UNIT 3

Neighborhoods

Warm-Up

A VOCABULARY | Means of transportation | Read and listen. Then listen again and repeat.



1 a car



2 a taxi



3 a train



4 a bus



5 a subway



6 a bicycle



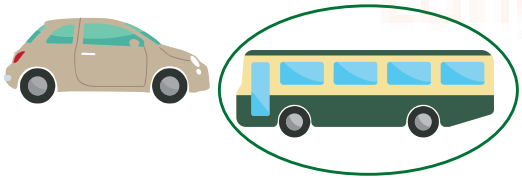
7 a motorcycle



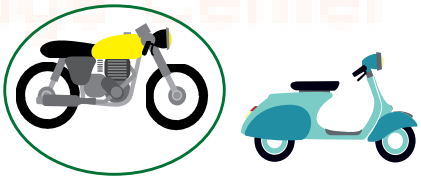
8 a moped

B LISTENING COMPREHENSION | Listen. Circle the picture of the vehicle you hear.

1



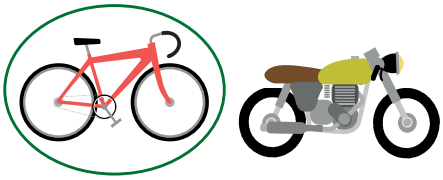
2



3



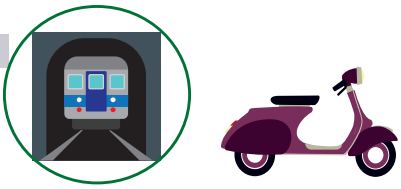
4



5



6



C PAIR WORK | Say one of the Vocabulary words. Your partner writes the word.

bicycle

bicycle

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Unit 3 Neighborhoods

WARM-UP	Students learn how to talk about means of transportation and places in the neighborhood.	
LESSON 1 Ask about locations	***Vocabulary***	Locations
	Grammar	*Be*: Questions about location with *Where* / Subject pronoun *it*
	Pronunciation	Falling intonation for questions with *Where*
LESSON 2 Suggest how to get places	***Vocabulary***	Ways to get places: Verbs
	Grammar	The imperative
LESSON 3 Talk about means of transportation	***Grammar***	*By* + a means of transportation
	Vocabulary	Routine destinations
LESSON 4 Describe a neighborhood	***Vocabulary***	More locations
	Reading	Read about a neighborhood
	Listening	Listen for descriptions of neighborhoods and relationships
	Writing	Write about your neighborhood
INTERACTIVE COOL DOWN	*Design a neighborhood; Are you at the bank?; Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Hold up your book. Point to the photos. Say, *These are means of transportation. We use them to go places.*
- Have Ss preview the pictures.
- Have Ss read and listen. Then have them listen again and repeat.

LANGUAGE AND CULTURE

- Another word for *taxi* is *cab*.
- Underground transportation has different names around the world. For example, in New York City, Beijing, and Toronto, it is called *the subway*. In Mexico City, São Paulo, Cairo, and other cities with newer systems it is called *the metro*. In London it is called *the Underground* or *the Tube*.

B LISTENING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Point to Exercises A and B. Say, *These are vehicles.*
- Do item 1 as a class. Play the audio, pausing after item 1. Ask, *What is the name of the vehicle?* (bus) Say, *Circle the bus.*
- Play the rest of the audio. Have Ss complete the exercise individually and compare answers in pairs.
- Go over the answers. For each item, ask Ss to say the answer and point to the correct picture. Have Ss spell the words as you write them on the board.

OPTION Before Ss listen, have them work in pairs to guess the name of each vehicle shown in Exercise B. Challenge Ss to cover Exercise A.

C PAIR WORK

Suggested time: 10–15 minutes | Your time:

- Form similar-level pairs. Say, *Partner A, say a word in Exercise A. Partner B, write it down.*
- Tell Partner A to check Partner B's spelling before saying the next word. After three words, have Ss switch roles.
- Monitor. Challenge higher-level Ss to close their books as they write.

OPTION Do the exercise as a class. Say the words in Exercise A in a random order and have Ss write the words they hear.

OPTION Have Ss take turns spelling the words aloud rather than saying them.

OPTION Have Ss play a spelling bee in pairs. Partner A calls out a new vocabulary word, and Partner B spells it aloud. After three words, have them switch roles.

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D VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the photos and captions before listening.
- Ask, *What means of transportation are in the photos?* (car, bus)
- Have Ss read and listen. Then have them listen again and repeat.

VOCABULARY EXPANDER (optional, page 129)

EXTENSION (+5 minutes) For more practice, say the places in random order and have Ss point to the correct photos.

LANGUAGE NOTE The word *restaurant* has three syllables but is often pronounced with two: "res-trant" not "res-tau-rant."

LANGUAGE AND CULTURE

- Another word for *pharmacy* is *drugstore*. In British English, a *pharmacy* is called a *chemist*.
- *School* is a place where people learn in classes. Both children and adults go to school, but each kind of school has a special name. An *elementary school* is for young children. A *high school* is for teenaged children. A *university* is for people who have finished high school.
- Another word for *supermarket* is *grocery store*.

E LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Say, *Listen. Write the places you hear.* Tell Ss to refer to Exercise D to guide their spelling of the places.
- Go over item 1 as a class. Play the audio and pause. Tell Ss to look at the sample answer. Remind them to include the article *a* in their answers.
- Play the rest of the audio. Have Ss complete the exercise individually.
- Replay the audio if appropriate.
- To go over answers, invite volunteers to write them on the board. Correct as necessary.

OPTION To go over answers, call on Ss to spell the places aloud. Write the answers on the board.

EXTENSION (+5 minutes) Form similar-level pairs. Say, *Partner A says a word in Exercise D. Partner B writes it down.* Tell Partner A to check Partner B's spelling before saying the next word. After three words, have Ss switch roles.

SPEAKING | PAIR WORK

Suggested time: 20 minutes | Your time:

- Tell Ss to look at the list in the box. Ask, *What places are in this list?* (school, restaurant, bank, pharmacy) Ask Ss to underline the places in the list.
- Read the example aloud. Substitute the name of your own school for *Avon Avenue School*. Ask Ss to repeat.
- Form pairs and have Ss complete the exercise.
- Monitor. Listen for the correct pronunciation of the places. Correct as necessary.

EXTENSION (+5 minutes) Write on the board: *What are the names of places you know?* Read the question aloud. Tell Ss to write four complete sentences to respond to the question. Suggest they use the example and phrases in the list as models. They can write about places in Exercise D or other places. Then invite volunteers to write their sentences on the board.

Remind Ss of additional vocabulary practice in their digital resources.

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D VOCABULARY | Places in the neighborhood | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 129
More places in the neighborhood



1 a bank



2 a restaurant



3 a pharmacy



4 a school



5 a gas station



6 a bus stop



7 a supermarket



8 a bookstore

E LISTENING COMPREHENSION | Listen. Write the place you hear.

1 a bus stop
2 a school
3 a gas station
4 a supermarket
5 a pharmacy
6 a bank
7 a bookstore
8 a restaurant

SPEAKING PAIR WORK | Tell your partner the names of places you know.

