3

Time for Class

Classroom Materials/Extra Practice T CD 1 Transparencies 3.1–3.6 Vocabulary Cards Unit 3 Workbook Unit 3 Interactive Practice Unit 3

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Imperatives: Affirmative and negative
- This, that, these, those: Statements
- *This, that, these, those*: Questions and answers
- Subject and object pronouns

Pronunciation

- The voiced th sound
- Word stress

Reading

• Read about good study habits

Writing

Write sentences about things in your classroom

Life Skills Writing

• Complete a school registration form

Preview

- Set the context of the unit by asking questions about school (for example, *Do you have children in school? Do you like school?*).
- Hold up page 45 or show Transparency 3.1. Read the unit title and ask the class to repeat.
- Explain: Time for class *means that it is time to go to school.*
- Say: Look at the picture. Ask the Preview questions: Where are the people? (They are at a school.) Does this place look like your (our) school? Ask abovelevel students: Why/Why not?
- Write the word *class* on the board and check that students understand (for example, T: *Are you in class now?* Ss: *Yes.* T: *Is it time for class now?* Ss: *Yes.*).

Unit Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. Explain unfamiliar vocabulary as needed:
 - School registration form: *A paper you complete to take a class*
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

Lesson 1 Vocabulary

Getting Started

5 minutes



WHAT DO YOU KNOW?

A CLASS. Look at the pictures. Which things...

- Show Transparency 3.2 or hold up the book. Tell students to cover the list of words on page 47.
- Read the directions. Point to picture 7 and read the example. Ask: Which things in the classroom do you know?
- Students call out answers as in the example. Help students pronounce classroom objects if they have difficulty.
- If students call out an incorrect classroom object, change the student's answer into a question for the class (for example, *Number 9 is a pen?*). If nobody can identify the correct classroom object, tell students they will now listen to a CD and practice the names of the things in the classroom.

Presentation

5 minutes



B Listen and point to the pictures. Then...

- Read the directions. Play CD 1, Track 50. Pause after number 16 (cell phone).
- Walk around and check that students are pointing.
- To check comprehension, say each classroom object in random order and ask students to point to the appropriate picture.
- Resume playing Track 50. Students listen and repeat.

Controlled Practice

15 minutes

PRACTICE

A PAIRS. Look at the pictures. Student A, choose...

- Read the directions. Play A and model the example with a student.
- Say: *If your partner points to the wrong thing, say,* "No, try again." Model this with another student.
- Pair students. Walk around and check that A is speaking and B is pointing. Check that A is politely asking B to try again if B points to the wrong thing.

Teaching Tip

Check that students understand that A only speaks and does not point; it is B's job to find and point to the picture. It is important to model pair activities clearly so that partners perform the activity as designed.

MULTILEVEL INSTRUCTION for 2A

Cross-ability Ask the higher-level partner to play Student A a few times to make sure that Student B understands the vocabulary before they switch.

Community Building

Model the activity and how students should correct each other's mistakes. Ask an abovelevel student to play B and make a mistake. Play A as follows:

- A: *Point to the backpack.*
- B: (Points to book)
- A: No. Guess (or try) again.
- B: (Points to backpack)
- A: Yes. Good!

B WORD PLAY. Look at the list of things...

- Read the directions.
- Read the titles in the chart. Pick up a piece of chalk and act like you are writing on the board. Say: *I* write with chalk. Pick up a book and act like you're reading it. Say: *I read a book*. Point to a chair and say: This is a chair. It is furniture.
- Walk around and check that students are writing things from the list on page 47.
- Copy the chart onto the board. Call on students to write in answers.
- To wrap up, ask the class to call out items under each heading. Correct any mistakes on the board.

Communicative Practice 10 minutes

© PAIRS. Compare answers.

- Students compare answers with a partner by looking at each other's charts.
- Walk around and spot-check students' answers. Correct as needed.

