



Teacher's Edition

Level 1

Sample pages

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7

We had a great time!

This unit practices describing daily, weekend, and leisure activities as well as vacations. It introduces the past tense in *Wh-* and *yes/no* questions and statements with regular and irregular verbs.

Cycle 1, Exercises 1–7

1 SNAPSHOT *In their free time*

This graph introduces the theme of leisure time; it also presents useful verbs for talking about daily activities.

- Books closed. Introduce the theme of leisure or free-time activities by brainstorming with the Ss on which activities they usually do after school or work every day. Write Ss' suggestions on the board, like this:

Daily leisure activities

<i>exercise</i>	<i>study and do homework</i>
<i>watch TV</i>	<i>meet friends for coffee</i>
<i>read</i>	<i>listen to music</i>

- Books open. Ss read over the information in the graph; if necessary, explain any new words or expressions:

free time = the time when you aren't working or doing other duties

high school seniors = students in the last year (twelfth grade) of high school or secondary school in the U.S. and Canada; most are 17–18 years old

work around the house = do household chores

drive around = drive in a car for the fun of it, usually not going anywhere specific

- Go over the three tasks. For the third task, explain how to rank the activities: Ss write *1* for the most interesting activity to *8* for the least interesting.
- Allow Ss to work individually for a few minutes to complete the tasks. Go around the class and give help as needed.
- As a pair or group activity, Ss take turns reading the questions and sharing their answers.
- Check Ss' answers like this:

First question: Take a class poll by eliciting responses through a show of hands on which activities Ss do every day.

Second question: Tell pairs or groups to look over their lists again and to vote on the three most popular activities they like to do almost every day; one S from each pair or group writes their three choices on the board.

Third question: Ask pairs or groups to share their top three choices for the most interesting and least interesting activities in the graph.

2 CONVERSATION *The weekend*

This exercise introduces the past tense of regular and irregular verbs through a conversation about the weekend.

(*Note:* If possible, Exercises 2–6 should be scheduled near the start of the week: After the past tense has been presented and practiced in Exercise 3, Ss will be given the chance to talk about their own weekends in Exercise 6.)

A

- Books closed. Set the scene: Chris and Kate are talking about their weekends. Ask Ss to listen to what each person did. Ss don't need to take notes.
- Play the audio program. Then ask Ss to name some of the activities that Chris and Kate talked about. Write any correct responses on the board.
- Books open. Play the audio program again once or twice. Ss listen and look at the pictures or read along if they wish. Then go over the conversation line by line. Explain any new vocabulary (e.g., *in the country*, *lake*).

(*Note:* The modal *would* is used in the last line of the dialog only as part of an expression. In the last two lines, Kate makes a suggestion ("Why don't you just . . .?"). Chris's response is intended to be humorous, implying that he works on his car because he has nothing else to do – not because it's old and in need of repairs.

B

- Read the two questions aloud to help Ss focus their listening. Play the second part of the audio program once or twice.

Audio script

KATE: Did you do anything on Sunday, Chris?
CHRIS: No, I just stayed home all day. What about you, Kate? What did you do?
KATE: I met some friends.
CHRIS: Oh, where did you go?
KATE: We went to a great outdoor concert. Then we had dinner out and went dancing.
CHRIS: It sounds like you had a busy weekend!
KATE: Yeah, I guess I did.

- Have Ss compare answers in small groups. Then check answers around the class.

Answers

- She met some friends.
- She went to a (great outdoor) concert, had dinner out, and went dancing.

3 GRAMMAR FOCUS *Past tense*

 This grammar focus practices the past tense in questions and statements with regular and irregular verbs.

