

义务教育课程标准实验教科书

# 英语

(新目标)

教师教学用书

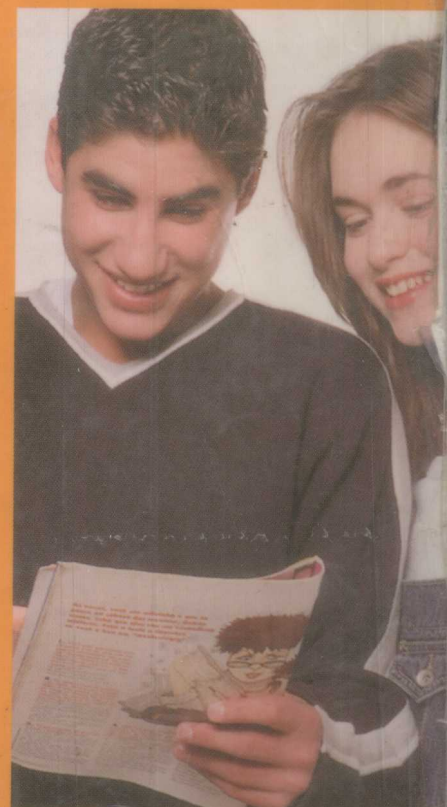
## Go for it!

TEACHERS' BOOK

七年级 下册

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## Unit 1: Where's the post office?

### Language goal

In this unit students learn to ask for and give directions on the street.

New language

There be 句型的 where is ---  
• Is there a bank near here? Yes, there's a bank on Center Street. Where's the supermarket? It's next to the library. Is there a pay phone in the neighborhood? Yes, it's on Bridge Street on the right.

• locations in the neighborhood such as post office, hotel, video arcade 书店 棋廊

• descriptive words such as new, old, dirty, clean

• descriptions of location such as across from, next to, between

Recycled language

• What are you doing?

• Do you want to ...?

### Section A

3个人都例子.  
• Ask two rows of three students each to stand facing each other in the front of the classroom. Point to students standing in front and ask the class to repeat the questions and answers.

#### Example 1

Teacher: Where's Yang Li? (Point to two students standing beside each other.) Yang Li is next to Li Peng.

#### Example 2

Teacher: Where's Zheng Wen? (Point to two students in different lines facing each other.) Zheng Wen is across from Sheng Lin.

#### Example 3

Teacher: Where's Lin Jiahui? (Point to one student standing between two other students.) Lin Jiahui is between Sheng Lin and Li Dai.

**1a** This activity introduces the key vocabulary.

- **Focus attention on the picture.** Ask students to name as many of the places they see in the picture as they can. Then name all the places and ask students to repeat.
- **Point out the numbered list of words.** Say each one and ask students to repeat.
- **Then ask students to match each word or phrase on the list with one of the pictures.** Say, Write the letter of each place in the picture next to the correct word or words on the list. Point out the sample answer f.
- Check the answers.

#### Answers

- |      |      |      |
|------|------|------|
| 1. f | 4. i | 7. h |
| 2. a | 5. c | 8. g |
| 3. e | 6. b | 9. d |



### 1b

This activity gives students practice listening to and understanding the target language.

- **Point out the buildings and other locations in the picture.** Say the name of each one to the class.
- **Say, Now I will play recordings of three conversations. Listen carefully and circle the picture of each place you hear on the tape.**
- **Play the recording the first time.** Students only listen.
- **Play the recording a second time.** This time ask students to listen and circle the items they hear on the picture.
- Correct the answers.

#### Answers

These items should be circled:  
video arcade, post office, supermarket

#### Tapescript

##### Conversation 1

A: Is there a video arcade on Fifth Avenue?  
B: Yes, there is.

##### Conversation 2

A: Is there a post office near here?  
B: Yes, there is. There's one on Bridge Street.

##### Conversation 3

A: Is there a supermarket on Center Street?  
B: No, there isn't.

**1c** This activity provides guided oral practice using the target language.

- **Point to the different locations shown in the picture.** Ask different students to name each one. If necessary, say the name and ask the student to repeat.
- **Point to the question and answer in the example conversation and ask a pair of students to read the conversation to the class.** Ask other pairs of students to repeat the activity if you wish.
- **Ask students to work in pairs.** Say, First one person asks a question and then the other person takes a turn.
- **Demonstrate the activity.** Point to the picture and ask, Is there a post office near here? Then choose a student to answer. Guide the student to say, Yes, there's a post office on Bridge Street.
- **As students work, move around the room and check progress.** Help students understand how to locate things on the map, if necessary.
- **Ask several students to say some of their questions and answers for the class.**

[See Follow-up activity 1.]



**2a** This activity introduces the terms *across from*, *next to*, *between*, and *on*.

- **Focus attention on the pictures.** Ask students to talk about the pictures, naming as many places as they can. Then name all the places in the pictures and ask students to repeat.
- **Point out the four sentences.** Say each one and ask students to repeat.
- **Then ask students to match each sentence with one of the pictures.** Say, *Each sentence talks about one of the pictures. Write the number of the sentence in the box on the picture that it is talking about.* Point out the sample answer 1.
- Check the answers.

#### Answers

Picture 1. 4	Picture 3. 3
Picture 2. 2	Picture 4. 1



**2b** This activity gives students practice listening to and understanding the target language.

- **Point out the buildings and street names in 1a.** Say each one and ask students to repeat.
- **Call attention to the four sentences in 2b.** Read them to the class saying *blank* each time you come to a blank line.
- **Say, Now I will play recordings of three conversations. Listen carefully and write a word from the box on each blank line.** Point out the sample answer.
- **Play the recording the first time. Students only listen.**
- **Play the recording a second time.** This time ask students to fill in the blanks by listening to the items on the tape.
- Correct the answers.

