

UNIT 2

My Place

WHAT DO YOU ALREADY KNOW?

- 1 Think about rooms in your home. Write words that you know in the box.
- 2 **IN PAIRS** Share and compare your information. Add more words to the box, if possible.



Living room: *sofa,* _____



Bedroom: *bed,* _____



Kitchen: *oven,* _____



DISCUSS & SHARE



VIDEO

- 3 **IN GROUPS** Watch the video and answer the question.

SYM City or country?

In this unit, you will ...

- introduce your partner, talk about classroom objects and talk about where items are in a room.
- use thinking skills: analyze, evaluate and brainstorm.
- read about college student rooms.
- use strategies to give extra information and ask about new words to continue a conversation and check understanding.
- use communication skills to book a hotel room and write a text message.
- follow an online teacher to learn about their job and the skills needed to be in this industry.



VOCABULARY describing places

A IN PAIRS Match the adjectives from the box to the pictures. Which home is your favorite?

beautiful big modern noisy old quiet small ugly



B Look at the adjectives in A again. Find pairs with opposite meanings.

beautiful—ugly

★ MAKE IT YOURS

Write more adjectives to describe your home. Use your dictionary to help you.

C **2.01** Listen and repeat.

D IN PAIRS Answer the question. Which adjectives describe your home?

LISTENING

A LISTENING SKILL—Use visuals to predict content Look at the picture. Who are the people? Where are they? What is the conversation about?

B **2.02** Listen and check your ideas from A.

C **2.02** Listen again. Complete the notes about Nick.

Name	Nick Smith
Home	London—big and _____ apartment (on vacation with his _____)
Age	_____
Email	_____@gmail.com

D THINKING SKILL—Analyze Juno says his place is *small* and *noisy*. Do you think he likes it or not?



A Complete the questions from the conversation.

how how old what ×2 where who

- 1 _____'s your name?
- 2 _____ are you?
- 3 _____ are you from?
- 4 _____ is he?
- 5 _____ are you?
- 6 _____'s your phone number?

B Circle the verbs in the questions in A.

C Complete the table with *is* or *are*.

Question Word	To be	Subject
How old	1 <i>are</i>	your parents?
What	2	your email?
Where	3	they from?
Who	4	she?
How	5	you?

D Read the questions in A and C. Match the question words (1–4) to the information in the answer (a–d). Write the letter.

- | | |
|-----------------|-----------------------|
| 1 How old _____ | a a thing or a number |
| 2 What _____ | b a place |
| 3 Where _____ | c a person or people |
| 4 Who _____ | d age |

For more practice, go to page 71.

E Find and correct the errors in the questions.

- 1 ^{How} What old is your apartment? It's 100 years old.
- 2 How is his email? It's benji123@yes.co.uk.
- 3 Where are their names? Sasha and Tina.
- 4 Who is she from? She's from Canada.
- 5 What are they? They're my friends.

F IN PAIRS Ask and answer the questions in A so they're true for you.

SPEAKING

A IN PAIRS Role-play. Read the information. Take turns to ask and answer questions. Write the answers in your notebook. Use the Confident Communicator box to help you.

Student A: go to page 65 of the Activity Bank. Student B: go to page 66 of the Activity Bank.

B Ask the questions again and answer with true information for you.

C IN GROUPS Tell the group about your partner.

- A: His/Her name is ...
- B: He's/She's from ... His/Her apartment/house is ...
- A: He's/She's ... years old.
- B: His/Her phone number is ...

**CONFIDENT
COMMUNICATOR**

**KEEP
TALKING**

To continue the conversation, give extra information in your answer:
*I'm from London.
It's a beautiful city.*



VOCABULARY your things

A Look at the objects in the pictures. Check (✓) the objects you see in your classroom.

<p>1</p>  <p><input type="checkbox"/></p> <hr/>	<p>2</p>  <p><input type="checkbox"/></p> <hr/>	<p>3</p>  <p><input type="checkbox"/></p> <hr/>	<p>4</p>  <p><input type="checkbox"/></p> <hr/>	<p>5</p>  <p><input type="checkbox"/></p> <hr/>
<p>6</p>  <p><input type="checkbox"/></p> <hr/>	<p>7</p>  <p><input type="checkbox"/></p> <hr/>	<p>8</p>  <p><input type="checkbox"/></p> <hr/>	<p>9</p>  <p><input type="checkbox"/></p> <hr/>	<p>10</p>  <p><input type="checkbox"/></p> <hr/>

B IN PAIRS Match the words from the box to the pictures. Write the words in A.

brush ID card laptop notebook pen
 phone transit card umbrella wallet watch

C  2.03 Listen and check your answers in B. Then listen again and repeat.