- Use the audio program to present the questions, statements, and verb forms in the boxes. Point out the difference between regular and irregular verbs in English:
- 1. Explain that many verbs have regular past forms that end in *-ed*. Go over the regular verbs in the right-hand box. Write additional examples on the board to illustrate how to change the simple form to the past tense – *play/played, enjoy/enjoyed, dance/danced*. Present the pronunciation rules for regular past forms in the appendix in the Student's Book.
- 2. Explain that some verbs have irregular past forms that need to be memorized. Again, ask Ss to look at the appendix, this time going over the list of irregular verb past forms. Tell Ss to refer to this list whenever they need to.
- Explain the use of the auxiliary verb *did* in the past tense (e.g., *Did you do/go . . . ?* Yes, I *did*./*What did you do . . . ?/Where did you go . . . ?*). Give other examples, write them on the board, and mark stress patterns over the words, using different colored chalk or by inserting accent marks – for example:

Q: *Did you play any sports on Saturday?*

A: Yes, I *did*. I *played* tennis with my friend.

Q: *What did you eat for breakfast?*

A: I *had* some cereal and toast.

Q: *Where did you go yesterday?*

A: I *came* to school.

- Play the audio program again, this time pausing it after each question and response; Ss repeat to practice stress-timed intonation once more.

A

- Go over the task: Ss complete the conversation individually and then compare answers with a partner.

4 PRONUNCIATION *Reduced forms of did you*

This exercise presents the reduced form and blending of *did* with the pronoun *you*, a normal feature of colloquial spoken English. It is more important to be able to recognize (i.e., hear) reductions than to produce them. Therefore, don't force Ss to produce reductions if they have too much trouble or think it sounds strange.

A

- Play the audio program. Point out the reduced forms and ask Ss to practice saying the sentences using the reductions. Call on individual Ss around the class to check their use of the reduced forms. Then model the

Check answers around the class before pairs practice the conversations together.

Answers

1. A: **Did** you **go** out on Friday night?
B: No, I **didn't**. I **invited** friends over, and I **cooked** dinner for them.
2. A: How **did** you **spend** your last birthday?
B: I **had** a party. Everyone **enjoyed** it, but the neighbors **complained** about the noise.
3. A: What **did** you **do** last night?
B: I **went** to the new Tom Cruise film. I **loved** it!
4. A: **Did** you **do** anything special over the weekend?
B: Yes, I **did**. I **went** shopping. Unfortunately, I **spent** all my money. Now I'm broke!

Alternative presentation

- Go through the task orally with the class by calling on volunteers to read their completed sentences aloud.

B *Pair work*

- Model how to respond to the four questions in part A by having Ss ask you the questions and then giving detailed responses like these:

S1: Did you go out on Friday night?

T: No, I didn't. I stayed home and watched a video. I saw *Star Wars* again, and it was still really good.

S2: How did you spend your last birthday?

T: Oh, my whole family took me out to dinner. We had delicious Chinese food at a new restaurant downtown. We had a great time!

- Before pairs begin the practice, explain that if a S feels a question is too personal, he or she may just make up an answer or respond with "I'd rather not say."

Optional activity: *Game – Tic-Tac-Toe*

- See page T-147.

pronunciation again, followed by the whole class repeating each time.

B *Pair work*

- Go over the instructions: This time, Ss practice asking the questions in the grammar box in Exercise 3. Remind Ss again that they don't have to give true answers if they don't want to; encourage them, however, to give detailed answers whenever possible and to ask follow-up questions to get more information.
- Walk around the class and give feedback on individual Ss' pronunciation and use of reductions.

5 WORD POWER *Collocation*

This exercise practices making collocations, also known as “word partners.”

A

- Explain the task by presenting the verbs and the examples given in the chart. Then pronounce the words and phrases listed above it. Ss repeat. Explain any new vocabulary (e.g., *the dishes*, *the laundry*).
- Ss work individually to match each verb with two more words or phrases. (*Note: If Ss find this task very difficult, you may wish to allow them to use their dictionaries.*) When Ss finish, have them compare answers with a partner.

- Check answers around the class.

Answers

<i>did</i>	housework	the dishes	the laundry
<i>went</i>	swimming	dancing	shopping
<i>had</i>	a good time	a lot of fun	a party
<i>saw</i>	a movie	an art exhibition	a play
<i>took</i>	a day off	a vacation	a trip

B

- Present the task and read the example sentence aloud. Ss do the task individually. Then Ss form small groups, taking turns reading their five sentences aloud.

