

6

Lifestyles

Focus	lifestyles
Grammar	simple present <i>I/you/we/they</i> Yes/No questions
Vocabulary	common verbs adjectives

1 Warm-up

(Books closed.) Tell students whether you live in an apartment or a house, if you have a car, and talk about your family and one or two things you like to do. Explain that these things refer to your *lifestyle*, and point to the unit title in your book. Ask two or three students to tell you whatever they can about their lifestyle.

Talk about the pictures with a partner.

(Books open.) Tell students to open their books to page 38. Read aloud the questions. Ask students to get into pairs and talk about the pictures.

Feeder questions

- Are the people friends?
- What's her job?
- Is he a student?

2 Conversation

a [1.52] Listen and read.

Tell students that they are going to listen to a conversation between two people. Tell them to read along as they listen. Play the audio. Explain *hotel* (place where people stay) and *all over the world* (from many different countries). You might like to explain the meaning of *That's amazing* (that's really good/surprising) at this point, but note that it is in **Expressions** on page 107.

Optional

Ask students comprehension questions. 1 What's Katie's job? (She's a receptionist.) 2 Is Pablo a receptionist? (No, he isn't - he's a student.)

Language notes

Oh yes? is a way of showing interest, similar to *Oh, really?* or *Really?* Point out the importance of rising intonation to show interest when saying these. *Not really* means (here) *No, it isn't (very interesting)*.

b 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 a second time before students begin.

Optional

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

[1.53] Language box

Ask students to look at the Language box. Play the first two example sentences. Point out that the verbs are in the simple present tense, which is used (here) to talk about things that are generally true. Play the questions and short answers, which are also simple present. If students need additional explanation, use the Grammar reference on page 107.

Grammar reference, p.107

Tell students to turn to page 107. Read aloud the affirmative and negative examples and tell students that the verb form in the simple present is the same for *I, you, we* and *they*. Remind them of the verb *like* from Unit 5 and point out that it was being used in the simple present there.

Write an affirmative sentence on the board (e.g., *I speak English*). 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 English*).

Read aloud the *Yes/No* questions and the short answers, which (again, as with *like* in Unit 5) use the auxiliary *do/don't (do not)*. The auxiliary is also the same for *I, you, we* and *they*. On the board, write *They speak Spanish*. 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 speak Spanish?* Point out that the form of a *Do* question is *Do + subject + verb (+ object) + question mark*.

Write some verbs students are familiar with on the board (e.g., *speak, read, play, eat, drink*). Allow students a little time to prepare two or three questions using these verbs in the simple present + *I/you/we/they*. Then have students ask their questions for other students to answer with a short answer. Write some of the questions and answers on the board.

Look at the example conversation in **Expressions**. Explain that *That's amazing!* is an exclamation

that expresses great surprise. Ask students what they could say instead (*Wow!*). Say one or two things to which students can respond with *That's amazing!* (e.g., *I have a million dollars.*). Make sure they show great surprise in their voices when saying *That's amazing!*

3 Vocabulary

a Look at the pictures. Complete each phrase with a verb.

Tell students to turn to page 39. Read aloud the verbs as students read along. Tell them to use the verbs (some more than once) to complete the phrases, using the pictures to help them. 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.

Extra support

Tell students how many times they need to use each verb in order to complete the task: *work* once, *study* twice, *live* twice, *have* three times.

Answers

1 study 2 work 3 live 4 have 5 have 6 study
7 live 8 have

b With a partner, make true sentences about you.

Tell students to get into pairs. Explain that they are going to use the phrases in exercise a to make true sentences about themselves. Read aloud the example sentences as students read along. Ask students to work together to help each other make their sentences grammatically accurate.

Fast finishers

Ask students to make more sentences using *We*, using the sentences which are true for both of them. They could then make sentences about other people in the class they know, using *They*.

4 Exchange

a [1.54] 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.

Answers

1 Canada 2 with friends 3 English 4 hospital

b Use these words to make more conversations.