#### Answers

- |                |            |
|----------------|------------|
| 1. between     | 3. on      |
| 2. across from | 4. next to |

#### Tapescript

##### Conversation 1

A: Excuse me. Is there a library around here?

B: Yes. It's between the video arcade and the supermarket.

##### Conversation 2

A: Where's the park?

B: The park? Oh, it's across from the bank.

##### Conversation 3

A: Excuse me. Is there a supermarket around here?

B: Yes, it's on Fifth Avenue.

##### Conversation 4

A: Where's the pay phone?

B: It's next to the post office.

**2c** This activity provides guided oral practice using the target language.

- **Point to the list of buildings in 1a. Ask a student to read the list aloud.**
- **Point to the question and answer in the speech bubbles in 2c and ask a pair of students to read the conversation to the class.** Ask other pairs of students to repeat the activity if you wish.
- **Ask students to work in pairs. Say, First one person asks a question and then the other person takes a turn. Ask about the buildings in 1a.**
- **Demonstrate the activity. Point to the map and ask, Where's the park? Then choose a student to answer. Guide the student to say, It's across from the bank.**
- **As students work, move around the room and check progress.**
- **Ask several students to say some of their questions and answers for the class.**

#### Grammar focus

- Review the grammar box. Ask students to say the questions and answers.
- Ask students to circle these words in the grammar focus section of their books: *on*, *across from*, *next to*, and *between*. Ask, *Which words talk about two different buildings? (across from, next to, and between)* Ask, *Which one talks about one building all alone? (on)*

#### Culture note

Many visitors to the United States believe that Americans don't like to answer questions or give directions to tourists and other visitors. This is not necessarily true. The pace of life is fast in the United States, especially in big cities. Most people walk quickly, talk quickly, and are in a hurry to get wherever they are going. Also, most Americans speak only one language and aren't used to talking with speakers of other languages. However, when a visitor asks a question, many people are pleased to be able to share their knowledge of their city or their neighborhood. A pleasant smile and a short, direct question will almost always get you the information you need.

**3a** This activity provides target-oriented reading practice using the language items taught in this unit.

- **Draw attention to the conversation in the box.** Ask two students to read it out loud.
- **Ask a student to point out the place that Paul wants to get to.** Guide the student to point to the book and say, *Here's the hotel. Here's Bridge Street.*
- **Point to the two arrows.** Ask students to repeat *left* and *right*. Then ask them to hold up their left hands and then their right hands.
- **Ask students to read the conversation again.** Then ask them to find Paul and Nancy in the picture.

#### Answer

Paul and Nancy are the two figures outside the entrance to the park.

**3b** This activity provides guided writing practice using the target language.

- **Call attention to the three pictures.** Explain that the three pairs in these pictures correspond to three pairs in the large picture above. Ask students to find the pairs in the big picture.
- **Point to the questions below each picture and ask a student to read them aloud.**
- **Point to the three write-on lines in the speech bubbles.** Say, *Write the answers to the questions here.*
- **Ask students to complete the writing individually.**
- **Correct the answers.**

#### Answers

1. Yes, there is. Go straight down New Street and turn right. There's a pay phone on the right.
2. Go straight down New Street and turn right. Turn left at Bridge Street. The bank is across the street.
3. Yes, there is. Turn right, then go straight down Bridge Street. The post office is on the left. It's across from the video arcade, next to the supermarket.

*It's on the left*

**4** This activity provides guided oral practice using the target language.

- **Call attention to the picture in 1a.** Ask students to name all the buildings in the picture.
- **Point out the conversation in the picture in 4.** Ask different students to read each line.
- **Have the students work in groups.** One person chooses a building in the 1a picture but doesn't tell anyone which building it is. The others ask questions like those in the activity 4 picture until they guess which building it is.
- **Several students can take turns choosing the building for the others to guess.**

▶ Your students can use the exercises on pages 1–2 of the workbook to practice the language presented in this unit. Answer keys for the workbook are on page 153 of this Teacher's Edition.



## Section B

**1a** This activity introduces the key vocabulary.


- **Focus attention on the pictures. Ask different students to name the places shown in the pictures.** They will probably not include words such as *old, new, busy, quiet, big, small, dirty, and clean* in their statements.
- **Point to and name all the places in the pictures again without the describing words and have students repeat.**
- **Now point to each half of each picture and ask about the difference between the halves. For example, you might say: *This is a park. Is it a clean park or a dirty park?* Clarify the meaning of the words *clean* and *dirty* by pointing out details in the pictures.**
- **Point out the pairs of words or phrases.** Say each one and ask students to repeat.
- **Then ask students to match each word or phrase on the list with one of the pictures.** Point out the sample answer.
- Check the answers.

### Answers

a clean park <b>e</b>	a dirty park <b>f</b>
a new hotel <b>d</b>	a small supermarket <b>h</b>
a quiet street <b>a</b>	an old hotel <b>c</b>
a big supermarket <b>g</b>	a busy street <b>b</b>

**1b** This activity provides guided oral practice using the target language.

- **Call attention to the conversation in the picture.** Ask a pair of students to read it aloud. Then ask several different students the same question. Ask them to tell the truth.
- **Point out the list of phrases in 1a.** Ask students to work in pairs. They take turns asking each other questions about the things on this list. Ask them to tell each other the truth.
- **As students work together, move around the room checking on their progress.**
- **Ask several students to present some questions and answers to the class.**

 **2a** This activity gives students practice listening to and understanding the target language.

- **Point out the list of places in 1a.** Say the name of each one to the class.
- **Say, *Now I will play a recording of a conversation. Listen carefully and circle the words in 1a that tell about Michael's street.***
- **Play the recording the first time. Students only listen.**
- **Play the recording a second time.** This time ask students to listen and circle the places they hear.
- Correct the answers.