6 ANY QUESTIONS?

This is a fluency activity that provides practice with the past tense as well as practice in an essential conversational skill: showing interest in what someone is saying by asking follow-up questions in a lively manner.

(*Note: This type of activity could be practiced regularly to promote conversational fluency.*)

Group work

- Model the task by asking a S to make a statement about something he or she did on the weekend. Then model how to ask follow-up questions, like this:

S1: I went for a drive on Sunday.

T: Where did you go?

S1: I went to the mountains.

T: Did you have a good time?

S1: Yes, I did.

Ss repeat the follow-up questions. Elicit other questions until at least four have been asked.

- Model the example dialog with four Ss. Then Ss form groups and try the activity. Since this is a fluency activity, give help only if it is really needed.

7 LISTENING

This exercise practices making inferences and listening for key words to get the gist of a conversation.

A

- Read aloud the instructions to set the scene. Then play the audio program once. Ss only listen.

Audio script

Laura: So, what did you do last night, John?
 John: Uh, I went to my boss's house for dinner.
 Laura: Really? How was it?
 John: Oh, the food was OK, but the people weren't very interesting. They talked about football all night, and I hate football. Then we watched some boring sports videos. I didn't get home until after midnight.
 Laura: Well, that doesn't sound like much fun. Gee, I had a great time last night! I went to a party and met an old school friend of mine. We haven't seen each other for years, so we had lots to talk about. We stayed at the party all night!
 John: Hmm, it sounds like you had a much better time than I did.
 Laura: Yeah. I guess you're right!

- Play the audio program again. This time, Ss check the correct information in the chart.

- Have Ss compare answers with a partner.
- Check answers around the class.

Answers

	<i>John</i>	<i>Laura</i>
had a boring time	✓	
had a good time		✓
met someone interesting		✓
got home late	✓	✓

B

- Read the instructions aloud. Make sure Ss understand that this is a note-taking task. Explain that they will need to use their notes for the story-telling activity.
- Play the audio program again. Then Ss form pairs and use their notes to retell the stories.



Workbook

Ss complete Exercises 1–6 on pages 37–39 in the Workbook for end-of-class work or for homework. (Answers can be found on page T-181 of the Workbook Answer Key in this Teacher's Edition.)

8 CONVERSATION *On vacation*

SS (A) This conversation presents the past tense of *be* in questions and statements.

- Books closed. Set the scene: Two friends are talking about a vacation. Write these focus questions on the board:

Where did Celia go? (She went to the United States.)

How long was she there? (About three weeks)

How was the weather? (OK most of the time, but it snowed a lot in Chicago)

What was the best thing about her trip? (She liked Nashville the best.)

(Note: Chicago is in Illinois, a midwestern state; the Midwest is often referred to as “the most American region in the U.S.,” and Chicago has been called the most American city. Nashville is the capital of Tennessee,

located in the southeastern part of the U.S.; it is the center of country music and the home of the famous Grand Ole Opry theater and many country music stars.)

- Play the audio program. Elicit Ss’ answers to the questions on the board.
- Books open. Play the audio program again as Ss look at the pictures and the dialog. Then go over the conversation line by line and explain any words or expressions that the Ss still don’t understand.
- Ss practice the conversation in pairs.
- Optional:** Ask for volunteers to come up to the front of the class and try the conversation again without looking at their books. Encourage them to use their own words to keep the conversation going.

9 GRAMMAR FOCUS *Past tense of be*

SS (A) This grammar focus practices the past tense of *be* in questions and statements.

- Use the audio program to present the questions, statements, and contractions. Point out that *was not* becomes *wasn’t* in its contracted form and that *were not* becomes *weren’t*.
- Play the audio program again, pausing after each question, statement, and contraction to give Ss time to repeat.
- Present the past tense of *be* by conjugating the verb on the board, like this:

<i>Singular</i>	<i>Plural</i>
<i>I was</i>	<i>we were</i>
<i>you were</i>	<i>you were</i>
<i>he/she/it was</i>	<i>they were</i>

Then point to one of the forms and call on a S to make up a question with it. That S then asks another S in the class to respond, like this:

T: (*pointing to you were singular*) Joong, please make a question with this and ask another student your question.