Ask students to stay in their pairs. Explain that they have to substitute the words in exercise b into the conversation in exercise a. 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.

Grammar activities, p.107

Tell students to turn to page 107. If necessary, review the examples on the left side of the page. Tell students to do the exercises. Check answers as a class. (**Challenge!**) Ask students to get into pairs and ask and answer the questions in exercise a and then practice the conversation in exercise c. Tell them to switch roles and practice again.

Answers

a 1 Do you speak Chinese? 2 Do you work at a hospital? 3 Do you study every day? 4 Do you live in a house? 5 Do you live near this school?
b 1 They don't live in New York. 2 We don't work at a hotel. 3 They don't have a big family. 4 Tina and Jeff don't study every day. 5 I don't have a pet.
c 1 Do 2 do 3 work 4 don't 5 study 6 don't

Pronunciation, p.114

a [1.55] Listen and notice the intonation in these questions.

Ask students to turn to page 114. Tell them to listen to the audio, noting how the intonation goes up at the end of these *Yes/No* questions. Play the audio.

b [1.55] Listen again and practice.

Tell students to listen a second time. Play the audio, pausing after each question for students to repeat it. Play the audio another time if necessary.

Audioscript

Do you live near here?
Do you study languages?
Do you have a pet?
Do they work at a hotel?
Do they live in a house?
Do they have a car?

Communication activity, pp.88 and 96

a Ask your partner questions. Complete the information.

b Answer your partner's questions. Use this information.

Tell students they are going to work in pairs and ask and answer questions in order to complete some information about a person. Ask students to get into pairs and decide who is Student A and who is Student B. Tell Student A to turn to page 88 and Student B to turn to page 96. Emphasize that each student should only look at his/her own page.

Point out the photographs and tell students that they are going to imagine that they are these people (A is the woman in exercise b; B is the man in exercise a.) When their partner asks them questions, they have to answer as if they are these people, not as themselves, using the information given with the photo.

Ask students to look at the headings on the left-hand side of the forms they are going to fill in and the example questions (in exercise a for Student A, and exercise b for Student B). Then ask them to think about the questions they will need to ask for the other headings on the forms. Point out that they should ask the first two questions as a check although this information is on the form.

Ask Student A to begin by asking questions and completing the form for Alex Pearlman with Student B's answers. Students then do exercise b, with Student B asking the questions and completing the form for Louise Sperling. Remind students of the phrase *Please spell ...* to use when they want to check how something is spelled. When they have finished, students should look at each other's information to check that it is correct. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

Extra support

Check the questions students will need to ask in order to find the information by calling out the headings on the form and asking a student to say the question (e.g., *Age – How old are you? Student – Are you a student? Job – What's your job? Home – Where do you live? Do you live in an apartment or a house? Do you live with friends or with your family? Pet – Do you have a pet? (What is it?) Car – Do you have a car?*).

Fast finishers

Ask students to create a new profile with similar information about an imaginary person, or a famous person, and ask and answer questions about these people.

5 Language in action

a With a partner, talk about these people.

Tell students to turn to page 40. Explain that they are going to talk about three families using the pictures and related details for each one. Read aloud the example conversation with one student as the others read along. Then ask students to get into pairs and do the task. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

Example answers

The answer for the Suarez family will follow this pattern.

A: Adam and Irena Kiminski are from Poland.

B: Yes, but they live in London. I think they are nurses.

A: That's right. They work at a hospital. They have two children.

B: Yes, and they have bicycles.

A: They live in an apartment.

The answer for the Cheng family will be slightly different since they are from Singapore and they live in Singapore. It could start:

A: Sheng and Mei Cheng are from Singapore.

B: Yes, they live there.

A: And I think they are teachers at the university there. ...