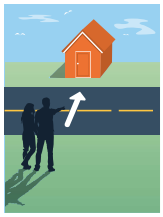
"The name of my school is Avon Avenue School."

the name of your school
the name of a restaurant in your neighborhood
the names of two banks
the name of a pharmacy

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1 COMMUNICATION GOAL Ask about locations

A VOCABULARY | Locations | Read and listen. Then listen again and repeat.


1 across the street


2 down the street


3 around the corner


4 on the left


5 on the right



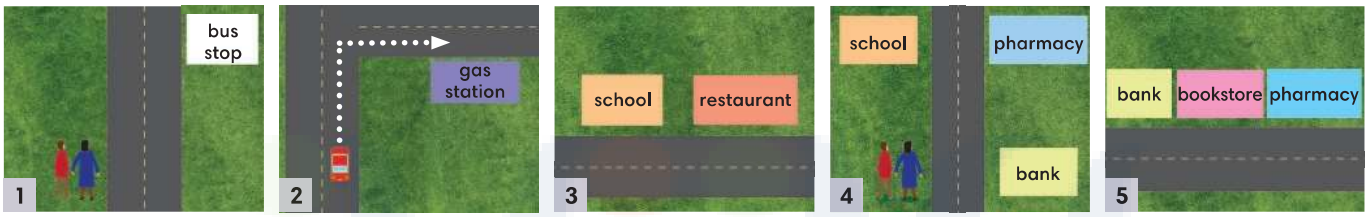
6 next to the bank



7 between the bookstore and the bank

B PAIR WORK | Make statements about the location of the places.

"The bank is across the street."



COACH **C** GRAMMAR | Be: Questions about location with Where / Subject pronoun it

Ask questions with Where for locations.
Where's the bookstore?

Use the subject pronoun it to replace the names of places.
It's down the street. (It = the bookstore)

Contractions
Where is → **Where's**
It is → **It's**



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

COACH **E** PRONUNCIATION | Falling intonation for questions with Where | Read and listen. Then listen again and repeat.

1 Where's the bank?
2 Where's the school?
3 Where's the bus stop?
4 Where is it?

F INTEGRATED PRACTICE | Read the sentences. Write questions and answers, using Where and It's.

1 The restaurant is down the street.
A: *Where's the restaurant* ?
B: *It's down the street* .

2 The Harvey School is across the street.
A: *Where's the Harvey School* ?
B: *It's across the street* .

3 The gas station is around the corner.
A: *Where's the gas station* ?
B: *It's around the corner* .

Answers for Exercise B

1. *The bus stop is across the street.*
2. *The gas station is around the corner.*
3. *The school is next to the restaurant. / The restaurant is next to the school.*
4. *The pharmacy is down the street on the right. / The school is down the street on the left. / The bank is across the street.*
5. *The bookstore is between the bank and the pharmacy. / The bookstore is between the pharmacy and the bank.*

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LESSON 1 Ask about locations

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Ask, *What two places are in the pictures?* (a bank, a bookstore)
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, write on the board *across, down, around, left, right, next to*, and *between*. Demonstrate the meaning of these words in random order. For example, face a S to demonstrate *across*. Elicit the words as you act them out. Challenge higher-level Ss to call out the words without looking at their books.

LANGUAGE AND CULTURE *Down the street* and *up the street* are often used interchangeably.

B PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Lead a class brainstorm. Ask, *What places are in the pictures?* Elicit the answers. List them on the board for reference.
- Point to the first picture. Write on the board:

PLACE	+	*is*	+	*LOCATION*
The bank		*is*		*across the street.*

- Read the example aloud. Point out how it follows the formula. Tell Ss to follow this formula as they make their statements.
- Form pairs. Have Ss take turns making statements about the pictures.
- Monitor. Listen for the correct use and pronunciation of places and locations.

EXTENSION (+5 minutes) Have Ss write down the statements they make.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photo. Read the conversation aloud.
- Read the first rule and example in the grammar chart aloud. Provide more examples using the places on page 31, such as *Where's the school? Where's the bus stop?*
- Read the second rule aloud. Write on the board: *It is down the street. = The bookstore is down the street.* Explain that *it* can refer to a place.
- Say, *Look at the* ***Contractions*** *note*. Write on the board: *Where is* and *It is*. Ask for volunteers to come up and form the contractions.

LANGUAGE NOTE In *Where's the bank?* the definite article *the* is used because the question is about a specific place—both speakers are talking about the same bank.

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for correct pronunciation of the contractions.

E PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Write on the board: *Is the bank over there?* Read the *yes / no* question aloud with rising intonation. As you say it, mark it with a rising arrow.
- Write item 1 on the board: *Where's the bank?* Read the information question aloud with falling intonation. As you say it, mark it with a falling arrow.
- Point out the difference in intonation between the two types of questions. Read the examples aloud several times. Ask Ss to repeat.
- Play the audio. Have Ss listen and repeat.
- Call on Ss to say the questions with the correct intonation.

F INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Go over item 1 and the sample answers with the class. Write on the board: *The restaurant is down the street.* Ask, *Where's the restaurant?* as you circle *restaurant* in the sentence. Say, *It's down the street* as you underline *down the street*. Point out the contractions *Where's* and *It's*.
- Make sure Ss understand that the exercise includes items 4 and 5 on the next page.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the completed sentences aloud. Elicit the questions and answers. Write them on the board.

EXTENSION (+5 minutes) Have Ss write more questions and answers based on the statements they made in Exercise B.

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G PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss practice the conversations in Exercise F.
- Monitor. Make sure Ss are correctly saying the places and locations.
- Have volunteers perform their conversations for the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model
- Introduce a question with *Excuse me.*
- Repeat what someone said to confirm understanding
- Use *You're welcome.* to respond to *Thanks!*

- Direct Ss' attention to the picture. Point to the people. Say, *In this conversation, the man asks the woman about locations.* Encourage Ss to explore the context of the picture. Ask, *Where are they? What are these places?*
- Have Ss preview the conversation before listening. Elicit examples of questions with *Where,* statements with *It,* and locations in the conversation to help Ss see the connection between grammar and communication.
- Ask Ss to underline the sentences with contractions in the conversation. Invite volunteers to say the sentences with full forms.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read the information aloud. Ask Ss to repeat the example with rising intonation.
- To check comprehension, ask, *Where's the bus stop?* (around the corner) *Where's the restaurant?* (down the street on the right)

B PRONUNCIATION PRACTICE

Suggested time: 5–7 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use falling intonation for *Where's the bus stop?* and *Where's the restaurant?*
- Monitor as Ss role-play. Listen for the correct use and pronunciation of questions with *Where.*

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S.
- Remind Ss to refer to the vocabulary and the grammar chart on page 32 if necessary.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of locations. Model and correct as needed.
- Direct Ss' attention to the **Keep Talking!** box. Ask, *What places are on the map?* Write the answers on the board. Encourage Ss to extend the conversation by asking about other locations on the map.
- Point to the **Recycle This Language** box. Read the phrases aloud. Use rising intonation for *And the bank?* Say, *You can use these phrases in your conversation.*

TEACHING TIP To encourage Ss to use as much language from the **Recycle This Language** box as possible, suggest they check off the phrases as they use them.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Remind them to use the conversation in Exercise C as a model.
- Time permitting, have them switch roles and practice again.
- Invite volunteers to role-play their conversation for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary for locations
- ✓ forming questions with *Where* for locations
- ✓ using the subject pronoun *it* to replace the names of places
- ✓ using falling intonation in questions with *Where*
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Copy the map in Exercise A on the board, but put the people and places in different locations. You do not need to draw the means of transportation. Form pairs and have Ss ask and answer *Where* questions about locations on the map. For example: *Where's the restaurant?* (It's [around the corner].) Walk around and take notes on areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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4 The bank is next to the pharmacy.