S1: Were you out late last night, Andy?

S2: No, I wasn’t. Were you at the game last Saturday, Dick?

S3: Yes, I was.

T: (*pointing to he was*) Kelly.

S4: Was he at the game last Saturday, Hui?

T: (*pointing to they*)

S5: Yes, he was. Luiz, were Gloria and Paolo in class yesterday?

S6: No, they weren’t.

- Do a similar practice with “How long . . . ?” and “How . . . ?” by giving cues and having Ss make up additional questions to ask others around the class.
- Allow Ss to work alone or in pairs to complete the task. Check Ss’ answers before they practice the conversations.

Answers

- A: How long **were** your parents in Europe?
B: They **were** there for a month.
A: **Were** they in London the whole time?
B: No, they **weren’t**. They also went to Paris and Madrid.
- A: **Were** you away last weekend?
B: Yes, I **was**. I **was** in San Francisco.
A: How **was** it?
B: It **was** great!
A: How **was** the weather?
B: Oh, it **was** foggy and cool as usual.
- A: I **was** in Istanbul last summer.
B: Really? How long **were** you there?
A: For six weeks.
B: **Were** you there on business or on vacation?
A: I **was** there on business.

(Note: Istanbul is a seaport in northwestern Turkey.)

Alternative presentation

- Go through the task orally with the class by calling on individual Ss to read aloud and complete one sentence each in the conversations.
- Optional:** Pairs change partners. This time, tell them to cover the conversations and look at the pictures for cues while practicing similar conversations together.

Optional activity: *Game – Twenty questions*

- See page T-28.

10 VACATIONS

This open-ended fluency activity is a follow-up to Exercises 3, 6, and 9. The purpose here is to get Ss to give as much information as they can about a real vacation they have taken.

A Group work

- Go over the instructions and questions. Have Ss repeat each question.
- With the class, do some quick brainstorming on the words *weather* and *food* and write their responses on the board for the groups to use, like this:

	<i>Weather</i>	<i>Food</i>
adjectives (with <i>be</i>) =	<i>rainy, sunny, cool, warm, hot, dry, humid, wet, OK, nice, good, bad, horrible</i>	<i>good, delicious, bad, terrible, fine, terrific, spicy, bland, unusual</i>
verbs =	<i>rain, snow</i>	<i>cook, eat, buy</i>

- Model the task by talking about a vacation you have taken. Encourage Ss to ask appropriate questions from among those given in the text as well as some of their own.
- Ss work in small groups and take turns talking about their vacations. Go around the class and give help wherever needed.

B Class activity

- Groups vote on whose vacation was the most interesting and then tell the class about it. Encourage others to ask questions to show interest and to get more information.



INTERCHANGE 7 Vacation photos

See pages T-114 and T-115 in this Teacher's Edition for notes.

Optional activity: Chain story – A terrible day!

- See page T-149.

11 LISTENING

This exercise practices listening for key words and reasons.

- Books closed. Set the scene: Two friends, Jason and Barbara, are talking about their vacations. Play the audio program once. Ss only listen.

Audio script

BARBARA: Jason! Hi! Welcome back. You were away last week, right?
 JASON: Yeah, I was on vacation.
 BARBARA: Where did you go?
 JASON: I went to San Francisco.
 BARBARA: Nice! How was it?
 JASON: Oh, I loved it!
 BARBARA: What did you like most about it?
 JASON: Well, San Francisco is such a beautiful place. And the weather was actually pretty nice!
 BARBARA: Well, that sounds more exciting than my last vacation.
 JASON: What did you do, Barbara?
 BARBARA: I just stayed home. I couldn't afford to take a trip anywhere.

JASON: Oh, that's too bad.
 BARBARA: Oh, not really. I actually enjoyed my vacation. I went to the gym every day, and I lost three pounds!
 JASON: Well, that's great. Good for you!

- Books open. Explain the task: Ss write down key words and phrases in the chart. Point out that Ss don't have to write full sentences for the "Reason(s)." Play the audio program again once or twice. Ss complete the chart.
- Have Ss compare answers in pairs or groups. Then check answers around the class.

