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2<sup>nd</sup> Edition

# Breakthrough PLUS

Teacher's Book

Miles Craven ■ Carmella Lieske





# Breakthrough PLUS

**Teacher's Book**

Carmella Lieske with Miles Craven



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# Student's Book Syllabus

Unit	Language	Skills
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<b>Free time</b> <div>3</div> Page 16	<b>Grammar</b> <i>can/can't</i> for ability <i>like</i> + verb/noun <b>Vocabulary</b> free-time activities <b>Pronunciation</b> <i>can/can't</i>	<b>Speaking</b> • talking about things you can do and things you like to do <b>Listening</b> • Sally (Australia) speaks about her social life • note taking – two students answer questions about sports they can play <b>Reading</b> • identifying the topic – messages on a student bulletin board <b>Writing</b> • a paragraph about social activities you enjoy
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<b>Getting around</b> <div>5</div> Page 30	<b>Grammar</b> asking for and giving directions <b>Vocabulary</b> popular stores prepositions of place <b>Pronunciation</b> sentence stress	<b>Speaking</b> • describing your journey to school/college <b>Listening</b> • Aran (Thailand) describes his route to college • listening for directions – two people give directions <b>Reading</b> • reading for specific information – a letter giving directions to someone's home <b>Writing</b> • a note giving directions
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Unit	Language	Skills
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<b>People</b> <b>8</b> Page 50	<b>Grammar</b> <i>be like</i> and <i>look like</i> <b>Vocabulary</b> adjectives of appearance and character <b>Pronunciation</b> word stress	<b>Speaking</b> • describing people you know <b>Listening</b> • Ruth (U.S.) describes her family • listening to descriptions – two friends talk about people at a party <b>Reading</b> • understanding the main ideas – an e-mail to a new friend <b>Writing</b> • an e-mail about yourself
<b>Having fun</b> <b>9</b> Page 56	<b>Grammar</b> present continuous for plans making invitations time expressions <i>next</i> , etc. <b>Vocabulary</b> free-time activities <b>Pronunciation</b> linking – <i>would you</i>	<b>Speaking</b> • talking about your future arrangements <b>Listening</b> • Ayden (Turkey) speaks about his plans for the next week • listening to phone messages – taking telephone messages <b>Reading</b> • identifying the topic – e-mail invitations and replies <b>Writing</b> • an invitation to a friend
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<b>Life stories</b> <b>11</b> Page 70	<b>Grammar</b> simple past questions, <i>Wh-</i> questions <b>Vocabulary</b> life events <b>Pronunciation</b> linking – <i>did you/he/she</i>	<b>Speaking</b> • talking about your early memories <b>Listening</b> • Steve (Taiwan) speaks about his life in Canada • listening for specific information – a fact file about Audrey Hepburn <b>Reading</b> • intensive reading – information about Kate Middleton <b>Writing</b> • an autobiography
<b>Hopes and intentions</b> <b>12</b> Page 76	<b>Grammar</b> <i>going to</i> for intentions <i>want to/would like to</i> <b>Vocabulary</b> life goals <b>Pronunciation</b> linking – <i>going to/want to</i>	<b>Speaking</b> • talking about hopes and dreams for the future <b>Listening</b> • Lucy (U.S.) speaks about her hopes for the future • listening for intention – two students discuss what they want to do after graduation <b>Reading</b> • speed reading – two informal letters <b>Writing</b> • a letter to a friend
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# Introduction

*Breakthrough PLUS 2<sup>nd</sup> edition* is a five-level, integrated-skills course comprising an introductory level and levels 1–4. It is designed especially for adult and young adult students studying English. It provides fun, stimulating language practice across a broad range of interesting topics.

*Breakthrough PLUS 2<sup>nd</sup> edition* is a dynamic course which develops in harmony with the student. The course is written in American English, and it takes students from the Common European Framework of Reference for Languages (CEFR) levels A1 through to B2.

*Breakthrough PLUS 2<sup>nd</sup> edition* allows students to use language to express their own ideas, feelings, preferences and opinions. Personalization involves true communication, as learners communicate real information about themselves. Scaffolding input helps to move students progressively towards stronger understanding and greater independence in the learning process. Students are motivated as they can feel themselves improving gradually. Differentiating input allows the individual needs of all students to be met. A variety of materials and tasks allows for teachers to effectively teach mixed ability classes.

## Syllabus

There is a strong focus on listening and speaking, with plenty of motivating, real-world tasks to help students communicate quickly and effectively. In addition, there are engaging reading texts and practical writing activities in every unit. The course is supported by a comprehensive grammar, vocabulary and pronunciation syllabus.