A: *Where's the bank* ?

B: *It's next to the pharmacy* .

5 The supermarket is on the left.

A: *Where's the supermarket* ?

B: *It's on the left* .

G PAIR WORK | Practice the conversations from Exercise F.

COMMUNICATION ACTIVATOR

Now let's ask about locations.

A CONVERSATION MODEL | Read and listen.

A: Excuse me. Where's the bus stop?

B: The bus stop? It's around the corner.

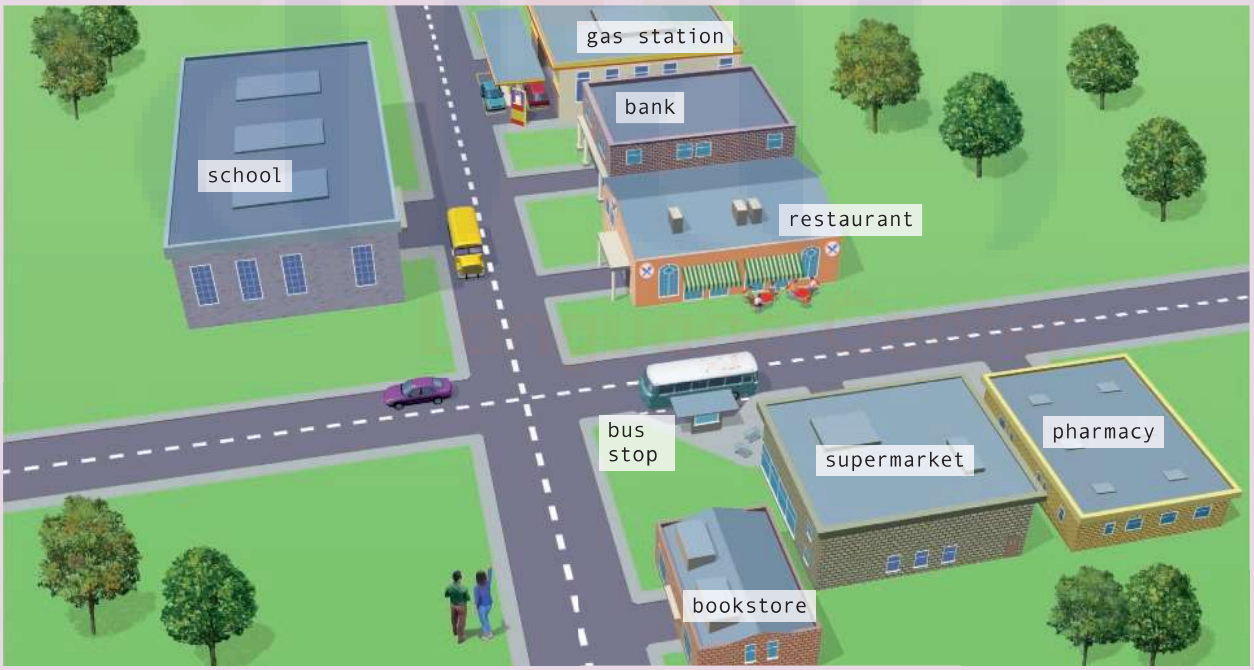
A: Thanks! And where's the restaurant?

B: It's down the street. On the right.

A: Thanks again!

B: You're welcome.

Social language
Repeat to confirm: "The bus stop?"



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the places on the map. Then change roles.

A: Excuse me. Where's the ..... ?

B: The ..... ? It's ..... .

A: Thanks! And where's ..... ?

B: It's . . .

KEEP TALKING! ●●●
Ask about the location of other places.

RECYCLE THIS LANGUAGE
And the bank?
It's right over there.
On the right?
That's right.
Bye!

D CHANGE PARTNERS | Ask about other locations.

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2 COMMUNICATION GOAL — Suggest how to get places

A VOCABULARY | Ways to get places: Verbs | Read and listen. Then listen again and repeat.



1 walk



2 drive



3 take a taxi



4 take the train / take the subway



5 take the bus

B LISTENING COMPREHENSION | Listen. Complete each question. Then listen again to check your answers.

1 Can I *walk* to the *restaurant*?
2 Can I *take the bus* to the *supermarket*?
3 Can I *drive* to the *pharmacy*?
4 Can I *take a taxi* to the *bank*?

COACH **C** GRAMMAR | The imperative

Use imperatives to give instructions.

Affirmative imperatives	Negative imperatives
Drive [to the pharmacy].	**Don't walk**.
Take a taxi [to the restaurant].	**Don't take** a taxi.

Don't = Do not



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E LISTENING COMPREHENSION | Listen to six instructions. Write the number next to the correct instruction. Listen again if necessary.

..... Take the bus.
1 Don't drive.
..... Don't walk.
6 Take the train.
3 Don't take the subway.
5 Don't take the bus.
2 Walk.
..... Drive.
4 Take a taxi.
..... Don't take a taxi.
..... Take the subway.

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LESSON 2 Suggest how to get places

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Ask, *What are the means of transportation in these pictures?* (a car, a taxi, the train / the subway, the bus) Tell Ss to circle these words in the captions.
- Have Ss read and listen. Then have them listen again and repeat.

LANGUAGE NOTE We use the definite article *the* in *take the train / subway / bus* because the action refers to a specific vehicle that goes to a specific destination. We use the indefinite article *a* in *take a taxi* because the action refers to any taxi.

B LISTENING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the man's question below the exercise. Write on the board: *Can I drive to the bank?* Say, *Listen to questions like this. Write the verbs and places that you hear.*
- Play the audio. Have Ss listen and complete the exercise.
- Replay the audio. Tell Ss to check their answers.
- To go over answers, call on Ss to read the questions aloud.

OPTION Play the audio twice. The first time, tell Ss to write down the verbs. The second time, tell them to write down the places.

TEACHING TIP Avoid asking Ss to produce forms they have not yet been taught. For example, in this lesson, *Can I* questions are presented as formulas to ask if it's possible to get somewhere in some way. However, Ss don't learn *can* for ability and possibility until a later unit. In this lesson, Ss should not be expected to produce *Can* questions with different subjects. New verbs like *drive* and *take* are presented in the imperative form only. Ss should not be expected to produce them using other tenses.

C GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the photos. Write *imperatives* on the board. Read the man's question aloud. Say, *We can use imperatives to answer this question.* Read the imperatives aloud.
- Write on the board: *Walk. Don't walk.* Say, *Walk* and then demonstrate. Say, *Don't walk*, and stop walking.
- Tell Ss to look at the grammar chart. Ask them to follow along in their books as you read the examples aloud. Remind Ss that the verb *take* comes before a vehicle.
- Direct Ss' attention to the note. Say, Don't *is a contraction of the verb* do *and* not.
- Write the affirmative examples on the board. Invite a volunteer to make them negative. Make sure they add *Don't* and change *Drive* and *Take* to lowercase letters.

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

E LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Read the directions. Make sure Ss understand that they need to find only six imperatives—they won't use all the answer choices.
- Have Ss preview the list of instructions.
- Go over the sample answer as a class. Write on the board: ___ *Don't drive.* Play the audio and pause after item 1. Write *1* in the blank on the board.
- Play the rest of the audio. Have Ss listen and complete the exercise.
- Replay the audio. Tell Ss to check their answers.
- To go over answers, say each item number and elicit the answer from the class.

OPTION (+5 minutes) Pause the audio after each item. Have Ss listen, repeat, and then write the number next to the correct instruction.

EXTENSION (+5 minutes) Have Ss close their books. Say an affirmative imperative and ask Ss to make it negative using *Don't*. For example, say, *Walk.* Elicit the negative imperative from Ss. (Don't walk.)

EXTENSION (+5 minutes) Form pairs. Partner A says the instructions in a random order. Partner B responds with the opposite instruction. For example: *A: Take the bus. B: Don't take the bus.* Time permitting, have Ss switch roles.

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F ACTIVATE GRAMMAR AND VOCABULARY

Suggested time: 8 minutes | Your time:

- Tell Ss to look at the pictures. Ask, *What vehicles do you see?* (train, taxi, car, bus)
- Have Ss preview the questions.
- Read item 1 aloud. Point to the pictures of the means of transportation as you read Speaker B's response. Stress the words *train* and *taxi* to show contrast. Have Ss repeat.
- Have Ss complete the exercise individually. Refer them to Exercise A on page 34 to guide their spelling.
- To go over answers, invite volunteers to write the imperatives on the board. Correct as needed.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs. Time permitting, have Ss switch roles.
- Invite volunteers to perform the conversations.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Sure.* to say *Yes.*
- Say *OK.* to agree to follow directions
- Ask for additional information with *And what about . . . ?*

- Say, *Look at the people in the photo. What is their conversation about?* Elicit ideas.
- Have Ss preview the conversation before listening. Elicit examples of ways to get places and affirmative and negative imperatives in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and Speaker A's use of the language. Read the explanation. Say *And what about* with rising intonation. Ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use rising intonation for *And what about the supermarket?* and pause between *Don't walk.* and *Take a taxi.*
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the photos and identify each place. (pharmacy, school, restaurant, gas station, bank)
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Refer Ss to the vocabulary and grammar presentations on page 34 if necessary.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Make sure Ss are using the correct intonation.
- Go over the information in the **Keep Talking!** box and, to provide more support, play the **Keep Talking!** video. Encourage Ss to use this information to extend their conversations.

OPTION Play Step 1 of the **Keep Talking!** video. Say, *This is one way to change the conversation.* Have Ss complete Exercise C. Then play Step 2 of the video. Say, *This is one way to ask about more places.* Have Ss complete Exercise D.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Remind them to use the conversations in Exercise C and the **Keep Talking!** video as models.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary to say ways to get places
✓ forming the affirmative and negative imperative
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Ask Ss to bring their books and stand in two lines, Line A and Line B. Each S should face one classmate. Write on the board:

	take the bus		*bank?*
Can I	*walk*	*to the*	*restaurant?*
	drive		*pharmacy?*

Say, *Line A, ask how to get to a place. Line B, answer with imperatives.* For example:
A: Can I take the bus to the bank?
B: No. Don't take the bus. Walk.
Start the activity and after 30 seconds, have Ss switch roles. After 1 minute, call out, *Next!* Ask Line A to move one partner to the left. The S at the end of Line A moves to the front. Repeat for 5–10 minutes. Take notes on areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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F ACTIVATE GRAMMAR AND VOCABULARY | Give instructions with negative and affirmative imperatives. Begin each sentence with a capital letter. End with a period.

1 **A:** Can I take the train to the bookstore?
B: *Don't take the train. Take a taxi.*

2 **A:** Can I drive to the supermarket?
B: *Don't drive. Take the bus.*

3 **A:** Can I walk to the pharmacy?
B: *Don't walk. Drive.*

4 **A:** Can I take a taxi to the bank?
B: *Don't take a taxi. Walk.*



G PAIR WORK | Practice the conversations from Exercise F.

COMMUNICATION ACTIVATOR

Now let's suggest how to get places.



A CONVERSATION MODEL | Read and listen.

A: Can I walk to the bookstore?
B: The bookstore? Sure.
A: And what about the supermarket?
B: The supermarket? No. Don't walk. Take a taxi.
A: OK. Thanks!

Social language
Ask for additional information with "And what about ___ ?"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the places below and the Vocabulary from page 34. Then change roles.

A: Can I ..... to the ..... ?
B: The ..... ? Sure.
A: And what about the ..... ?
B: The ..... ? No. Don't ....
A: OK. Thanks!











KEEP TALKING! ●●●

Ask about locations.
Where's the [bookstore]?
Is the [supermarket] on the right?

Describe locations.
It's [down the street / around the corner].

Watch the video for ideas!

D CHANGE PARTNERS | Ask about more places.

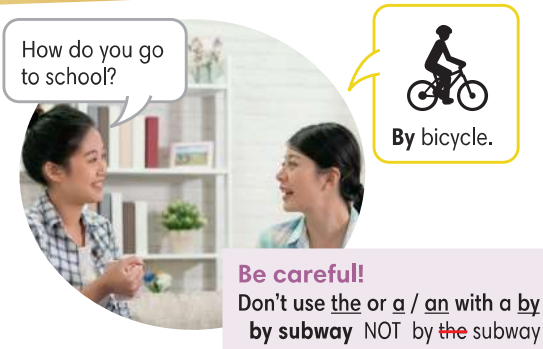
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3 COMMUNICATION GOAL Talk about means of transportation

COACH

A GRAMMAR | By + a means of transportation

Use by + a means of transportation to express your means of transportation to a place.
by bus **by** car **by** taxi



Be careful!
Don't use the or a / an with a by phrase.
by subway NOT by ~~the~~ subway

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete each conversation. Use by and the means of transportation in the picture.

1 **A:** How do you go to the bank?
B: *By bicycle*.



2 **A:** How do you go to the pharmacy?
B: *By motorcycle*.



3 **A:** How do you go to the restaurant?
B: Me? *By taxi*. And you?
A: *By bicycle*.





4 **A:** How do you go to the supermarket? By bicycle or by bus?
B: *By bus*.



5 **A:** How do you go to the gas station?
B: The gas station? *By car*!



D PAIR WORK | Practice the conversations from Exercise C.

E VOCABULARY | Routine destinations | Read and listen. Then listen again and repeat.

How do you ___ ?