Extra support

Ask *Yes/No* questions about the people (e.g., *Are Adam and Irena / the Kiminskis from Poland? Do they have three children?*). Ask students to give you full answers, i.e., complete sentences (e.g., *Yes, they are from Poland. No, they don't – they have two children.*) This will help them when they are talking about the people. Hearing the questions at this point will also help students with exercise b.

b With your partner, ask and answer questions.

Tell students to stay in their pairs. Explain that they are going to ask and answer questions about the people. Read aloud the example conversation with one student as the others read along. Tell students to do the task asking as many *Yes/No* questions as they can. They can ask questions so that the answer is sometimes *yes* and sometimes *no*.

Challenge! Test your partner. Make true or false statements.


Ask students to stay in their pairs. Explain that they are going to make statements about the people, and that some of these should be true and some false. Their partner has to close their book and answer *True!* or *False!* They should then follow up with some additional information if possible for the true statements or by correcting

the false statements. Read aloud the example conversation with one student as the others read along. Tell them to do the task.

Optional

If students have mutual friends or know their classmate and their classmate's family well, tell them to take turns choosing someone they both know and giving some information about that person. They could give the information without saying the person's name, which their partner then has to guess.


6 Listening

a  [1.56] Listen to David, from Prague in the Czech Republic, talk about his life. Number each topic in order (1–4).

Explain to students that they are going to listen to an interviewer ask David questions about his life. Read aloud the four topics as students read along. Tell students to listen and put the topics in the order they hear them by numbering them 1–4. Play the audio. Check answers as a class.

Answers

1 family 2 home 3 pet 4 job

b  [1.56] Listen again and complete the notes.

Tell students to look at the notepad with information about David's life. Read aloud the information, indicating where students should fill in the missing details. Point out that the information in the notes is not in the same order as on the audio. Tell them to listen to the interview again and complete the notes. Play the audio. If necessary, play it again. 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.

Extra support

Look at all the blanks and ask students to say what kind of word is missing from each (e.g., a number in the first blank).

Answers

1 34 2 wife 3 six 4 one 5 apartment
6 dog/pet 7 dentist 8 car

Audioscript

Interviewer = I David = D

I: Hello, David. Nice to meet you.

D: Nice to meet you, too. Welcome to Prague!

I: Thank you. It's great to be here. It's my first time in the Czech Republic.

D: Oh, really? How about Prague? Do you like it?

I: Yes, I do. Do you live here?

D: Yes. I live here with my family.

I: I see. Do you have a big family?

D: Yes, I do. I have a photo ... Here, look. This is my wife, Eva, and we have three children.

I: Very nice. Congratulations!

D: Thanks. We have two daughters, Anita and Karen, and a son ... here. His name is Ivan.

I: How old are they?

D: Anita is six, Karen is four and Ivan is one. My wife is the same age as me. We're both thirty-four.

I: So, do you live in an apartment or a house?

D: We live in an apartment. It's big, which is good because there are five of us. Oh, and a dog, too! Her name is Angela.

I: Oh, you have a dog. That's nice. What about your job? Do you work?

D: Yes, I do. I'm a dentist. I work with three partners in the center of Prague.

I: I see. Do you go there by car?

D: No, I work near my home. Actually, we don't have a car. I have a bicycle, which is fine. It takes five minutes!

I: Oh, really? That's great ...

Video

Explain that this is a good point in the unit for students to go online and watch the video for this unit. Teaching notes, video transcripts and the answer key are also online or on pages 99–112 of this book.

7 Speaking

Complete the questionnaire. Then interview a partner.

Draw students' attention to the title of the questionnaire and read aloud *Lifestyles!*. Explain that students are going to complete the questionnaire with their answers and then interview a partner. Read aloud the questions as students read along. Tell students to mark their answers *yes* or *no*. When they have finished, ask them to get into pairs and interview each other, asking and answering the same questions in the questionnaire. When they have finished, have

students compare their questionnaire to check that their partner has written the information correctly.

Fast finishers

Ask students to get into new pairs and take turns asking the same questions.

Optional

This would be a good place to use the photocopyable activity for Unit 6.