Learning Strategy: Use pictures

- Provide each student with four index cards or tell students to cut up notebook paper into four pieces.
- Read the directions.
- Walk around as students work. If misspellings occur, tell them to check the list on page 47.
- Say: You can make cards with pictures to remember new words. Remind students to use this strategy to remember other new vocabulary.

Expansion: Vocabulary Practice

- Form groups of 5. One student is the leader and collects all the flashcards from the Learning Strategy activity and then shows the picture side of one card to the group. Students take turns guessing.
- When a student guesses correctly, the next student guesses at a new card. If a student makes a mistake, the leader can tell the student to guess again or the group can correct the student.
- Students can take turns leading the group.

Communicative Practice 15 minutes

Show what you know!

GROUPS OF 5. Look at the list of things...

- Form groups of 5.
- Read the directions and the example.
- If possible, ask students in each group to put all their classroom items (for example, pencils and books) on their desks to make counting easier.
- After five minutes, tell students to stop. Call on a representative from each group to report what things their group has (T: Rosa, what did you count in your group? Rosa: 5 pencils. 4 books. 5 notebooks. . . .).

Expansion: Listening Practice

- Ask one group to share their list with you.
- Tell the class to close their books and to take out a sheet of blank paper. Dictate the list to students while they copy it (T: *3 dictionaries*. *4 backpacks*. . . .).
- Walk around and check for accuracy.



Getting Started

10 minutes

Presentation

LISTEN

• Play CD 1, Track 51.

Teaching Tip

• Ask: What is she saying?

15 minutes

Culture Connection

- If time permits, review the vocabulary on
- Say: In the United States, most students bring a backpack, a notebook, and other things to class.
- Ask: *In your home country, what are some* things that students bring to school? Write a list of answers on the board. Point out any similarities or differences with what is on the board and what is considered usual for the U.S. (for example, It looks like electronic dictionaries are common in the United States and Korea.).

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 282 as they listen to the conversations.

A Look at the picture. Emily Reed is...

• Read the directions and the answer choices.

BEFORE YOU LISTEN

A READ. Ramiro and Kamila go to English class...

- Read the directions.
- Read each sentence and ask the class to repeat.
- Explain any unfamiliar vocabulary through modeling, if possible. For example, to demonstrate borrow, ask a student: May I borrow your pencil? Take the pencil, write with it for a second, and then return it while saying Thank you.

Teaching Tip

When reading directions, ask comprehension questions to check that the class understands all the information. In this case, ask: When do Ramiro and Kamila go to English class? (after work) What do you do with the sentences? (read them)

B Look at the pictures. Read the sentences again....

- Read the directions. Allow a few moments for students to reread the sentences to themselves.
- Then say: *Look at the first picture*. Hold up your book and point to it. Ask: Which picture matches sentence 1? (the second)
- Say: *Match the other pictures*.
- To check answers, walk around and check that students matched the sentences correctly. Then ask the class: *Which sentence matches the first picture?* (4) Which sentence matches the third picture? (3) and so on while the class calls out the matching sentence number.

B Listen again. Read the sentences....

- Play Track 51 again.
- To check answers, ask: *Is number 1 true or false?* (false) Make it true by saying: Ms. Reed says, "Take out a . . . ," and tell the class to call out "a piece of paper." Ask: Is number 2 true or false? (true)

G Listen to the whole conversation....

- Read the directions. Play CD 1, Track 52.
- Call on a student to read the completed sentence.

Controlled Practice

10 minutes



CONVERSATION



Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2A on page 48.
- Play CD 1, Track 53. Students listen and read along.
- Check comprehension by asking: What do the students do? (put away the books, take out a piece of paper) What does Aram borrow? (a pencil)
- Resume playing Track 53. Students listen and repeat. Note that there is an extra pause in Ms. Reed's first line (after Are you ready for the test?) to give students time to repeat.

Communicative Practice 25 minutes

PRACTICE

A GROUPS OF 3. Practice the conversation. Then...