1 go to work



2 go home



3 go to school

Be careful!
Don't use the or a / an with routine destinations.
go to work NOT go to ~~the~~ work

Afaq Language Center

LESSON 3 Talk about means of transportation

A GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photos and the women's conversation. Read the conversation aloud with a higher-level S.
- Tell Ss to look at the grammar chart. Read the rule and examples aloud.
- Take a class poll. Ask, *How do you go to school? By bus? By car? By taxi?* Ask Ss to raise their hands to show which means of transportation they use.
- Direct Ss' attention to the **Be careful!** box. Say, *We do not use* a, an, *or* the *with a* by *phrase.* Go over the examples.

OPTION (+5 minutes) Say other means of transportation in Exercise A on page 30. Elicit the *by* phrase for each and write it on the board. For example: *moped* (by moped).

B PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

C GRAMMAR PRACTICE

Suggested time: 8 minutes | Your time:

- Have Ss identify all the means of transportation in the pictures. (a bicycle, a motorcycle, a taxi, a bicycle, a bus, a car)
- Read the conversation in item 1 aloud. Point to the picture of the bicycle as you say *By bicycle*.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the conversations aloud with different volunteers. Play Speaker A. Write the answers on the board.

TEACHING TIP Groups of words that are often said together are called "chunks" of language. An example is the structure *How do you go to. . . .* To help Ss more easily understand natural speech, model chunks of language when appropriate. For example, say, */ˈhaʊduju ˈgoʊtu/* rather than each word separately.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Monitor. Listen for the correct use of *by* phrases and pronunciation of means of transportation.
- Time permitting, have Ss switch roles.
- Invite volunteers to perform the conversations.

E VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Write on the board: *routine destinations.* Say, *Routine destinations are places we go many times.*
- Have Ss preview the pictures and captions before listening.
- Have Ss read and listen. Then have them listen again and repeat.
- Point out that there is no *to* in *go home*.
- Direct Ss' attention to the **Be careful!** box. Say, *We do not use* the, a, *or* an *with routine destinations.*

EXTENSION (+5 minutes) Write on the board: *How do you go to work? Where's your work?* Form pairs. Partner A asks the questions on the board. Partner B answers, using the subject pronoun *it*. Model the exchange with a higher-level S. For example:

A: How do you go to work?
B: By bus.
A: Where's your work?
B: It's next to the supermarket.

Then have Ss repeat the exchange with *home* and *school*. Make sure they ask *How do you go home?* (without *to*) Time permitting, have Ss switch roles. Walk around as Ss talk. Invite volunteers to role-play their conversation for the class.

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F LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Have Ss preview the chart before listening. Suggest they write *work, home,* and *school* above the appropriate pictures in their books.
- Say, *In each conversation, listen for the place and the means of transportation.* Refer Ss to the vocabulary on page 30 to guide their spelling as they complete the exercise.
- Go over the sample answer as a class. Play the audio and pause after the first conversation. Ask, *What place does the man ask about?* For a hint, add, *Work, home, or school?* (home) Point to the picture of the house and the sample checkmark. Ask, *How does the woman go home?* (by car) Point to the sample answer in item 1.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- If you have Ss who write more slowly, pause after each conversation.
- To go over answers, copy the chart on the board. Write *work, home,* and *school* as the column headings. Invite volunteers to write the answers.
- Replay the audio if appropriate.

OPTION Play the audio three times. The first time, tell Ss to make a checkmark in the appropriate column. The second time, tell them to write the *by* phrase. Finally, have them check their answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Respond positively to *How are you?*
- Ask *What about you?* to show interest in another person
- Ask *Me?* to confirm understanding

- Say, *Look at the people in the photo. Where are they?* Elicit ideas.
- Have Ss preview the conversation before listening. Ask them to point out routine destination and the *by* phrase in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Play the audio and have Ss repeat. Tell Ss they can use any of the expressions to respond.

LANGUAGE AND CULTURE In spoken English, it is more common to ask, *How do you get to [work / school]?* than *How do you go to [work / school]?*

B PRONUNCIATION PRACTICE

Suggested time: 5–7 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss role-play. Make sure they use correct intonation for questions. *And you?* and *Me?* should have rising intonation.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Remind Ss to refer to the vocabulary on page 36 if necessary.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of means of transportation and routine destinations.
- Direct Ss' attention to the **Keep Talking!** box. Encourage Ss to use this idea to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C.
- Remind Ss to use the conversation in Exercise C as a model.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ forming *by* phrases with means of transportation
✓ using vocabulary for routine destinations
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to look at the chart in Exercise F. Say, *Use the information in the chart to write six complete sentences.* Model the activity. Write on the board: *I go home by car.* Collect the papers and read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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F LISTENING COMPREHENSION | Listen. Use a by phrase to write the means of transportation. Then check (✓) the column for work, home, or school. Then listen again to check your answers.

Means of transportation			
1 by car		✓	
2 by subway	✓		
3 by train			✓
4 by motorcycle	✓		
5 by bus		✓	
6 by taxi			✓

COMMUNICATION ACTIVATOR

Now let's talk about means of transportation.



A CONVERSATION MODEL | Read and listen.

A: Hey, Cara! How's it going?
B: Fine, thanks. And you?
A: Pretty good. Cara, how do you go to school?
B: By subway. What about you?
A: Me? I walk.

Social language
Respond positively to "How are you?" with:
- Fine.
- Pretty good.
- Great.
- Not bad.
- OK.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Ask about work, school, and home. Then change roles.

A: Hey, ... ! How's it going?
B: ..... , thanks. And you?
A: .... , how do you go ..... ?
B: By ..... . What about you?
A: Me? I walk.

KEEP TALKING! ●●●
Ask about means of transportation to other places.

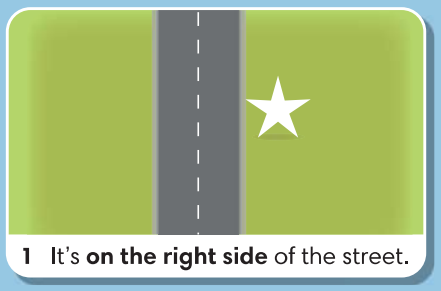
D CHANGE PARTNERS | Personalize the conversation again.

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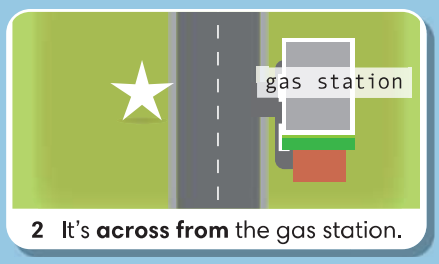
4 COMMUNICATION GOAL Describe a neighborhood

A VOCABULARY | More locations | Read and listen. Then listen again and repeat.

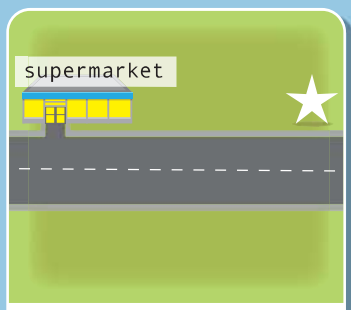
Where's the __ ?