### Speaking

Students are given frequent speaking opportunities through a variety of communicative tasks that are both achievable and fun. They are encouraged to activate and practice what they know at every stage. A carefully structured approach provides a range of activities from controlled practice through to the stimulating free exchange of ideas and opinions.

### Listening

Students are constantly exposed to the natural stress and rhythm of English through a variety of authentic models and more extended, freer listening practice. Listening tasks are graded according to level so that students can more easily understand what they hear and achieve a sense of progress. At higher levels, students are given focused practice in the key listening skills they need to help them become more effective listeners.

### Viewing

Students are exposed to the natural language of everyday situations in realistic video materials: these are interviews with

native speakers on their experiences, ideas and opinions related to the unit theme. They can notice the stress and rhythm of English through a variety of authentic models.

### Reading

A mix of engaging and informative texts motivates students to read in a variety of ways. Tasks are aimed at developing both reading competency and speed, to help students become more effective and quicker readers. Texts are based on a variety of different genres. At higher levels, students are given focused practice in the key reading skills they need to help them become more effective readers. All the main reading texts are recorded so that students can listen and read the texts.

### Writing

Students are given practice in writing at sentence and paragraph level in a structured way that helps them put into practice the language they have covered in the unit. They write about things that interest them, in genres they are likely to relate to, such as e-mails and letters. Moreover, a unique **Study guide** gives students the support and guidance they need to produce quality work to a high standard.

### Vocabulary

High-frequency words and phrases are introduced clearly and consistently. As well as covering broad lexical areas, the course places a strong emphasis on common collocations, social language, phrasal verbs and frequently used expressions in spoken English. Students are shown the target language in context and have frequent opportunities to practice the lexis in a variety of personalized activities. There is **Vocabulary expansion** at the back of the book that gives students opportunity to expand their vocabulary connected with the subject of each unit. At the back of the book, a **Wordlist** gives students the opportunity to review the most useful vocabulary. Target language is recycled throughout subsequent units and subsequent levels.

### Grammar

Real-life situations present the target grammar in a memorable and fun way. Key points are highlighted, and target structures are then practiced consistently throughout each unit in authentic, engaging activities. At the back of the book, a handy **Grammar reference** offers clear explanation of the target language, and grammar activities provide an opportunity for students to check their understanding.

### Pronunciation

There is a pronunciation focus for every unit, at the back of the book. It aims to integrate pronunciation awareness with grammar and vocabulary practice. Activities at word and sentence level

are designed to raise students' awareness of key features of spoken language. Regular attention is given to stress, rhythm and intonation. The aim is to encourage natural speech and increase students' confidence when communicating in English.

## Course aims

*Breakthrough PLUS 2<sup>nd</sup> edition* is based on extensive classroom experience, research, piloting, and comprehensive interviews with teachers and students.

For students

- a lot of personalization
- practical communication goals
- emphasis on fluency
- a real sense of progress
- interesting topics and activities
- achievable, fun tasks
- easy to use

For teachers

- motivating material
- realistic language practice
- promotes active independent learning
- clear objectives
- key skills development
- highly flexible
- easy to use

## Components overview

### Student's Book

Each unit comprises a four-page core unit, followed by a two-page **Skills expansion** section. Teachers are recommended to follow the core unit, and then choose activities in the **Skills expansion** section according to the needs of their particular class.

#### Get talking!

This is designed to get students talking right away. In pairs, they describe the large, detailed pictures that begin each unit. This activates and reviews the language they know. They then answer one or two short focus questions, which engages them with the topic.

#### Conversation

Students listen to a conversation which contains authentic language and expressions they can use to sound more natural when they have a conversation in English. They then practice the conversation, developing their stress, rhythm

and intonation. Each **Conversation** also presents the target grammar in context. The main structures are recorded and highlighted in the **Language box**. Students can refer to the **Grammar reference** for a detailed explanation before they continue. This section is brought to life by the video material.

#### Vocabulary

Here students are presented with and practice key vocabulary that relates to the theme or topic. These high-frequency words and phrases are recycled throughout the rest of the unit.

#### Real life exchange

Students listen to and complete a model conversation that showcases the target grammar and vocabulary in a different authentic context. They then practice the conversation several times in a substitution drill. This helps to increase their confidence in using the language, and further develops their stress, rhythm and intonation. Additionally, students can view an interactive video of the exchange. The interactive video gives students the chance to "interact" with the speakers and then check their pronunciation against a model.