EXPANSION

Listening

Skill: Identifying topics

a  [1.57] Listen to three people. Check (✓) the things they talk about.


Tell students to turn to page 42. Tell students that identifying topics requires them to listen for words related to general topic areas. For example, if a speaker mentions their father/mother/brother/sister, the topic is clearly *family*. Tell students they are going to listen to three people talk about their life. As they listen to each person, they should check the things they talk about, using the check boxes under each person's name. Give students time to look at the topics. Play the audio. Check answers as a class.

Answers

Sophie – home, family, pet

Ali – friends, languages, family, student life

Jorge – friends, family, job

b  [1.57] Match the relationships. Then listen again and check.

In order to explain *relationship*, ask students if they can remember Sophie talking about a man named Pierre, and who Pierre is (her father). Then tell students to look at the first name and to tell you what it matches with in the right-hand column (Sophie's father). Then ask a student to make a sentence (*Pierre is Sophie's father*). Tell students to do the rest of the matching task, then listen again and check. Play the audio. Check answers as a class and ask students to make a sentence each time as you go through the answers.

Answers

1 Pierre – Sophie's father 2 Lulu – Sophie's cat
3 Hassan – Ali's brother 4 Mr. Weber – Ali's teacher
5 Leo – Jorge's son
6 Francisco – Jorge's friend

Audioscript

Sophie

Hello there. My name's Sophie and I'm from Marseille, in France. I live with my mother, Françoise, and my father. His name's Pierre. I have two brothers. Their names are Jacques and Claude. I don't have a sister. We all live together in a house in the city. It's not a big house, but I like it. Oh, and we also have a cat, Lulu. She's great. I think she's five, but I'm not sure.

Ali

Well, my name's Ali. I'm from Lebanon. I live with my brother, Hassan, and a friend, Nassif. They are good friends. Hassan is 20 and Nassif is 21. We live in Beirut. It is the capital of Lebanon, so it's a big city. We're all students at Beirut International College. It's a good college. I study German and French, and Hassan and Nassif both study Arabic. We're in the same class for English, too. The teachers are very good, especially my German teacher, Mr. Weber. Yeah. We like it there.

Jorge

I'm Jorge. I'm from Spain, and I'm 24 years old. I'm a chef. I work at a small restaurant in the center of the city. I work there six days a week. I don't work on Tuesdays. That's when I go with my wife and my son, Leo, to see my parents. They live outside the city, so it's good to go and see them every week. I am from Seville, so I know it very well and I have a lot of friends here. Francisco is a very good friend. We work together – he's a waiter at the restaurant where I work!

Vocabulary Adjectives

a  [1.58] Match the opposites. Listen and check. Then listen and repeat.

Read aloud the adjectives in the left-hand column and then the adjectives in the right-hand column as students read along. You could give help with the words students probably won't know, either by giving an example sentence with a blank where the word should go (e.g., for *cheap*, *My tablet computer is \$65, so it's very ____*.) or by miming (e.g., yawning to show *boring*). Only do this with one or two words. Tell students to find pairs of opposites. If students need additional support, have them work in pairs. Play the audio so that students can check their answers. Then check answers as a class. Play the audio again for students to listen and repeat.

Optional

You could play the audio again, pausing it to ask students to repeat the adjectives individually, especially the ones with more than one syllable, which are harder to pronounce. You could write these on the board and mark the stressed syllable in each – shown here in bold: *interesting*, *difficult*, *boring*, *expensive*.

Language note

The opposite of *old* when talking about people is *young*.

Answers / Audioscript

1 interesting – boring 2 big – small 3 cheap – expensive 4 new – old 5 good – bad 6 easy – difficult

b Use three adjectives. Make true sentences about you.

Tell students to choose three of the adjectives to make true sentences about themselves. Read aloud the example sentence as students read along. Encourage them to use some of the verbs they have learned in this unit (e.g., *have*, *live*, *work*).