Answers

	<i>Vacation place</i>	<i>Enjoyed it?</i>	<i>Reason(s)</i>
Jason	San Francisco	Yes	beautiful place;
Barbara	home	Yes	weather nice went to gym every day; lost 3 pounds

12 WRITING

This exercise practices reading and then writing a short narrative on a postcard while using the past tense.

A

- Have Ss read the example postcard silently. Use the picture to help explain some of the new vocabulary.

B Pair work

- Go over the task. Tell Ss to use the questions in Exercise 10 to help make notes on the topic.
- Point out some ways to end a postcard (e.g., Take care./Wish you were here./See you soon.) and write them on the board.
- Ss use their notes to write first drafts. Walk around the class and check Ss' work. Then Ss revise their drafts.
- Pairs (preferably those Ss who did not work together in Exercise 10) exchange and read each other's postcards.

13 READING *Vacation postcards*

This exercise presents descriptions of three interesting vacations; it also provides practice in scanning for main ideas and making inferences.

- Have Ss cover the writing on the postcards and look only at the three pictures of vacation places – Egypt, Hawaii, and Alaska. Ask the pre-reading question “What do you think each person did on his or her vacation?” and elicit ideas around the class.

Alternative presentation

- This reading exercise could be assigned for homework. If it is, encourage Ss to use their dictionaries at home to check the meanings of any words whose meanings they can't guess from context.
- Optional:** Have any Ss taken a vacation to any of these three places? If so, ask them to take the “hot seat” in the front of the class and answer any questions the other Ss may have.

A

- Go over the task. Remind Ss to try to guess the meanings of any words they don't know and to circle any others they can't guess from context. Then Ss read the three postcards and check the true statements in the chart.
- Have Ss compare answers in pairs or small groups. Also, encourage Ss to ask their partners for the meanings of any words they circled.
- Check any vocabulary that Ss still can't guess or simply don't understand – for example:

Margaret's postcard

desert = land covered with sand or rocks, where there is very little rain and not many plants

dig in . . . ruins = carefully remove earth from buried objects that belonged to people who lived long ago

Sue's postcard

spa = a place where people go to get healthier by doing exercises, eating nutritious food, and so on

Koloa = a town on Hawaii's northernmost island of Kauai

meditated = gave attention to only one thing, either as a religious activity or as a way of becoming calm and relaxed

vegetarian food = vegetables, grains, and fruit (no meat, fish, or dairy products)

snorkeling = a water sport that involves swimming while looking at the bottom of the ocean through a mask and breathing through an air tube

Kevin's postcard

the Arctic National Wildlife Refuge = a large area in northern Alaska where animals are given special protection from humans and other environmental dangers

hiked = walked a long distance

rafts = small rubber or plastic boats filled with air

the Arctic Ocean = an ocean north of North America, Asia, and the Arctic Circle

Anchorage = a seaport town in southern Alaska

- Check Ss' answers around the class.

Answers

1. – 2. ✓ 3. – 4. ✓ 5. – 6. –

- Optional:** Have Ss work in groups to correct the information in the false statements.

B *Group work*

- Ss form groups and take turns asking and answering each question. Go around the class and give help as needed.
- To check answers, have groups share their responses with the rest of the class.

Answers

1. Margaret
2. Kevin
3. Sue
4. Ss' answers will vary.

Optional activities

1 *Vacation snapshots and souvenirs*

Preparation: Ask Ss to bring real vacation photos along with any other things that they have from a trip (e.g., guidebooks, brochures, souvenirs) to share with others in the class.

- Ss form small groups. Then they take turns sharing their photos and other souvenirs while telling one another about their vacations.

2 *Game - Word Bingo*

- See page T-33.

3 *Crossword puzzle*

- See page T-146.

4 *Picture story*

- See page T-65.



Workbook

Tell Ss to do Exercises 7–11 on pages 40–42 in the Workbook or assign them as homework. Have Ss work in small groups to compare answers. Elicit responses around the class. (Answers can be found on page T-181 of the Workbook Answer Key in this Teacher's Edition.)