### Answers

These words should be circled:  
a quiet street, a new hotel, a small supermarket

## Tapescript

*Michael:* Hey, John.  
*John:* Hi, Michael.  
*Michael:* What are you doing?  
*John:* Reading a book.  
*Michael:* Do you want to come over to my house? We can watch a video.  
*John:* OK. Where is your house?  
*Michael:* It's on Pine Street. It's a quiet street off Fifth Avenue.  
*John:* Oh, OK. I know where that is. There's a new hotel on the corner.  
*Michael:* Yes. There's a small supermarket on the street. Our house is across from the supermarket.  
*John:* OK, I'll see you at two-thirty.



**2b** This activity gives students practice listening to and understanding the target language.

- Call attention to the street map in the box.
- **Say, *Now I will play the conversation again. Listen to it and draw the places in Michael's neighborhood on the street map.***
- **Play the recording.** Students only listen.
- **Demonstrate the activity by saying, *What are the three places on the tape? (a hotel, a supermarket, Michael's house).* Answer any questions students may have.**
- **Play the recording again.** Students draw maps of Michael's neighborhood.
- Move around the room, offering assistance if needed.
- Have some students show their completed drawings to the class.

**2c** This activity provides guided oral practice using the target language.

- **Say, *Now let's work in pairs. The first person makes some statements about the picture in 2b. The second person says "true" if the statement is true and "false" if the statement is false. The second person also changes each false statement into a true one.***
- **Call attention to the conversation in the picture in 2c.** Ask a pair of students to read it aloud.
- **Demonstrate the activity with a student.** Have the student close the book. Then say one true thing and one false thing about the picture. Guide the student to answer "true" for the true statement and to say "false" for the false statement and change it into a true one.
- **Ask students to practice in pairs and to take both roles.** Move around the room helping students get started and answering any questions they may have.
- **Ask several pairs of students to present some statements and responses to the class.** Ask students to correct any mistakes they hear.

**3a** This activity provides reading practice using the target language.

- **Ask a student to read the paragraph to the class or read it yourself.**
- **Answer any questions students may have.**
- **Read the instructions aloud.** Point out the sample of the circled description word (*busy*), and make sure students understand what they have to do.
- **Correct the answers.**

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**Answers**

Circled description words:

busy, quiet, small, old, small, interesting

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**3b** This activity provides guided reading and writing practice using the target language.

- **Point out the guide and the blank spaces in it.** Read it aloud saying *blank* each time you come to a blank line.
- **Say, *Now please write one word in each blank space in the guide. Look at the picture for the answers.*** Point out the sample answer in the blank.
- **Correct the answers.**

---

**Answers**

- |                  |                  |
|------------------|------------------|
| (1) busy         | (4) across from  |
| (2) video arcade | (5) video arcade |
| (3) supermarket  | (6) post office  |
- 

**3c** This activity provides guided writing practice using the target language.

- **Ask students to work on their own.** Point out the description in 3b and say, *Now write about your own neighborhood. Use sentences like these.*

**4** This activity provides open-ended oral practice using the target language.

- **Call attention to what the person in the picture is saying.** Ask a student to read the statement to the class.
- **Say, *Now you can talk with your partner about your own neighborhood. Tell about the streets and buildings. Your partner will draw a picture of the neighborhood.***
- **Demonstrate the activity with a student.** Have him or her make some statements and draw on the board **what you hear.** For example, you might draw a small supermarket across from a post office.
- **As students work, move around the room offering assistance and answering questions.**
- **Ask some students to share the completed drawings and to make some statements to accompany them.**

**Optional activity**

Ask students to name some places in their neighborhoods that aren't mentioned in the book. For example, there may be a fast-food restaurant, a high school, and a drug store in their neighborhoods. Also ask them to give the real names of the streets. You might wish to have them copy this new vocabulary in their notebooks.

[See Follow-up activity 2.]



## Self check

**1** This activity provides a comprehensive review of all key vocabulary presented in this unit.

- **Ask students to check all the words they know.** You may wish to have them circle any words that they don't know.
- **Ask students to find out the meanings of any words they don't know.** They can do this by reviewing the unit, asking you, asking their classmates or using a learner's dictionary or bilingual dictionary.

**2** This activity helps build vocabulary by providing a specific time and place for students to record new words.

- Ask students to enter five new words in their Vocab-builder on page 108.
- **After students have recorded their new words, ask them to share their lists with other students.** This can be done with the whole class or informally, in pairs or small groups.

**3** This activity provides reading practice focusing on the grammatical structures used to ask and say where things are.

- **Ask students to read the letter and draw the route on the map.** Answer any questions students may have.
- Check the answers. (You may want to draw a simple copy of the map on the board, and then have one student come and draw the route on it.)

## Just for Fun!

This activity provides guided reading practice with the target language.

- **Ask two students to read the conversation in the three frames.**
- **Ask students if anyone has ever broken a mobile telephone or a cell phone.**

## Follow-up activities

### 1. Listen and Draw


[See Section A, 1a.]

Ask students to work in pairs. One person has a sheet of paper and a pencil. The other person describes some streets, buildings and other locations in a neighborhood setting. The listener draws a picture based on the description. Next, both students check the drawing together. Then they change roles and repeat the activity.

### 2. My Neighborhood

[See Section B, 4.]