- Form groups of 3 and tell students to practice the conversation in Exercise 3.
- Then, in Exercise 4A, point to each picture and ask students to say what it is. Read the note about a and an. Tell students to write a or an and the word for each object next to each picture. Students can refer to page 47 to check spelling.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the first pair of pictures (*notebooks* and *pen*).
- Point out the article *a* before the second blank. Say: Here we must use a word that goes with a or an. Which words can we use here? (pen, piece of paper, pencil, eraser) For eraser, change a to an on the board. Also point out that B's line can use a or an with a singular noun (for example, Can I borrow a pencil?).
- Ask three on-level students to practice the conversation in front of the class.
- Tell groups to take turns playing each role and to use the pictures to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on groups to perform for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Assign one pre-level, one on-level, and one above-level student to each group.

First, the pre-level student is A, the on-level student is B, and the above-level student is C. The above-level student serves as a coach or monitor for A. Student C models correct choices.

When they switch roles, the on-level student becomes C, the pre-level student becomes B, and the above-level student becomes A. Now the onlevel student can help the pre-level student.

Teaching Tip

Add greater authenticity to role-play practice by telling groups to act out the role play complete with gestures and other movements (for example, in Exercise 4A, B and C actually do what A instructs). This enhances the communicative aspect of the exercise.

B ROLE PLAY. GROUPS OF 3. Make your own...

- Read the directions.
- Tell students to write the words for several classroom things from page 47 and any additional ones they know. Call on students (especially abovelevel) to say additional things they know. Write them on the board and explain any unfamiliar words.
- Form groups of 3 and tell them to practice the conversation.
- Walk around and check that students say singular or plural nouns clearly and are placing them in the conversation correctly.
- Call on groups to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level To ensure comprehension, tell the "teacher" (A) to say at least one command that B and C carry out.

Above-level Ask the "teacher" (A) in each group to say three commands instead of two. B and C then each ask each other to borrow something.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

20 minutes

- Say: We're going to study imperatives. In the conversation on page 49, Ms. Reed used this grammar.
- Play CD 1, Track 53. Students listen. Write on the board: *Take out a piece of paper*. Underline *Take out*.

Presentation

10 minutes

Imperatives

- Copy the grammar charts onto the board or show the charts on Transparency 3.3 and cover the exercise. Say: *You use* imperatives *when you tell someone to do something. Imperatives are also called* commands.
- Read the affirmative imperative statements in the left chart and tell the class to repeat. Say: We don't say you with commands. Also, the verb does not have -s.
- Read the Grammar Watch note and ask the class to read along silently.
- Say: *Tell me more affirmative commands*. Write them on the board as students call them out, correcting word choice and grammar as needed. Add *Please* to the beginning of each command and say: *Remember to use* please *to be polite*.
- If students run out of ideas, write commands that you commonly use in your class (for example, *Please close the door. Please close your books.*). After you write them, say them, ask the class to repeat, and tell the class to follow the command to demonstrate comprehension.
- Say: You also use commands when you tell someone not to do something. Read the negative imperative statements in the right chart and ask the class to repeat.
- Explain: *Negative commands begin with* Don't, which is a contraction of Do not. On the board, write a command with *Do not* and then erase *Do not* and replace with *Don't*.
- Point to various affirmative commands on the board. For each one, point and tell the class: *Make it negative*. As students call out the negative form, write it on the board (for example, *Take out your notebooks*. → *Don't take out your notebooks*.). Repeat this for several commands on the board.
- If you are using the transparency, do the exercise with the class.

PRACTICE

Match the sentences and the pictures.

- Read the directions and the example.
- Say: Some pictures have an X over them. Ask: What does the X mean? (Don't)
- Students compare answers with a partner.
- Call on several students to read answers. Correct as needed.

Expansion: Speaking Practice for 1

- Form groups of 5. Play a "polite" Simon Says-style game where the leader issues commands that the others must follow, but only when the leader first says *please* (for example, *Please take out your notebook.*).
- If the leader doesn't say *please*, students should not perform the action. If students do, they are out of the game.