LISTENING

A  2.04 LISTENING SKILL—Listen for main idea Listen and discuss. Where are the people?

at a sports event in a class on a radio program

B  2.04 Listen again. Write the name of the person from the box.

Andrea Emily Ryan

- 1 British _____ 2 German _____ 3 the winner _____

C  2.04 Listen again and complete the lists for each person. Then write the total number of items.

- 1 Andrea: a _____, 2 watches, a sandwich
Total = _____
- 2 Emily: 2 brushes, an _____, a notebook, 2 pens,
a _____, an umbrella, a transit card
Total = _____
- 3 Ryan: 2 ID cards, a _____, 3 pens, a phone, a wallet,
a _____, a transit card
Total = _____



 MAKE IT YOURS

Say *Congratulations!* or *Good job!* to a competition winner or someone with good news, e.g., a good test result.

D THINKING SKILL—Evaluate Are radio shows popular in your country? Describe your favorite radio show/station or your favorite radio show host.

GRAMMAR a/an singular and plural nouns



A Look at the bold and underlined nouns in LISTENING C and answer the questions.

- 1 Are the bold nouns singular (one item) or plural (2+ items)? The underlined nouns? _____
- 2 What words are before the bold nouns? _____
- 3 What is the final letter of each underlined noun? _____

B Complete the rules with your answers from A.

For one item, use:

- 1 _____ + noun, e.g., a brush
- 2 _____ + noun beginning with a vowel sound (a, e, i, o, u), e.g., an umbrella

For two or more items, use:

- number + noun + 3 _____, e.g., 2 pens
- number + noun ending with -ch and -sh + 4 _____, e.g., 2 watches

For more practice, go to page 72.

C Look at the items in LISTENING C again. Add more examples using the rules in B.

- 1 a brush, _____
- 2 an umbrella, _____
- 3 2 pens, _____
- 4 2 watches, _____

D Complete the lists with a, an, -s or -es.

Harry: a laptop, three watch _____, _____ pen, two notebook _____, two sandwich _____
 Beth: two brush _____, _____ bag, _____ umbrella, _____ ID card, three pen _____

E **IN GROUPS** Choose one person from D or LISTENING C and take turns to read his or her list of things.

PRONUNCIATION plural nouns



A 2.05 Listen to the words and the final -s sound. Repeat.

/s/	/z/	/ɪz/
laptops	phones	watches
1	3	5
2	4	6

B 2.06 Listen and add the words to the table in A. Then listen again, check and repeat.

brushes ID cards notebooks sandwiches umbrellas wallets

SPEAKING

A **IN PAIRS** Make a list of things you see in the classroom, on your desk or in your bags. Use your dictionary for new words.

6 bags, 5 phones ...

B Discuss your list with another pair. Use the Confident Communicator box to help you. Is the use of a/an and -s/-es correct?

C What is the total number of things on your list? Discuss as a class.

CONFIDENT COMMUNICATOR

KEEP TALKING

To continue the conversation, ask questions about new words:
 What's this in English? It's a tablet.
 What's ... in English? Sunglasses.

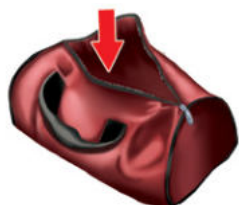


VOCABULARY prepositions of place 1

A Look at the pictures. Complete the phrases with the words from the box.

bag bed chair desk door umbrella watch window

1 in the _____



2 behind the _____



3 in front of the _____



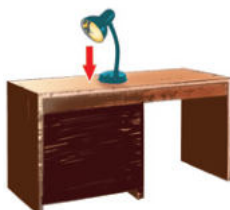
4 between the _____ and the _____



5 next to the _____



6 on the _____



7 under the _____



B Complete the sentences.

- 1 The notebook is _____ the bag.
- 2 The umbrella is _____ the chair.
- 3 The chair is _____ the umbrella.
- 4 The bed is _____ the door and the window.
- 5 The door is _____ the bed.
- 6 The lamp is _____ the desk.
- 7 The dictionary is _____ the watch.

C IN PAIRS Look at your classroom. Say what's on your desk, next to the door and in front of the window.

READING

- A IN PAIRS Look at the pictures on page 65 of the Activity Bank. Find three differences between them.
- B 2.07 READING SKILL—Identify the topic Quickly read the webpage and choose a title from the box.

A Place for Teachers The Rooms at the College Your Favorite Bedroom

← → ↻
☆ ☰

NEW COLLEGE

There are two types of rooms for students.