Ask more advanced students to do an individualized project. Have them use a dictionary to learn the names of several locations in their neighborhood that aren't mentioned in the book. They might discover words such as *laundromat*, *newsstand* and *fish store*. Then have them list after each new word one or two words that describe it such as *new*, *old*, *big* or *small*. Then ask them to try to find one other word that describes each place. You might start them off with examples such as *sunny*, *old-fashioned* or *expensive*. Ask them to write a sentence about each new place using some of these new description words.

 Your students can use the exercises on pages 2-3 of the workbook to practice the language presented in this unit. Answer keys for the workbook are on page 153 of this Teacher's Edition.

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## Unit 2: Why do you like koala bears?

### Language goals

In this unit students learn to describe animals and express preferences and give reasons.

#### New language

- *Why do you like koala bears?* *Because they're cute, They're pretty interesting, They're kind of shy, They're very big.*
- names of animals such as *tiger, elephant, koala bear, dolphin*
- description words such as *smart, cute, intelligent* *interesting*
- names of countries: *Australia, South Africa* *beautiful*

#### Recycled language

- *between, across from*
- *He's/She's from ... He's / She's five years old.*
- name of countries: *China, Japan, Brazil*

### Section A

Additional materials to bring to class:

- coins or other markers for the Bingo game in 4.
- **Ask students to name as many animals as they can in English.** Write the list on the board.
- **Ask students to describe each animal in some way.** They may tell its color or tell if it is big or small.
- **Say, *Today we are going to learn the names of some more animals. We'll also learn how to say which ones we like and tell why we like them.***

**1a** This activity introduces the key vocabulary.

- **Focus attention on the map of the zoo showing pictures of animals.** Ask students to point to and name any animals they can.
- **Point to the animals one by one and say the name of each.** Ask students to repeat.
- **Point out the numbered list of words.** Say each one and ask students to repeat.
- **Then ask students to match each word with one of the pictures.** Say, *Write the letter of each animal in the blank by that animal's name.* Point out the sample answer.
- Check the answers.

#### Answers

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

动物 n.  
dolphin  
kangaroo  
panda  
giraffe 长颈鹿  
penguin 企鹅  
elephant 大象  
lion



### 1b

This activity gives students practice in understanding the target language in spoken conversation.

- **Point to the animals in 1a.** Ask students to point to and name the animals.
- **Say, *I'm going to play recordings of three conversations. Listen carefully as you look at the words in 1a. Put a checkmark in front of the name of each animal you hear.***
- **Play the recording the first time.** Students only listen.
- **Play the recording a second time.** This time students check each animal name they hear.
- Correct the answers.

#### Answers

These items should be checked:  
panda, giraffe, penguin

#### Tapescript

##### Conversation 1

Girl: Let's see the pandas first.

Pandas are my favorite animals.

Boy: Why is that?

Girl: Because they're very cute.

##### Conversation 2

Boy: Let's see the giraffes.

Girl: Why?

Boy: Because they're interesting.

##### Conversation 3

Girl: Let's see the penguins now. I like penguins.

Boy: Why?

Girl: They're beautiful.

### 1c

This activity provides guided oral practice using the target language.

- **Call attention to the example conversation in the picture.** Ask two students to read it to the class. Answer any questions they may have.
- **Point out the four description words.** Ask a student to read them aloud. Review the meaning of each word.
- **Say, *Now you can make conversations about animals. Your conversations can be like the example. Use these description words.***
- **Ask students to work in pairs.** Have them take turns saying both parts.
- **If students need help getting started, demonstrate another conversation with a student.** For example:  
*Teacher:* Let's see the elephant.  
*Student:* Why do you want to see the elephant?  
*Teacher:* Because it's very smart.
- **Ask some students to present their conversations to the class.**





**2a** This activity provides listening practice using the target language.

- **Call attention to the two blank lines on the left. Say, *You will hear a recording of a conversation. Listen carefully. Then write the names of the two animals you hear on these lines.***
- **Play the recording the first time. Students only listen.**
- **Play the recording a second time.** This time students write in the names of the animals.
- Check the answers.

#### Answers

1. koala bears
2. dolphins

#### Tapescript

*Girl:* Let's see the koala bears.  
*Boy:* Why do you like koala bears?  
*Girl:* Because they're very cute.  
*Boy:* Well, I like dolphins.  
*Girl:* Why do you like dolphins?  
*Boy:* Because they're kind of interesting.

- **Point out the adjectives listed on the right.** Ask a student to say the words.
- **Say, *Now I will play the recording again. This time draw a line between each animal and the adjective you hear.***
- **Play the recording and have students match each animal with an adjective.**
- Correct the answers.

#### Answers

1. koala bears—cute
2. dolphins—interesting

[ See Follow-up activity 1. ]



**2b** This activity provides listening and writing practice using the target language.

- **Call attention to the conversation and the blank lines in it. Say, *You will hear the recording again. This time please write a word from the box on each blank line. Some words can be used more than one time.***

- **Ask a student to read the words in the box.**
- **Play the recording.** Check to see that students are writing a word from the box on each line of the conversation.
- Go over the answers.

#### Answers

- |                 |              |
|-----------------|--------------|
| (1) koala bears | (4) dolphins |
| (2) koala bears | (5) dolphins |
| (3) very        | (6) kind of  |

**2c** This activity provides guided oral practice using the target language.

- **Call attention to the conversation in the picture.** Ask two students to read it to the class.
- **Say, *Now you can have conversations like this one. Use the words in Box 1, Box 2, and Box 3 in your conversations.***
- **Demonstrate a conversation with a student. For example:**

*Student:* Do you like penguins?

