermarket on Bell Road and a smaller supermarket just down this street.

2.

- A:** I'm hungry. Let's go to a fast food restaurant.
B: Well, _____ a fast food restaurant in this neighborhood.
A: Really? What can we eat then?
B: _____ some delicious snacks at that coffee shop over there.
A: Let's go there then.

F. Complete with *a(n)*, *the* or *—*.

- A:** So, what's your new bedroom like?
B: It's **1** _____ beautiful room with two windows and **2** _____ great view. Next to one of **3** _____ windows there's **4** _____ orange armchair. I love that armchair! I have **5** _____ new bed and desk, too. However, I want to buy **6** _____ new chair for my desk because I don't like my old chair. On **7** _____ walls I have lots of **8** _____ posters and **9** _____ shelves. I keep all my CDs on **10** _____ shelves.

Communication

G. Complete the dialogues with the phrases a-g.

- a. But it's close to the subway.
b. Who's Samantha?
c. What do you think of the apartment Mrs. Patterson?
d. Whose car is this?
e. She's in her 20s, right?
f. What does she look like?
g. Let me know when you decide.

- A:** **1** _____
B: It's Samantha's.
A: **2** _____
B: She's my new neighbor.
A: **3** _____
B: She's tall and slim, with long black hair.
A: Oh, now I remember her. **4** _____
B: Yeah, that's her.
- A:** **5** _____
B: I'm not sure. It's far from downtown.
A: **6** _____
B: That's true. Well, I need some time to think about it.
A: No problem. **7** _____

Self-assessment

Read the following and check the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...

-) describe people's appearance
-) express possession
-) make and accept compliments
-) refer to the location of objects
-) describe people's personality
-) express my opinion
-) describe my house/apartment
-) edit my own work

To be more effective, the exercises in the Review section should be completed and checked in class.

Aim:) to help Ss revise the structures, functions and vocabulary presented in module 4 through various activities

Vocabulary

A.

1. cozy → slim
2. mirror → plastic
3. couch → air-conditioner (AC)
4. unfriendly → kind
5. elevator → armchair

B.

1. b
2. a
3. c
4. c
5. a
6. c

C.

1. on
2. between
3. above
4. In
5. in front of
6. next

Grammar

D.

1. Whose, mine
2. her, yours
3. your, ours, Our
4. Who's, his

E.

1. is there, there are, There is
2. there isn't, There are

F.

1. a 2. a 3. the 4. an 5. a 6. a
7. the 8. - 9. - 10. the

Communication

G.

1. d 2. b 3. f 4. e 5. c 6. a 7. g

Self-assessment

Aims:) to give Ss the opportunity to check their progress

) to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.