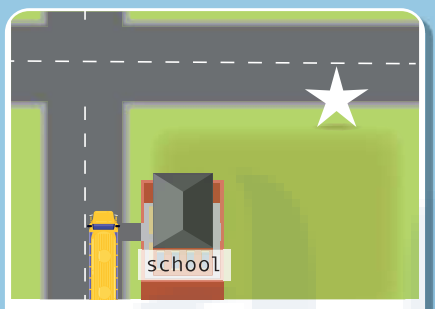
1 It's **on the right side** of the street.



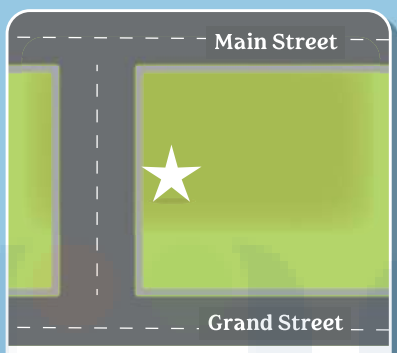
2 It's **across from** the gas station.



3 It's **down the street from** the supermarket.



4 It's **around the corner from** the school.



5 It's **between** Main Street **and** Grand Street.

B READING | Read the email message about a neighborhood. Who is Matt?

My new neighborhood!
From Emily
To Marisol

He's Emily's neighbor / colleague. OR He's a teacher.

Hey, Marisol!

How's it going? Danny and I are fine! Here's a photo of our new home in our new neighborhood. It's great! The bus stop's right around the corner, so I can take the bus to the supermarket or the pharmacy. And Danny's bookstore is right down the street, so he can walk home from work.

In the morning, I take the bus to work—or I go by car with Matt. Matt's our neighbor from across the street. We're both teachers at the same school. Oh! And my bank's right next to the school. Not bad, right?

Thanks again for the pictures, Marisol! You look great! What about you? How's work? Write!

xo Your friend, Emily



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LESSON 4 Describe a neighborhood

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Tell Ss to preview the pictures. Ask them to scan the captions and underline vocabulary they know.
- Write on the board: *Where's the ___?* Say, *Listen to more locations. They answer questions with* Where.
- Have Ss read and listen. Then have them listen again and repeat.
- To clarify how this vocabulary presentation builds on the locations Ss already learned on page 32, write on the board:

on the right	*It's on the right side of the street.*
across the street	*It's across from the gas station.*
down the street	*It's down the street from the supermarket.*
around the corner	*It's around the corner from the school.*
between the bookstore and the bank	*It's between Main Street and Grand Street.*

Say, *These sentences give more information about locations.*

- Read the two phrases with *right* aloud. Point to *side of*. Say, *Use* side of *with* the street.
- Read the phrases with *across, down*, and *around* aloud. Point to *from* in the phrases. Say, *Use* from *with a place*.
- Read the *between* phrases aloud. Point to the street names. Say, *We can use places and street names with* between.

CHALLENGE (+5 minutes) Form similar-level pairs. Have Ss take turns asking questions with *Where* and answering using the statements in Exercise A. For example: *Partner A: Where's your home?*
Partner B: It's on the right side of the street.

B READING

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to preview the reading. Ask, *Who is the email message from?* (Emily) *Who is it to?* (Marisol) *What is the message about?* (Emily's new neighborhood)
- Point to the photo. Ask, *Who is this?* (Emily)
- Say, *Listen for information about Matt in the email message.* Play the audio.
- Have Ss read along silently as they listen. Elicit the answer to the question in the directions.
- Clarify any new terms or expressions in the reading.

OPTION (+ 5 minutes) Have Ss read the email individually before listening.

OPTION (+10 minutes) To use this reading for pronunciation practice, have Ss read silently as they listen to the audio and circle words they want to practice. Ask Ss for their circled words, model the pronunciation of these words one by one, and have Ss repeat.

OPTION Before Ss listen, ask them to scan the email and complete a prereading task. First, have Ss underline the means of transportation each person uses. (take the bus, walk, go by car) Then ask them to circle vocabulary for places and routine destinations. (home, supermarket, pharmacy, bookstore, work, school, bank)

CHALLENGE (+5 minutes) Have Ss read the email again. Then ask them to close their books. Write on the board: *Emily, Marisol, Danny,* and *Matt.* Pronounce each name and have Ss repeat. Then read the sentences below aloud. After each, ask, *What is the name of this person?* Elicit the answers from the class:
She's in a new home. (Emily)
She takes the bus to the supermarket. (Emily)
He walks home from work. (Danny)
He drives to work. (Matt)
They live in a new neighborhood. (Emily and Danny)
He's Emily and Danny's neighbor. (Matt)
His house is across the street from Emily's. (Matt)
She's Emily's friend. (Marisol)

LANGUAGE AND CULTURE The term *xo* and multiples of it, such as *xoxo*, means "hugs and kisses." It is common at the end of informal letters or messages between family members or close friends. We do not usually use the term in spoken English.

TEACHING TIP To help Ss find information in a reading quickly, encourage them to scan the reading before listening. *Scanning* is reading to find specific information. When scanning, we run our eyes quickly over the text until we find the item we want. After we find it, we stop reading.

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C PAIR WORK

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Read the question aloud. Say, *Read the email again. Look for the words* teacher *or* student. Elicit the answer.
- Have Ss work individually to answer the questions on a blank sheet of paper. For item 8, have them write their own question and answer about Emily. If appropriate, lower-level Ss can work in pairs to complete this task.
- Form pairs. Partner A asks a question. Partner B answers. Partner A checks Partner B's answer. Then have Ss switch roles.
- Make sure both partners get the chance to ask their question in item 8.
- Monitor. Make sure Ss use rising intonation in *yes / no* questions and falling intonation in *Where* questions.
- To go over answers, call on two Ss for each item. Student A reads the question, and Student B answers.

D LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Point to the photos. Say, *This is Ken and Linda. They talk about their neighborhoods and relationships.*
- Have Ss preview the items. Suggest they underline words to listen for that will help them complete the statements, such as *bookstore*.
- Play the audio. Pause the audio in between speakers to allow Ss time to write.
- Have Ss complete the exercise individually and then compare answers in pairs. Then replay the audio and tell Ss to check their answers.
- To go over answers, call on Ss to read the completed sentences aloud. Write the answers on the board. Correct as necessary.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Draw on the board a simple grid of the neighborhood the school is in. Label one place on the map.
- Have Ss work individually to complete the map in their books with other places near the school. Refer them to Exercise D on page 31 to guide their spelling.
- Monitor. Provide help with the names and spelling of places not included in the book.
- To encourage Ss to add detail to their maps, ask questions about the location of places. For example: *Where's the pharmacy? Where's the bookstore?*

OPTION Have Ss work in pairs to complete the exercise. Encourage them to ask each other questions with *Where* about places. Tell them to use the vocabulary on pages 32 and 38 as they describe different locations.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- If appropriate, have Ss review the vocabulary and grammar charts in the unit before they begin the activity.
- Form groups of three. Have Ss take turns making statements about the locations on their maps.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ using vocabulary for more locations
✓ using the contraction *It's* to refer to places
✓ using correct intonation in information and *yes / no* questions

WRITING

Suggested time: 5–7 minutes | Your time:

- Say, *Write five sentences about your neighborhood.* Read the writing sample aloud.
- Encourage Ss to write sentences in paragraph format rather than list format, and to use capital letters and periods. Suggest they model their statements on the descriptions in the email in Exercise B on page 38.
- Monitor. Have Ss check their sentences and make any necessary corrections before turning them in.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

GUIDED WRITING (optional, page 135)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Write true and false statements about the neighborhood map in Exercise A on page 39. Read them aloud. For each statement, ask, *Is this true or false?* Invite volunteers to correct your false statements. For example:
T: The school is around the corner from the [pharmacy].
S: False. The school is around the corner from the [bank].
As Ss answer, listen for areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, reading, listening, and writing practice in their digital resources.