Reading

Skill: Understanding descriptions

a [1.59] Read the letter. Who or what do these adjectives describe?

Tell students that reading to understand descriptions requires them, here, to focus on adjectives and the nouns that they are describing. Read aloud the question as students read along. Then read aloud each of the adjectives. Tell students to read the letter and find what each adjective describes. You might want to read aloud the letter (or play the audio) as students read along. Check answers as a class.

Answers

1 Osaka 2 the food at Pierre's 3 her classes 4 her house 5 her job 6 her cat, Mimi

Optional

All the main reading texts in the course are recorded on the Class Audio CD for optional use.

b Imagine you are Akiko. Answer each question Y (Yes, I do.) or N (No, I don't.).

Explain to students that they have to imagine that they are Akiko and answer the questions as she would answer them. To answer, they write either Y (for *Yes, I do.*) or N (for *No, I don't.*) for each question. Read aloud the questions as students read along. Check answers as a class.

Optional

Have students work in pairs, taking turns asking the questions and answering as Akiko, saying *Yes, I do.* or *No, I don't.*

Answers

1 Y 2 N 3 Y 4 Y 5 Y 6 N 7 N 8 Y 9 N

Writing

Write about your life. Look at the Study guide to help you.

Read aloud the points in the **Study guide** as students read along. If necessary, provide further examples for each point. Then read aloud the example under **Writing**. Tell students to write a paragraph about their life. Remind students that at a minimum they should write about each of the points in the **Study guide**. After students have finished, you might want to collect the paragraphs and grade them.

Example answer

My name's Eduardo. I live in Veracruz, in Mexico, with my parents and sister. My father's name is Fernando. He's 47 years old and he's a businessman. My mother's name is Maria. She's 42 and she's a homemaker. My sister is Adriana. She's 17 years old and she's a student. We live in a small house. I have a dog. His name's Yuli and he's really old. I study English at college. I like to study English!

Review 2

Speaking

- a **With a partner, take turns to flip a coin. Heads = move one circle. Tails = move two circles. Answer the question for the circle you land on.**


(Books open.) Tell students to open their books to page 44. Tell them they are going to play a game in pairs. Ask them to find “Start”. Tell them they will take turns flipping a coin and moving along the circles. If students are unfamiliar with flipping a coin, demonstrate it. (You can either spin it on the desk or you can toss it in the air, catch it, and flip it over before revealing whether it is heads or tails.) If the coins the students will use do not have a head, they should decide which side will be “heads” and which side will be “tails” before they start. Tell them that if the coin falls on heads, they should move one circle, and if it falls on tails, they should move two circles.

Explain to students that when they land on a circle, they should read the task or question on that circle silently (e.g., *What’s your favorite food/drink?*) and then do or answer it. For each task or question, they can review their textbook or ask their partner to help them, if necessary. Once one student has completed the task or answered the question, the turn falls to their partner. The game is over when the first student in each pair reaches “Finish”.

Ask each student to find a small object, such as an eraser or a paperclip, that they can use to move from circle to circle. Ask students to get into pairs, find a coin and start playing. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

Extra support

Do one of the harder tasks yourself (e.g., *Talk about yourself for a minute.*) to give students an idea of the kind of things they can talk about (e.g., things they like and don’t like (to do), interests, lifestyle, and also things from earlier units, such as age, job, family members, etc.).

- b  **[1.60] Complete each conversation (1–6) with a phrase from the box. Listen and check, then practice the conversations with your partner.**

Tell students to look at the six short conversations. Explain they should choose a phrase from the box

that correctly completes each conversation. These phrases have all appeared in the previous three units. Tell students to work individually and monitor, giving help where necessary. When students are ready, tell them you will play the audio. Explain they should listen and check their answers. Play the audio, then check answers as a class. Finally, put students into pairs to practice the conversations.

Answers

- 1 That’s amazing 2 Happy birthday 3 Here they are 4 Not really 5 You’re welcome 6 That’s too bad

Audioscript

1

A: My friend Amy speaks five languages.