Expansion: Grammar Practice for 1

- Ask students to change each command to affirmative or negative (for example, 1. *Don't turn off the computer.*) and to write the new commands in their notebooks.
- Students can then choose new answers for the new commands.

2 LIFE SKILLS WRITING

Turn to page 255 and ask students to complete the school registration form. See pages Txi–Txii for general notes about the Life Skills Writing activities.

3

PRACTICE

A Read the test directions. Underline...

- Read the directions. Remind students that a picture with an X over it means *Don't*.
- Do item 1 together. Ask: Use or Don't use?
- Students compare answers with a partner.
- Call on students to say answers.

B Complete the sentences about classroom rules....

- Read the directions and examples. For item 2, explain: We say Don't because eating in class is not good. The rule is Don't eat in class!
- Remind students to cross out the words they use.
- Walk around and spot-check to see if students are correctly creating affirmative and negative commands.
- If students write an affirmative command that is incorrect (for example, *Answer your cell phone in class.*), read it to the student and ask: *Is this correct?* We answer our cell phones in class?
- Students compare answers with a partner.
- Call on students to say answers. Correct as needed.

Communicative Practice 20 minutes

Show what you know!

GROUPS OF 3. Make a list of Dos and Don'ts...

- As a warm-up, add to the rules in Exercises A and B by brainstorming with the class more rules that apply to your classroom. Write them on the board.
- Form groups of 3 and tell students to write at least five *Do* rules and five *Don't* rules.
- Walk around and help as needed.
- Call on several groups to share their list with the class.

MULTILEVEL INSTRUCTION

Cross-ability Ask the higher-level student to contribute at least one new rule not already listed in Exercise 3B or on the board. The lower-level student is responsible for copying classroom rules already on the board or rules featured in Exercise 3B.

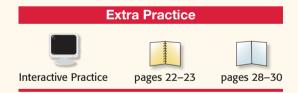
Expansion: Graphic Organizer and Writing Practice

- Brainstorm rules that students follow at home (for example, *Lock the door at night. Go to bed at 10:30 P.M.*).
- Ask students to draw a chart in their notebooks with the following headings: Rules at School and Rules at Home. For Rules at School, explain: Write three rules that you follow in school. For Rules at Home, explain: Write three rules that you follow at home. Pair students if pre-level or on-level students need help. Call on students to present their chart to the class.
- As a follow-up, ask: Are classroom rules and home rules similar? Are they different?

Progress Check

Can you . . . give and follow classroom instructions?

Say: We have practiced giving and following classroom instructions. Now, look at the question at the bottom of the page. Can you give and follow classroom instructions? Tell students to write a checkmark in the box.



Read about good study habits

Getting Ready

20 minutes



BEFORE YOU READ

A CLASS. What are your study habits? For example,...

- Say: Look at the picture. Ask: What is he doing? (studying)
- Read the directions. Explain: Study habits *are the ways that you study*.
- Call on several students to answer the questions in the directions. Write the questions *When do you usually study?* and *Where do you usually study?* on the board and write students' answers under them so there are several answer choices for each question.

B PAIRS. Match the sentences about study habits...

- Read the directions. Pair students.
- Read the study habits in the box and ask the class to repeat.
- Explain: Set study goals means to make new goals.
- Call on a few students to say answers.

MULTILEVEL INSTRUCTION for 1B

Cross-ability The higher-level partner first points to each picture and asks the lower-level partner to read the matching sentence.

Expansion: Speaking Practice for 1B

• Ask: Which goals do you like? Which one is your favorite?

Expansion: Critical Thinking Practice for 1B

- Ask: Can you think of more study habits?
- Form groups of 3. Ask each group to write at least three additional study habits not listed in Exercise
- Call on groups to share their study habits with the class. Write any particularly good ones on the board for the class to copy into their notebooks.