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Answers will vary. Possible answers include:

C **PAIR WORK** | **Ask and answer the questions about the reading.**

1 Is Emily a student or a teacher? *1. She's a teacher.*
2 Is Danny a student? *2. No, he's not / he isn't.*
3 Is Matt Emily's teacher? *3. No, he's not / he isn't. He's her neighbor / colleague.*
4 Is Danny Matt's colleague? *4. No, he's not / he isn't.*
5 Where's the bus stop? *He's Emily's colleague.*
5. It's around the corner from her home.
6 Where's Emily's bank? *6. It's next to the school.*
7 Where's the bookstore? *7. It's down the street from their home.*
8 (Write a question about Emily for your partner.)
8. Answers will vary. ?

D **LISTENING COMPREHENSION** | **Listen to Ken and Linda describe their neighborhoods and their relationships. Complete each statement. Then listen again to check your answers.**

About Ken



1 Ken Tunney is a(n) *manager* at a bookstore.
2 Ken and his *neighbor / friend* go to work by *car*.
3 Emile is a(n) *chef* at a French *restaurant*.
4 Emile and Ken are neighbors, and they are *friends*, too.
5 Ken's *bookstore* is *across the street* from the restaurant.

About Linda



6 Linda's *last* name is Sellers.
7 Linda and Michael are *teachers / colleagues* at a school.
8 Linda and Michael go to the school by *bus*.
9 Emile is Michael's *friend*.
10 Linda and her *colleague / friends / neighbors* go home by *car*.

COMMUNICATION ACTIVATOR

Now let's describe a neighborhood.

A **TALKING POINTS** | **Make a map of the places near your school. Write the names of the places.**

B **GROUP WORK** | **With your classmates, take turns describing the locations of the places on the map.**

WRITING **Write sentences about your neighborhood. Describe the locations of the places. Begin each sentence with a capital letter and end with a period.**

The bus stop is across from the pharmacy. It's . . .

GUIDED WRITING p. 135

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Interactive Cool Down

1 DESIGN A NEIGHBORHOOD

First, take the survey. Check the places that are important in a perfect neighborhood. Compare surveys with a partner.

SURVEY Your perfect neighborhood

- ☐ bus stops
- ☐ schools
- ☐ gas stations
- ☐ supermarkets
- ☐ pharmacies
- ☐ banks
- ☐ bookstores
- ☐ restaurants
- ☐ other _____

Use your survey to design your perfect neighborhood. Draw the places on your map. Then point to places and describe your neighborhood. Ask questions about your partner's neighborhood.

> "The restaurant is here. It's across the street from the bank."

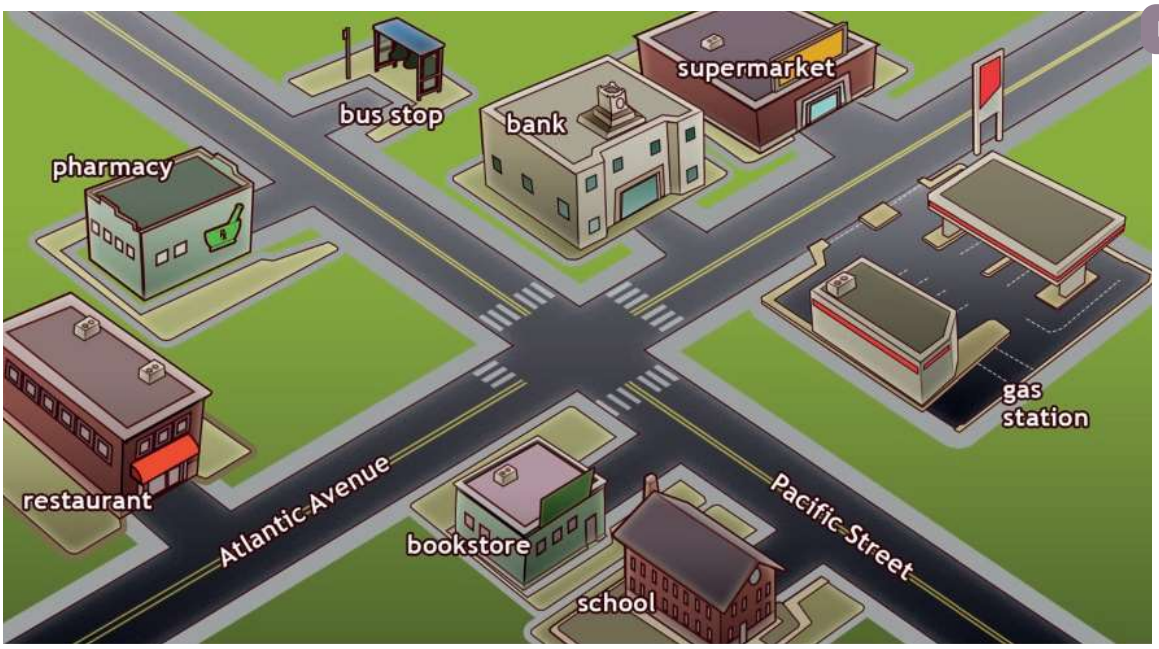


IDEAS

- across the street
- down the street
- around the corner
- on the left
- on the right
- next to the [bank]
- between the [pharmacy] and the [gas station]
- on the right side of the street
- on the left side of the street
- across from the [bookstore]
- down the street from the [restaurant]
- around the corner from the [bus stop]
- between [Tenth Street] and [Elton Street]

2 ARE YOU AT THE BANK?

Play a guessing game. Take turns. Describe where you are. Your partner points to the place on the map.



I'm across the street from the gas station.

Are you at the supermarket?

No. I'm not.

Are you at the bank?

Yes, I am!

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Interactive Cool Down

1 DESIGN A NEIGHBORHOOD

Suggested time: 20 minutes | Your time:

- Read the directions aloud.
- Point to the survey. Ask, *What places are in your perfect neighborhood?* Read the places in the survey aloud.
- Model the activity. Write the places in the survey on the board. Ask, *What places are in your perfect neighborhood?* Look at the board. Say, *This is my answer. Schools.* Put a checkmark by *schools*.
- Have Ss complete the survey individually. If necessary, refer them to the vocabulary in Exercise D on page 31.
- Form pairs. Model this exchange with a higher-level S:
  T: What is in your perfect neighborhood?
  S: Me? Oh, Italian restaurants.
- Give Ss five minutes to compare surveys.
- Have Ss work individually to draw a map of their perfect neighborhood. Ask them to include at least four places on their map. Have lower-level Ss work in pairs.
- Say, *Now describe the places in your neighborhood to your partner.* To model this activity, read the example on the right aloud.
- Direct Ss' attention to the **Ideas** box. Ask for volunteers to read the phrases aloud. Tell Ss to use these ideas when they describe their neighborhood.
- Encourage Ss to write statements about the locations of their places before talking. Challenge higher-level Ss to write as many statements as they can.
- Form similar-level pairs. Have Ss take turns asking and answering *Where* questions about their maps.
- Invite volunteers to present their maps to the class and describe the locations of a few places.
- Follow up on the activity by asking, *Where is your perfect neighborhood? In what city? In what country?* Have Ss share their preferences in pairs.