*Teacher:* Yes, I do.

*Student:* Why?

*Teacher:* Because they're very cute.

#### Grammar focus

- Review the grammar box. Ask students to say the questions and answers.
- You may wish to draw some grammar boxes to point out the word order used in questions.

Why	do	you	like	pandas?
Why	does	he	like	koala bears?

#### Grammar note

Point out the words *very* and *kind of*. Point out that these words always come just before the adjective in the sentence. Ask students to say the difference between *very old* and *kind of old*. Show students the cartoon under 2b. What is the difference between the two elephants? If students are familiar with percentages you might use the following scale to help explain their meaning:

0%	50%	95%
not	kind of	very

**3a** This activity provides reading practice using the target language.

- **Point to and say the names of the three countries on the maps and ask students to repeat.**
- **Point to the three animals and ask a student to name them.**
- **Say, *Now draw a line between each animal and the country it comes from.***
- **Correct the answers.**

#### Answers

China—panda  
Australia—koala bear  
South Africa—lion

**3b** This activity provides guided oral practice using the target language.

- **Point to the conversation in the picture.** Ask a pair of students to read it to the class.
- **Ask students to work in pairs.** Say, *Now you can talk about where animals come from.* Point to the map and animals students matched up in 3a.
- **Say, *Work with a partner. Take turns asking and answering questions about the countries and animals in 3a.***
- **After a few minutes, ask several pairs to say the conversation for the class.**



**4** This activity provides listening and writing practice using the target language.

- **Point out the list of countries and animals.** Ask a student to read them aloud.
- **Call attention to the blank Bingo board.** Say, *Please write nine words from the list on the Bingo board. Write only one word in each square. Everyone will have a different Bingo board.*

- **Ask each student to find or make eight markers.** They can use coins, paper clips or even little scraps of paper. They will place a marker on each word from the lists that you say.
- **Demonstrate how to play the game.** Call out one of the words. Guide the students who have this word on their Bingo board to place a marker on the word.
- **Hold up a Bingo card and point to three boxes in a row vertically, three boxes in a row horizontally and three boxes in a row from corner to corner.** Say, *When you cover three boxes in a row, call out "Bingo!"*
- **Play the recording the first time. Students only listen.**
- **Play the recording again. This time students place a marker on each square of their board that contains a word from the tape.** You may wish to continue the game until you have three winners.
- **Check the answers by replaying the tape.**

#### Tapescript

##### Conversation 1

A: You know, lions are pretty smart.  
B: Dolphins are very smart, too.

##### Conversation 2

A: Giraffes and elephants are from Africa.  
B: Yeah, and koala bears are from Australia.

##### Conversation 3

A: Where are pandas from?  
B: Pandas? They're from China.

[ See Follow-up activity 2. ]

Your students can use the exercises on pages 4-5 of the workbook to practice the language presented in this unit. Answer keys for the workbook are on page 153 of this Teacher's Edition.



## Section B

Additional materials to bring to class:


- Pictures of household pets and zoo animals cut out of magazines for Follow-up activity 1.

- 1 This activity introduces more key vocabulary.
- Call attention to the animals in the picture and ask a student to say the name of each one.
- Point out the list of eight numbered adjectives at the top.
- Say, *Now please match the adjectives at the top with the animals in the picture. Write the letter of the animal on the line after the adjective.* Point out the sample answer.
- As students work, move around the room offering to answer questions as needed.
- Correct the answers.

### Answers

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

Other correct answers are possible.

 **2a** This activity provides listening practice with the target language.

- Say, *Now I will play a recording of a conversation between Tony and Maria. This time circle the adjectives you hear on the list for 1a.*
- Play the recording again. Students circle the adjectives they hear.
- Correct the answers.

### Answers

These adjectives should be circled:  
intelligent, ugly, cute, beautiful, shy

### Tapescript

**Tony:** Where do you want to go now?  
**Maria:** Let's see the elephants.  
**Tony:** The elephants? Why do you like elephants?  
**Maria:** Oh, they're interesting.  
 And they're really intelligent.  
**Tony:** Yes, but they're ugly, too.  
**Maria:** Oh, Tony! So, where do you want to go?  
**Tony:** Let's see the pandas. They're kind of cute.  
**Maria:** Oh, yeah. I love pandas. They're beautiful.  
 But they're also kind of shy. Where are they?  
**Tony:** They're over there on the left, just across from the koala bears.



**2b** This activity provides listening and writing practice using the target language.

- Call attention to the three headings, *Animal*, *Maria's Words* and *Tony's Words*, and the write-on lines under each.
- Say, *Now I will play the recording again. This time please write the name of the animals each person talks about and the words they say.*
- Play the first four lines of recording and stop the tape. Ask, *What animal are they talking about? (the elephant) What words does Maria use to describe the elephant? (interesting, intelligent)*
- Point out the write-on lines where students can write these words.
- Play the whole recording and have students write the words they hear on the chart.
- Check the answers.

### Answers

Animal	Maria's Words	Tony's Words
elephants	interesting intelligent	ugly
pandas	beautiful shy	cute
koala bears		

**3** This activity provides guided oral practice using the target language.

- Call attention to the dialogue next to the picture. Ask two students to read it to the class.
- Say, *Work in pairs. Use sentences like these to say what you think about different animals.*
- Demonstrate the activity with one or two students. For example, say, *I like dolphins. They're intelligent.*
- Ask students to work in pairs. As they work, move around the room checking on progress.
- Ask some pairs to present their conversations to the class.