B: Really? That’s amazing.

2

A: Hey, Justin. Happy birthday!

B: Thanks. I’m 21 today.

3

A: Where are my car keys?

B: Oh look. Here they are.

4

A: Do you like this movie?

B: Not really. I think it’s boring.

5

A: Thanks for this camera. It’s great!

B: You’re welcome. I’m glad you like it.

6

A: This coat’s nice, but it’s very expensive.

B: That’s too bad. How about these shoes?

[1.61] Review 2 Sound check

These are short “jazz chant”-style activities that you can have fun with in class. They provide valuable pronunciation, stress and rhythm practice. They also recycle the grammar and vocabulary of the previous three units. Practice these in class to increase students’ confidence in using the language. You can use these any way you like, but here is a possible procedure to follow:

1 Ask students to open their books to page 118. Play the audio. Students listen and read along silently.

2 Play the audio again. This time, pause the audio after each line for students to immediately repeat what they heard. Draw students’ attention to the stress and rhythm, so they can chant, or sing,

along more easily. Do this as a class activity so students don't feel anxious.

3 Play the audio once with no pauses while students sing the complete jazz chant.

Variation: Divide the class in half and ask each half to sing alternate lines or sections.

Listening check

 [1.62] Listen to the conversation. Choose the correct answer to each question.

Explain to students that they are going to listen to two people talk about their lives. Tell students to read the questions and the three answer choices for each one. If you feel it necessary, read them aloud as students read along. Tell students to listen and circle the correct answer. Play the audio. Check answers as a class. If necessary, play the audio again.

Answers

1 a 2 c 3 a 4 b 5 b

Audioscript

John = J Clarissa = C

J: Hello, Clarissa. It's great to see you. Please come in.

C: Thanks, John. It's great to see you, too. Wow. So this is your apartment!

J: Yes, that's right. It's small, but I like it. It's my first week here.

C: It's great ... So, do you like Los Angeles?

J: Sure!

C: Do you have a job?

J: Yes, I do ... at the Children's Hospital downtown. I start tomorrow, actually.

C: That's great.

J: How about you? Do you live in the city?

C: Yes, I live in West Adams. Do you know it?

J: Hmm. I think so.

C: I work with my husband. You remember Jeff, right? We have a small store there.

J: Oh yes? How's business?

C: Good, good. We live about ten minutes from the store, so ... you know, I walk to work, which is nice. Oh, and we have a son!

J: Oh, really? What's his name?

C: David. He's one. And we have a dog, Ruby.

J: That's nice. I like dogs. Well, do you like Spanish food?

C: It's my favorite! Why?

J: Because there's a Spanish restaurant near here. Let's go out for lunch – if that's OK with you.

C: Sure.

J: I want you to tell me all about L.A. ...

Language check

a Find these words in the puzzle. Then write each word in the correct list.

Tell students to look at the puzzle, and direct their attention to the words in the box. Explain that they should look in the puzzle and circle each word they find. Words may be horizontal, vertical or diagonal, but are never spelled backwards. Give students time to find the words in the puzzle individually, and then have them compare with a partner. Tell students to then write each word in the correct list below the puzzle. When students are ready, check answers as a class.

Optional

Write the three headings – *Adjectives, Food and drink, Everyday items* on the board – and have students call out more words that belong in each list. Write the words on the board in the correct list.

Answers

Adjectives: interesting, difficult, cheap

Food and drink: salad, milk, juice

Everyday items: umbrella, shoes, notebook

b Choose the correct answer to complete each sentence.

Tell students to read the sentences and the three answer choices for each one. If you feel it necessary, read them aloud as students read along. Tell students to circle the correct answer to complete each sentence. Check answers as a class.

Answers

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

Skills check

Complete the chart.

Tell students to complete the chart. Suggest extra activities from the extra practice section of the online Digibook to address those skills which students feel they need to practice more.