CHALLENGE (+5 minutes) In more advanced classes, consider asking Ss to say how many restaurants or bus stops, etc., it's important to have in a neighborhood.

2 ARE YOU AT THE BANK?

Suggested time: 20 minutes | Your time:

- Tell Ss to look at the map. Say, *Describe your location on this map. Your partner guesses where you are.* Explain the word *guess* if necessary.
- Read the example conversation aloud with a higher-level S.
- Give Ss a few minutes to preview the map.
- Form pairs. Have Ss play the game.
- Monitor. Listen for the correct use and pronunciation of location vocabulary.
- If Ss finish the game quickly, have them play again with the map in Exercise A on page 33.

OPTION Divide the class into small teams. Ask the teams *yes / no* questions and questions with *Where* about the places on the map. Point to the places on the map as you speak. Give each team one point for each question it answers correctly in 30 seconds. If a team can't answer the question, the next team tries to answer the same question. For example:
Where is the bank? (The bank is next to the supermarket.)
Is the school on Atlantic Avenue? (No, it isn't.)
Is the bank around the corner from the pharmacy? (Yes, it is.)

CHALLENGE (+5 minutes) If appropriate, have Ss look up a map of a neighborhood in their city on their phones and play the game again.

CHALLENGE (+ 5 minutes) Divide the class into small teams. Give Ss 1 minute to study the map. Keep time. After 1 minute, tell Ss to close their books. Have teams take turns saying one statement about the location of places on the map. Alternatively, they can write their statements on the board. For example: *The school is next to the bookstore.* A different team member must speak for the team each turn. Give teams one point for each statement that is correct in both form and meaning.

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3 CHAT

Suggested time: 20 minutes | Your time:

- Say, *Look at the people in the pictures. Who are they?* (students)
- Read the conversation aloud with a higher-level S. Play the role of Josh. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Josh's and Partner B's role is similar to Paul's.
- Tell pairs to choose a map to use in the conversation. They can use either one of their maps from this Interactive Cool Down.
- Say, *Complete your Chat Guide with new information.* Model the activity. Copy the first line of Partner A's Chat Guide on the board. Complete the introduction with your name. Consider using a different greeting, like *Good morning!* or *How's everything?* Read it aloud.
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with their own information. Suggest they use the phrases in the **Social language** boxes on pages 35 and 37.
- Walk around and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations.
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 41 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

CHALLENGE Ask higher-level Ss to extend the conversation with additional information and *yes / no* questions about the places on the map. Refer them to the **Keep Talking!** and **Recycle This Language** boxes on pages 33 and 35 for ideas.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 143–144 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 159 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

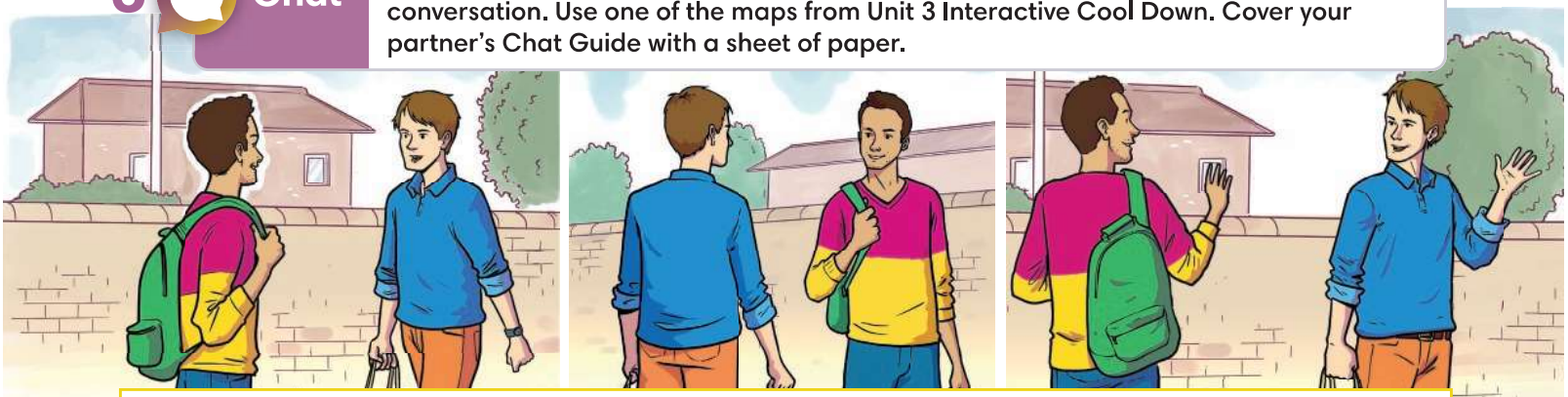
TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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3 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use one of the maps from Unit 3 Interactive Cool Down. Cover your partner's Chat Guide with a sheet of paper.



Josh: Hey, Paul! How's it going?
Paul: I'm fine, thanks. And you?
Josh: Pretty good. Paul, can I walk to the pharmacy?
Paul: Sure! It's around the corner and down the street.
Josh: On the right or on the left?
Paul: On the left. Across the street from the supermarket.
Josh: And where's the bus stop?
Paul: The bus stop? It's across from the supermarket too. Next to the pharmacy.
Josh: Oh, and what about the bank?
Paul: The bank? It's down the street, on the right.
Josh: Thanks for the directions, Paul.
Paul: Anytime!
Josh: Oh. One more question: How do you go to school?
Paul: Me? I go by bicycle. And what about you?
Josh: I walk.
Paul: Bye! See you later, Josh.
Josh: Take care.

Partner A's Chat Guide

A Hey, ___ ! How's it going?
B
A Pretty good. ___ , can I walk to the ___ ?
B
A On the right or on the left?
B
A And where's the ___ ?
B
A Oh, and what about the ___ ?
B
A Thanks for the directions, ___ .
B
A Oh. One more question: How do you go to ___ ?
B
A I ___ .
B
A ___ .

Partner B's Chat Guide

A
B I'm fine, thanks. And you?
A
B Sure! It's ___ .
A
B On the ___ . ___ .
A
B The ___ ? It's ___ .
A
B The ___ ? It's ___ .
A
B Anytime!
A
B Me? I ___ . And what about you?
A
B Bye! See you later, ___ .
A

Language Center

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about locations.
- ☐ Suggest how to get places.
- ☐ Talk about means of transportation.
- ☐ Describe a neighborhood.

For more practice . . . Unit Review, p. 143 / Practi-Chant, p. 159
Connect TV / Test-Taking Skills Booster

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