**3a** This activity provides reading practice using the target language.

- **Point out the three descriptions of animals.** Ask students to take turns reading one aloud.
- **Then draw attention to the pictures of animals below.** Say, *Write the letter of the animal in the blank lines above its description. There is one animal that is not described.*
- Check the answers.

**Answers**

1. elephant      2. panda      3. koala bear

**3b** This activity introduces some new vocabulary words and provides reading and writing practice using the target vocabulary.

- **Call attention to the pictures of animals in 3a, and draw attention to the grass, leaves, and meat.** Ask a student to explain each word or use it in a sentence to show he or she understands what it means. Teach the expression *sleeps*.
- **Point out the description in 3b with blank lines where some words are missing.** Read it to the class saying *blank* each time you come to a blank line.
- **Point out the six words in the box.** Say, *You can write these words in the blanks. Use each word only once.*
- **As students work, move around the room checking progress and offering language support as needed.**
- Check the answers.

**Answers**

- |            |            |
|------------|------------|
| (1) This   | (4) eats   |
| (2) Africa | (5) lazy   |
| (3) years  | (6) sleeps |

**3c** This activity provides reading and writing practice using the target language.

- Say, *Now you can write a description like the one in 3b. You can use some of the same words. Write about any animal you like.*
  - **You may wish to do a sample description with the class.** Choose an animal's name and write it on the board. Then ask students to make statements about the animal. Repeat each statement and then write on the board. You can ask leading questions such as, *Is it big? Is it lazy? Does it eat grass?*
  - **Ask students to write their own descriptions.** You may wish to have less fluent students work with a more fluent partner.
  - **Ask students to share their writing with others in the class.**
  - After you have reviewed the students' work, you may wish to have some students recopy their work so that you can post it on the classroom bulletin board.
- 4** This activity provides oral and listening practice with the target language.
- **Ask students to get into groups of four.** Say, *You will take turns reading your description from 3c to your group. The other students in the group guess what animal you wrote about.*
  - **As students work, move around the room, making sure each student has a chance to read his or her description to their group.** Answer questions and offer language support as necessary.
  - You may wish to have a few students read their descriptions to the class, and have the whole class guess the animal.

[See Follow-up activity 3.]



## Self check

**1** This activity provides a comprehensive review of all key vocabulary presented in this unit.

- **Ask students to check all the words they know.** You may wish to have them circle any words that they don't know.
- **Ask students to find out the meanings of any words they don't know.** They can do this by reviewing the unit, asking you, asking their classmates or using a learner's dictionary or bilingual dictionary.

**2** This activity helps build vocabulary by providing a specific time and place for students to record new words.

- Ask students to enter five new words in their Vocab-builder on page 108.
- **After students have recorded their new words, ask them to share their lists with other students.** This can be done with the whole class or informally, in pairs or small groups.

**3** This activity provides writing practice using the target language.

- **Point out the example - the description of the elephant.** Have one student read it to the class.
- **Explain that students have to write a similar description of the animal - Koala bear.** Have them do the activity individually.

**4** This activity provides more writing practice using the target language.

- **Tell students that they have to draw two animals like the ones in activity 3.** Then they have to write about them in the same way as they did in the previous activity.
- **Have students do the activity individually.** As they work, move around the classroom offering help as necessary.

## Just for Fun!

This activity provides reading practice with the target language.

- **Ask two students to read the conversation.** Ask students, *Do you think the baby chimp is cute? Why else might people be looking at the chimp?*

## Follow-up activities

### 1. Isn't it cute!

[See Section A, 2a]

Bring to class pictures cut out of magazines of household pets and zoo animals. If possible, have students bring in photographs of their own pets. Place all the pictures in a large paper bag and ask each student to choose one without looking in the bag. Then give the class three minutes to prepare to say something about the picture they chose. Tell students that they can look back over the unit to find vocabulary words and sentences to use. Some students may wish to write down their sentences. Then have each student display his or her picture and tell the class about it.

### 2. Pass it along

[See Section A, 4]

Ask students to work in groups of five or six. Write one of the vocabulary words from this unit on a sheet of paper. Then ask a student to write another word from the unit across it in crossword puzzle fashion. For example:


S  
D O L P H I N  
Y

Then have the student pass it to the next student who adds another word the same way. Play continues until no more words can be added.

### 3. Tell me about him

[See Section B, 4]

Divide the class into two teams. First team A chooses one person in the classroom for team B to talk about. Team B must say at least ten correct sentences about the person in three minutes using language from this unit or previous units. Then Team B chooses a person and Team A has to make up the sentences. *Examples:* Ali is smart. He's from Turkey. He's sitting between Carlos and Chin. He's pretty tall.

 Your students can use the exercises on pages 6-7 of the workbook to practice the language presented in this unit. Answer keys for the workbook exercises are on page 153 of this Teacher's Edition.

### Unit 3: I'd like a large pizza.

#### Language goal

In this unit students learn to ask for and give personal information. They also learn to order food.

#### New language

- *What would you like on your pizza?*  
*I'd/He'd/They'd like pepperoni.*
- names of foods: *cheese, tomatoes, mushrooms, green peppers, pepperoni, onions, olives*

#### Section A

Additional materials to bring to class:

- magazine advertisement or food package showing a picture of a pizza
- tape recorders and blank tapes for students to use
- Show students a picture of a pizza or draw one on the board. Ask how many students like pizza.
- Draw three different sized circles on the board. Ask individual students, *What size pizza would you like—small, medium or large?* When they answer, point to the size they mention and say, *You'd like a (small) pizza.*

#### Pronunciation note

Say the pronunciation of the word *pizza* and have students repeat it several times. Explain that although you would expect the two *z*'s to make a *z* sound, they actually make a sound like a *t* followed by *s*. So the word is pronounced *peet-sub* /'pi:tʃə/, not *peez-zub* /'pizə/.