#### Communication activity

Students are directed to the back of the book where they activate the target language in a guided speaking practice activity. This is an opportunity for students to start to produce the language for themselves, and to feel comfortable using it. At this point teachers can choose to consolidate students' knowledge of the target structure by having them complete the practice activities in the **Grammar reference** section. Teachers can also choose to work on the **Pronunciation** focus that features in each unit.

#### In your words

This speaking practice encourages students to use the target language in a creative way. Students work in pairs to identify visual prompts. They use these prompts to put into practice the grammar and vocabulary they have covered. However, the language students are encouraged to produce is still structured and therefore manageable. The **Challenge!** feature offers an additional way to extend the speaking practice offered in this section.

#### Listening

Students listen to a realistic interview with a young person on an aspect related to the theme of the unit. This section gives some interesting cultural insights, as well as focused listening practice on the target language.

#### Speaking

This section brings together everything covered in the unit in a final, extended speaking activity. Students personalize the topic and share their ideas and experiences.

## Skills expansion

### Listening

This is an extra opportunity for students to develop their listening skills. Students practice listening in different ways. There is a strong real-life element, which often includes a cultural focus to engage students' interest. **Skill focus** helps students to become more effective independent listeners.

### Viewing

Students listen to and watch a video of an interview based on the unit theme. Video material exposes students to language used in real life situations. Students complete exercises before and while watching. They then personalize what they have seen, by sharing ideas and giving their own opinion. **Video vocabulary** explains the new words that appear in the video.

### Vocabulary expansion

Students are directed to the back of the book to the section which builds on the target vocabulary introduced in the core unit. Additional words and phrases are presented, which students then practice together.

### Reading

This is an opportunity for students to develop their reading skills. Texts are challenging but accessible, and help students practice reading in different ways. Students read a range of realistic texts in different genres, similar to those they may encounter in their own lives. There is an audio version of all the reading texts. **Skill focus** helps students to become more effective independent readers.

### Writing

In this section students practice writing short paragraphs using the target language. They are encouraged to personalize the topic and write about their own feelings and experiences. The accompanying **Study guide** offers useful guidance and helps students structure their writing.

### Review and Life skills: Presentation

In this section students revise the material from three units. They also develop their presentation skills via thoroughly planned exercises and hints how to organize ideas (mind maps, T-charts). This section prepares students to make well-organized presentations independently.

## Workbook

The Workbook provides students with extra practice, recycling the **Grammar** and **Vocabulary** covered in each unit of the corresponding Student's Book. In the **Everyday English** section students recycle natural language used in everyday situations. In the **Reading** section students read realistic texts in different

genres and develop their reading skills. In the **Listening** section students listen to a realistic conversation. This section gives focused listening practice on the target language. **The Pronunciation** section provides students with an opportunity to work on sounds, sentence stress and rhythm in each unit. At the end of each Workbook students can find an extract from the Macmillan Readers series with exercises. The Workbook offers exercises which can be done in class (with the whole group or as extra practice for Fast Finishers) or as self-study. Students are provided with a wealth of extra Grammar, Vocabulary, Reading and Writing exercises that practice the material that is introduced in Student's Book. At the end of the Workbook there is a Unit Self-test that helps students to check their own progress and help them to plan future work and prepare for the upcoming tests more efficiently.

## Digital Student's Book

The Digital Student's Book has integrated audio and video, and over 150 interactive activities with score reports.

## Student's Resource Center

The Student's Resource Center provides students with all material that might be needed for individual learning – MP3 audio tracks for Student's Book activities with audioscript, MP3 audio tracks for Workbook activities with audioscript, Video and Video transcripts.

## Teacher's Book

This Teacher's Book contains detailed notes on teaching each Student's Book unit, together with answers for each activity, as well as audioscripts for those listening activities where the audioscript is not given in the Student's Book. In the **Get talking!** section, two or three feeder questions are provided for teachers to give to students who are having difficulty discussing the picture. There are also useful **Cultural notes** and **Language notes** that provide extra information for students, and suggestions for **Optional** activities to extend the material further. Where students may need more help, suggestions are provided in **Extra support**. In cases where some students may finish an activity before the rest of the class, a **Fast finishers** feature suggests extension ideas. At the end of the Teacher's Book the teacher can find answers for each activity in the Student's Book and Workbook as well as the Workbook audioscript.

## Teacher's Presentation Kit

The Teacher's Presentation Kit gives access to the digital version of the Student's Book together with audio, video, interactive activities and answer keys. It also allows the teacher to create virtual classes and to see students' results and score reports and provides students with extra interactive activities.