Single (one student)
 There's a bed. There's a window between the door and the bed. There's a desk and a chair in front of the window. There's a small lamp on the desk. There's a small closet next to the bed.

Double (two students)
 There are two beds in the room. There's a big window between the two beds. There are two desks and two chairs. They are in front of the window. There's a lamp on each desk. There are two closets behind the door.

Language and Life



Communication – Hotel Room

FUNCTIONAL LANGUAGE book a hotel

A **2.08** Read and listen to the conversation. Complete the sentences with words from the box. There are two words you do not need.

friend hotel single double

Sofia calls a _____. Sofia asks for a _____ room.

Hotel worker: Good morning. Grand Hotel.

Sofia: Good morning. I want to book a room for Friday night, please.

Hotel worker: Sure. Let me see if we have a room.

There's a single room and a double room.

Sofia: What is a double room?

Hotel worker: It's a room with two beds for two people.

Sofia: OK. A single room, please.

Hotel worker: No problem. It's a nice room with two big windows.

What's your name and email, please?

Sofia: Sofia Lopez. My email is sofial95@newmail.com.
How much is it?

Hotel worker: It's \$100. Please pay at the hotel on Friday.

Sofia: Thank you for your help.

Hotel worker: You're welcome. Goodbye.



MAKE IT REAL

In British English: *double room* = a room with a bed for two people
twin room = a room with two beds for two people

B Add the bold sentences from A to the table.

Hotel guest	Hotel worker
<i>I want to book a room for Friday night, please.</i>	<i>There's a single room and a double room.</i>
1	4
2	5
3	6

C **2.09** Listen to two different examples (A and B) from the hotel worker. Is A or B polite? Circle the answer.

1 A B

2 A B

3 A B

D **IN PAIRS** Take turns reading the conversation in A.

E **IN NEW PAIRS** Repeat the conversation with new information. Take turns as the hotel worker and the hotel guest.

Student A: go to page 65 of the Activity Bank.

Student B: go to page 66 of the Activity Bank.

WRITING a text message

A Read the text messages and choose *True* or *False*.

Correct the false sentences.

- 1 Dan is in a hotel. True / False _____
- 2 The room is small. True / False _____
- 3 There is a restaurant in the hotel. True / False _____

B Circle six exclamation marks (!) and four question marks (?) in the texts.

C Complete the sentences with ? or !.

- 1 Use _____ at the end of a question—not at the beginning.
- 2 Use _____ at the end of a statement—not at the beginning.
- 3 Use _____ to show you are very happy or not very happy.

D Complete the sentences with ? or !.

- 1 Is the room small
- 2 The coffee shop is beautiful
- 3 This hotel is awesome
- 4 Where is the clothes store

E Complete the sentences to describe the places. Then write another sentence. Use your own words or the examples from the box.

closet	clothes store	coffee shop	quiet
noisy	old	small	

- 1 *The hotel is noisy. It's very old.* _____
- 2 The room ... _____
- 3 The restaurant ... _____

F IN PAIRS Exchange answers. Then take turns to ask and answer the questions. Text your questions and answers to each other if possible.



MAKE IT DIGITAL

Send two text messages to two different classmates in English.



VOCABULARY review

SCORE: / 5



A Choose the word that is different in each group.

- | | | | |
|-------------|-------------|--------------|-----------|
| 1 beautiful | laptops | old | small |
| 2 brush | modern | transit card | wallet |
| 3 door | ID cards | pens | umbrellas |
| 4 bed | between | desk | window |
| 5 behind | in front of | notebook | under |

GRAMMAR review

SCORE: / 5



A Complete the sentences.

- Where _____ you from? I'm from Japan.
- Who _____ he? He's my teacher.
- There's a brush and _____ ID card.
- The chair is next _____ the window.
- There _____ three windows and two doors.

6–10 correct: You can describe places and where things are, introduce your partner, and talk about your things. You can use *be* information questions, *a/an* singular and plural nouns and *There is/There are*.

0–5 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 10

WHAT DO YOU KNOW NOW?

Look back at page 15 and add the words you know now to the box.

FOLLOW A PRO ONLINE TEACHER

A Circle useful things for an online teacher.

chair desk dictionary internet laptop phone transit card

B **2.10 Listen and check your answers in A.**

C **2.10 Listen again and complete the notes.**

Name: Angela
 Nationality: _____
 Language: _____
 Job: _____
 Nationality of students: _____ and _____
 Age of students: _____ to _____ years old

D IN GROUPS Discuss. Are the sentences true for you? Change the sentences to make them true for you.

- I'm an online student.
- There are online teachers in my city.
- An online class is fun.