#### 1a This activity introduces the key vocabulary.

- **Focus attention on the three pizzas in the picture.** Point to and read the sign in front of each pizza: *Special 1*, *Special 2*, and *Special 3*. Then point to the toppings on each pizza and read the letter next to each topping.
- **Point out the numbered list of Pizza Toppings.** Say each word and ask students to repeat it.
- **Then ask students to match each word on the list with one of the foods on a pizza.** Say, *Write the letter of each food picture after the name of the food.* Point out the sample answer after number 1.
- **You may wish to have students work in pairs or small groups if they do not know most of the names of pizza toppings.**
- Check the answers.

#### Answers

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



#### 1b

This activity gives students practice in understanding the target language in spoken conversation.

- **Point to the three pizzas.** Point to and read the names of the three specials or ask a student to do it. Then point to the pizzas one at a time and ask, *What toppings are on this pizza?* Confirm answers or correct wrong responses by saying the list of ingredients again.
- **Play the recording the first time. Students only listen.**
- **Play the recording a second time.** This time, ask students to check the pizza that the person ordered.
- Correct the answer.

#### Answer

Special 1

#### Tapescript

*Girl:* I'd like a pizza, please.  
*Pizza maker:* What would you like on it?  
*Girl:* Pepperoni, olives, and cheese, please.

#### 1c This activity provides guided oral practice with the target language.

- **Ask two students to read the dialogue to the class.**
- **Say the conversation with a student.** Ask the student to be the pizza maker while you order the pizza. Ask for different toppings than in the conversation.
- **Ask students to work in pairs.** Have students take turns being the pizza maker and the person ordering the pizza. Remind students to list the size and the toppings they really like. Students practice both roles.
- **Ask some students to present their dialogues to the class.**

#### Optional activity

Some students may wish to record themselves as they perform the dialogue. They can then listen to the tape in small groups. They may wish to examine their speed, pronunciation or word order. A student can also play his or her part of the tape and ask others in the group to point to the pictures in the book to indicate the size of the pizza the student is talking about as well as the specific toppings he or she requests.





**2a** This activity gives students practice in understanding the key vocabulary in spoken conversation.

- **Point to the food in the picture and ask students to point to and name each one.**
- **Explain that students will hear a recording of a conversation.** Say, *The people will talk about some of the foods, but they will not talk about others. Please check only the ones they talk about.*
- **Play the recording the first time. Students only listen.**
- **Play the recording a second time.** This time, ask students put a checkmark next to each food mentioned on the tape.
- **Correct the answers.**

#### Answers

These items should be checked: 1 2 3 5 7

#### Tapescript

*Pizza maker:* What size pizza would you like?  
*Boy:* I'd like a large pizza.  
*Pizza maker:* And what would you like on it?  
*Boy:* I'd like mushrooms, green peppers, onions, and cheese, please.  
*Pizza maker:* And how about you?  
*Girl:* I'd like a medium pizza.  
*Pizza maker:* What would you like on it?  
*Girl:* I'd like onions and tomatoes, please.



**2b** This activity provides listening and writing practice using the target language.

- **Point to the blank lines.** Read each statement, saying the word *blank* each time you come to a blank.
- **Play the recording and ask students to listen and write the missing word in each blank.** Point out that all the words they need are in activity 2a. They can use these words as answers and to check their spelling.
- **Check the answers by having students write the sentences on the board.**

#### Answers

(1) large	(5) cheese
(2) mushrooms	(6) medium
(3) green peppers	(7) onions
(4) onions	(8) tomatoes

**2c** This activity provides guided oral practice using the target language.

- **Call attention to the example in the speech bubbles.** Ask a student to read the example to the class.
- **Say, Now practice ordering the kind of pizza you like.** Use the dialogue in activity 2b as a model.
- **Help students find partners.** Then say, *First read the dialogue in activity 2b together. Each student can be both the pizza maker and the customer. Then make your own dialogues. Tell what you really like on your pizza.*
- **Ask pairs of students to present their dialogues to the class.**

#### Grammar focus

- Review the grammar box. Ask students to say the questions and answers.
- Point out the contractions *I'd*, *He'd*, and *They'd*. Write each full form and contraction side by side on the board. Then cross out the letters that disappear when each word is contracted and draw an arrow from the letters to the apostrophe in the contraction. Ask students to say the pairs of full forms and contractions.
- Look at the Countable nouns, Uncountable nouns, and Countable and Uncountable nouns columns. Ask students for the main differences between countable and uncountable nouns: Countable nouns can be counted with numbers, and you add -s to make the plural, eg. *two olives*, *three hot dogs*. Uncountable nouns do not have plurals and you can't count them with numbers. Some nouns can be countable or uncountable, like *salad*, *soda*, and *pizza*.
- Ask students to work in pairs to add more foods to the three columns, then write them on the board and check them together.

#### Pronunciation note

The words *you* and *be* are often combined with the word *would* in spoken English. It is unusual for an English speaker to separate each word completely from the next. *Would you* usually sounds like *wood-juh* /wudju/, and *Would be* may sound like *woody* /wudhi/. Suggest that students listen for run-together words like this on the recordings that accompany this series and when talking with English speakers, watching television or listening to the radio.

**3a** This activity provides reading and oral practice using the target language.

- **Call attention to the questions above the pizza maker's head and the list of answers above the boy's head.** Ask one student to read all the questions to the class. Ask another student to read all the answers.
- **Say, *Now please match each question with an answer. The first one is done as a sample.***
- **Point to number 1 and say, *Can I help you?* Then point to answer c and say, *I'd like a pizza, please.***
- **Ask students to complete the exercise on their own.** Less advanced students may benefit from doing the activity in pairs or in small groups.
- **Check the answers.**

#### Answers

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

[See Follow-up activity 1.]