## Teacher's Resource Center

The Teacher's Resource Center provides teachers with additional materials to be used with students in class. Worksheets use the grammar and vocabulary covered in each unit of the corresponding Student's Book. There are Worksheets concerning Communication, Discussion, Learning and Innovation Skills and Life and Career Skills, as well as Reading and Writing and Video worksheets for opening conversations for each level. All Worksheets are available with detailed notes on teaching. The Teacher's Resource Center also contains Tests, MP3 audio tracks for Student's Book activities, MP3 audio tracks for Workbook activities, audioscripts for all MP3 tracks, Video, Video transcripts and answers for each activity in both the Student's Book and the Workbook.

## Test Generator

The Test Generator allows the teacher to select from test items and item types for each unit of the course, and to produce bespoke tests for students' needs.

## Top tips for teaching *Breakthrough PLUS 2<sup>nd</sup> edition*

Here are some ideas and techniques you can use to get the most out of *Breakthrough PLUS 2<sup>nd</sup> edition*.

### Speaking

Explain to students that the speaking activities are an important opportunity to practice, so they should not rush them. Encourage students to speak in as much detail as possible whenever they have the opportunity.

### Pair work

Working in pairs maximizes students' talking time and is used extensively throughout *Breakthrough PLUS 2<sup>nd</sup> edition*. Change pairs regularly so students don't always speak to the same person.

### Group work

Regularly mix the students in each group. This helps to maintain interest and gives students the opportunity to get to know one another better.

### Listening

Where possible, prepare students before each listening by asking them what they know about the topic, and to predict possible answers. Always make sure they know what they are listening for before you play the audio. Emphasize they should not expect to understand every word.

### Viewing

Where possible, prepare students before each viewing by asking them what they know about the topic, and to predict possible answers. Always make sure they know what they are watching for before you play the video. Emphasize they should not expect to understand every word. Remember about the exercises connected with the interactive videos.

### Classroom language

Encourage students to use English at all possible times in class. Write useful classroom language phrases on a large poster and put it on the classroom wall.

### Vocabulary

Encourage students to keep a separate vocabulary notebook, and to organize new words in a logical way (e.g., by topic). Tell them to put new words and phrases in columns, and write a translation and example sentence next to each one. Explain they should regularly review new vocabulary by covering one column and testing themselves.

### Monitoring errors

Be selective when you correct errors in class, and avoid over-correcting. During extended speaking activities, go around the class and make a note of any errors you hear.

### Giving feedback

It is easy to forget how nervous many students are about their English. Remember to try to boost their confidence by giving a lot of praise when they achieve a task.

### Reading

After reading a text you could play the audio recording so students can read and listen at the same time.

### Writing

There is a writing task at the end of each **Skills expansion** section. You can set this for homework if you wish. Display students' written work for other students to read.

### Pronunciation

There is a lot of opportunity for students to work on sentence stress and rhythm in each unit. Emphasize to students that English pronunciation is different all over the world. Their aim is not to sound like a native speaker but to speak clearly and be understood. Tell students to listen to the **Conversation** and **Real life exchange** sections again for homework, and to practice speaking at the same time.

## Get talking!

(Books closed.) Write your name on the board. Introduce yourself to some students by saying *My name is ... Nice to meet you.* (Shake hands if you like.)

### Cultural notes

When people introduce themselves in English, they often shake hands, particularly in formal situations. Shake hands with a firm grip and maintain eye contact with the other person.

## 1 Talk about the pictures with a partner.

(Books open.) Tell students to open their books to page 4. Ask students to get into pairs and talk about the pictures.

### Feeder questions

- Do you know what city this is?
- Are the people students?
- Are they in a school?

## 2 Make a group. Introduce yourself to your classmates.

Read aloud the example conversation with one student. Ask students to make small groups and introduce themselves to the other members of the group.

### Optional

Model a conversation that has one student introducing two other students to each other. Use hand gestures to indicate the two people being introduced. Write the model on the board if necessary. Tell students to practice this in groups of three.

A: *Hiromi, this is Sandra. Sandra, this is Hiromi.*

*Hiromi: Nice to meet you, Sandra.*

*Sandra: Nice to meet you, too.*

### Cultural notes

In informal situations, it is common to introduce yourself with only your first name. If a third person introduces two acquaintances using their first and last names, they can make the situation less formal by saying *Call me (first name or nickname)* or *Please call me (first name or nickname)*.

### Language notes

*Nice to meet you* is less formal than *It's nice to meet you*. Other less formal introductions include *Good to meet you* and *Glad to meet you*. More formal introductions include *It's a pleasure to meet you* and *I'm pleased to meet you*.

## Conversation

### 1 01 Listen and read.

Explain to students that they are going to watch or listen to a conversation between two people. If you decide to use audio only tell them to read along as they listen. Play the audio or the video.

### Optional

Ask students comprehension questions. <sup>1</sup> *Where is Marie from? (France)* <sup>2</sup> *Do Marie and Hanae study languages? (yes)* <sup>3</sup> *Why is Marie in Sydney? (to practice her English)* <sup>4</sup> *Does Hanae live in Japan? (yes)* <sup>5</sup> *Is Marie a Kyoto University student? (No, but Hanae, Marie's brother, and Marie's sister are.)*

### 2 Practice the conversation with a partner.

Tell students to get into pairs and practice the conversation. When they finish, they should switch roles and practice again. If necessary, play the audio or the video a second time before students begin.

### Optional

Before students practice the conversation, tell them to watch or listen to the conversation again and notice the stress, rhythm and intonation each speaker uses. Play the audio or the video. If you wish, pause to point out important stress, rhythm and intonation features.

### 02 Language box

Ask students to look at the Language box. Play the example sentences. Explain that these verbs are in the present tense. Point out that the verb does not end in an *s* for the *I/We* positive form. Explain that questions are formed by adding *Do* to the beginning of the sentence and negatives are formed by adding *don't* in front of the verb. If students need additional explanation, use the **Grammar reference** on page 102.

Grammar reference » p.102

Tell students to turn to page 102. Read aloud the explanation about when the simple present tense is used. Then read aloud the affirmative and negative statements. Point out that *don't* is the contraction of *do not*.

Write an affirmative sentence on the board (e.g., *I speak Chinese*). Write a ^ underneath between *I* and *speak* and add *don't* above to emphasize how easily a negative sentence can be formed (i.e., *I don't speak Chinese*).

Read aloud the *Yes/No* questions and the short answers.

On the board write *They study in college*. Write *Do* in front of the sentence, preferably in a different color. Using the second color, change *T* to *t*. Change the period to a question mark.

The sentence should now read *Do they study in college?*

Point out that the form of a *Do* question is *Do* + subject + verb (+ object) + ? If necessary, write several sentences on the board and ask students to make them into questions.

## Vocabulary

### 1 Match each activity with a picture.

Tell students to turn to page 5. Ask them to match each activity with a picture by writing the correct picture letter next to each activity. If students need additional support, have them work with a partner. Check answers as a class. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

#### Answers

1 E 2 C 3 A 4 B 5 D 6 F

#### Extra support

Name or ask students to name some jobs they know.

### 2 Match the verbs with the words and phrases. Ask and answer questions with a partner.

Tell students to match the verbs on the left with the phrases on the right. Check answers as a class.

#### Answers

1 b 2 c 3 a

If necessary, explain the difference between *full-time* and *part-time* (e.g., *I work full-time. I work Monday, Tuesday, Wednesday, Thursday, and Friday. I work from 8:00 a.m. to 5:00 p.m.* Pointing to the pizza delivery driver in picture C: *He works part-time. He works Monday and Wednesday. He works from 4:00 p.m. to 9:00 p.m.*).

Ask students to name a dormitory on campus. If there are no dormitories, explain how they differ from apartments (e.g., *An apartment has a kitchen or place to cook, but a dormitory doesn't. An apartment has a bathroom and shower, but sometimes we share them in a dormitory.*).

Read aloud the example conversations with one student. Tell students to get into pairs and ask and answer questions using the phrases.

#### Optional

Model additional questions for each verb (e.g., *Do you work in an office? Do you live in a dormitory? Do you study in college?*). If necessary, write them on the board. Call on a different student to answer each one. Rephrase students' answers if necessary.

#### Language notes

We often say *dorm* rather than *dormitory*.

## Real life exchange

### 1 03 Listen and complete the conversation. Then practice with a partner.

Explain to students that they are going to listen to a conversation between two people. Tell them to listen and write the words to complete the conversation. Give students time to read the conversation, then play the audio. If necessary, play it a second time. Check answers as a class. Then practice stress and rhythm. Say each sentence in the conversation and have students repeat it. Afterward, tell students to get into pairs and practice the conversation, then have them switch roles and practice again. This is a good point for students to watch the interactive video for this task.

#### Answers

1 with friends 2 English 3 convenience store  
4 English tutor 5 great

### 2 Use these words to make more conversations.

Ask students to stay in their pairs. Explain that they have to substitute the words in exercise 2 into the conversation in exercise 1. Tell students to make three conversations, using the different words in each conversation. They should switch roles each time. If necessary, drill the pronunciation of any difficult words before students begin.