**3b** This activity provides guided oral practice using the target language.

- **Review with students how to say their phone numbers.** Write several phone numbers on the board and say the English way of saying telephone numbers. It is always correct to say the numbers one at a time: 843-5038 can be said, *eight-four-three—five, oh, three, eight*. However, a group of four numbers is sometimes said in two groups of two numbers. So 843-5038 is sometimes said, *eight-four-three—fifty, thirty-eight*.

- **Ask students to work in pairs. Help students decide who will be Student A and who will be Student B.**
- **Ask one of the pairs of students to read the dialogue from activity 3a.** One student is the pizza maker and asks the questions. The other is the customer and gives the responses in the book.
- **Then say, *Now make your own conversations. Student A asks the questions from activity 3a. Student B gives true answers.***
- **After students have completed the dialogue one way, ask the partners to exchange roles and do it again.**
- **Ask some pairs to perform their dialogue for the class.**

**4** This activity provides guided oral and written practice using the target language.

- **Point to the four different kinds of pizza on the table.** Ask different students to point to one of the pizzas and tell what toppings are on it. Repeat the responses, correcting items if necessary.
- **Divide the students into groups of four. Say, *Ask your group members what kind of pizza they would like. Write their names above the pizzas.***
- **Stop the activity when all the group members have had a chance to question each other. Find out the most popular pizza in each group.**

► Your students can use the exercises on pages 8-9 of the workbook to practice the language presented in this unit. Answer keys for the workbook are on pages 153-154 of this Teacher's Edition.



## Section B

**1a** This activity introduces more key vocabulary.

- **Call attention to the food on the table.** Ask students to point to and name as many of the foods as possible. Point to and say the names of any foods they don't recognize.
- **Then point to the words on the list.** Say the words and ask students to repeat the words.
- **After that, ask students to match each word with a picture.** Say, *Write the letter of each food picture in the blank in front of the correct word.* As students work, move around the room answering questions as needed.
- Check the answers.


### Answers

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

**1b** This activity provides guided oral practice using key vocabulary words.

- **Call attention to the food on the table.** Say, *Please circle the things you like and put an X in front of the things you don't like.*
- **When students finish this step, ask students to work with partners.** Point to the speech bubbles and ask two students to read the dialogue.
- **As the partners tell each other what they like and don't like, move around the room monitoring their work.**

[See Follow-up activity 2.]

 **2a** This activity provides listening practice using the target language.

- **Point out the eight words in activity 1a and say, For this activity, mark your answers in activity 1a.**
- **Say, You will hear a conversation. A boy is ordering pizza from a pizza restaurant. As you listen, please circle each of the words in activity 1a that you hear on the recording.**
- **Play the recording the first time. Students only listen.**
- **Play the recording a second time.** This time ask students to circle each of the foods in activity 1a that is mentioned in the dialogue on the tape.
- Correct the answers.

### Answers

These words should be circled:  
orange juice, salad, pizza, lemonade

### Tapescript

**Adult:** Hello, Pizza Express.  
**Bob:** Oh, hello. I want to order some pizzas, please.  
**Adult:** Sure.  
**Bob:** I want one large pizza with mushrooms, olives, and cheese.  
**Adult:** Uh-huh.  
**Bob:** And one medium pizza.  
**Adult:** One medium pizza. What would you like

on it?

**Bob:** Peppers and onions.  
**Adult:** OK. Do you want any drinks?  
**Bob:** Yes, please. One large lemonade and one small orange juice.  
**Adult:** Okay ... Anything else?  
**Bob:** Oh, yes. I'd like a salad.  
**Adult:** OK, then. What's your address, please?  
**Bob:** 34 Bonham Road.  
**Adult:** How do you spell that?  
**Bob:** B-O-N-H-A-M.  
**Adult:** And it's 34, right?  
**Bob:** Yeah. Thirty-four.  
**Adult:** And what's your telephone number?  
**Bob:** 398-2845.  
**Adult:** 398-2845?  
**Bob:** Yup.  
**Adult:** That'll be eight dollars and forty cents. And we'll deliver your pizza in about half an hour.



**2b** This activity provides listening and writing practice using the target language.

- **Say, Look at the order form on page 82. What information does it ask for? Call on individuals to answer.**
- **Then say, I'm going to play the recording again. This time, please write down the information on the order form. You will be writing the boy's address, his telephone number, and the names of all the food items he orders.**
- **Play the recording the first time. Students only listen.** Say, *The order form has the address first, telephone number second, and the food order third. You will fill out the bottom part of the form before the top part.*
- **Play the recording a second time.** This time, ask students to write out the information on the form. You may wish to play the tape more than once if many students are not able to complete it the first time.
- Correct the answers.

### Answers

Address: 34 Bonham Road  
Telephone number: 398-2845  
Order: One large pizza with mushrooms, olives, and cheese. One medium pizza with peppers and onions. One large lemonade and one small orange juice. One salad.

**2c** This activity provides guided oral practice using the target language.

- **Say, Look at the order form on page 83. You will work in pairs. Student A, you work in a pizza restaurant. Ask Student B questions and fill out the order form. Remember to ask for the address and telephone number. Student B, order food and drink that you like from the list in activity 1a.**
- **After students complete the dialogue one way, ask the partners to exchange roles and do it again.**
- **Ask pairs of students to perform their dialogue for the class.**