Read about good study habits

Presentation

10 minutes

Communicative Practice 20 minutes



READ



Ally Einstein is not a good student....

- Explain: Ally wrote a letter to an advice columnist, someone who works for a newspaper and who helps people with their problems.
- Read the directions.
- Ask: What is the title of the article? (Ask the Professor) *Who is in the picture?* (the professor)
- Play CD 1, Track 54. Students listen and read along silently.
- Review each idea in the letter with students and write the first sentence of each idea on the board. Discuss each one with the class (for example, Can you set study goals for each week?).

Controlled Practice

10 minutes



CHECK YOUR UNDERSTANDING

A Read the sentences. There is one mistake in each...

- Read the directions and the example.
- Say: *In each sentence, one or two words are wrong.* Find the sentences in the article to help you fix the sentences here.
- To demonstrate, point out that item 1 is the first idea from the article. Further point out that the article states, Set study goals each week. Say: That's how we know that year in number 1 is wrong.
- Optional: Say: Find each sentence in the article and underline it. Then compare the sentences and fix the
- Call on students to read the corrected sentences.

B Read the letter again. What is the main idea?...

- Read the directions. Allow time for students to read the letter again.
- Remind students: The main idea is the most important point in the article.
- Students compare answers with a partner.
- Call on a few students to say their answer. Some answers may vary slightly.

Show what you know!

STEP 1. Choose one language skill you want to...

- On the board, write *listening*, *speaking*, *reading*, writing, vocabulary, and grammar. Under each one, ask students for their ideas about goals they can set for themselves. If students have difficulty thinking of goals, refer them to the study goals in the pictures on page 52.
- Tell students to choose one of the above areas (for example, listening) and to write one goal for it.

Expansion: Speaking Practice for STEP 1

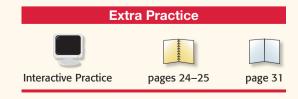
• In one week's time, review students' goals with them and ask them if they achieved their goals.

STEP 2. NETWORK. Who wants to practice...

- Read the directions. Tell students who picked listening to stand in one part of the room. Continue for all other skill areas until all students are assigned to stand near other students with the same skill choice.
- Within each group, tell students to mingle, and ask: What is your study goal? Check that students understand each other's goals.
- To wrap up, ask several students in each group to share their goals for their skill. On the board, categorize the goals students say under various skill headings (for example, Listening: Listen to the radio for 20 minutes every day. Talk on the phone to my neighbor once a week.).

Expansion: Goal-setting Practice for STEP 2

• Encourage students with similar skill goals to form study groups. Allow time in class for them to discuss a plan. For example, a group of students who want to read more might be able to meet at the library after class.



Talk about things in the classroom

Getting Started

5 minutes



BEFORE YOU LISTEN

PAIRS. Look at the picture. Write the words from...

- As a warm-up, ask the class if they use a computer at home or another place (for example, the library). Ask: What do you do on the computer? (check e-mail, do homework, find information)
- Direct the class to look at the picture. Read the vocabulary words in the box and ask the class to repeat.
- Pair students. Read the directions and the example.
- Students compare answers with a partner.
- Walk around and spot-check students' written answers.

Expansion: Speaking Practice for 1

• If you have computers in your classroom, brainstorm with the class a list of common computer imperatives and write them on the board (for example, touch the keyboard, move the mouse, look at the monitor, type . . .). Assign pairs of students to one computer. One partner issues commands (imperatives) that the other student follows.

Presentation

20-25 minutes



LISTEN

A Look at the picture.... Guess:...

- Read the directions.
- Ask: What is above Carlos's head? (a mouse)
- Call on students to answer the questions in the directions. Write their guesses on the board.
- Tell students they will listen for the answer in Exercise B.

B Listen to the conversation. Was...

- Read the directions. Play CD 1, Track 55.
- Ask: Was your guess in Exercise A correct? Circle the correct answers on the board. (Carlos: What's this called in English? Kamaria: It's a mouse.)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 282 as they listen to the conversations.

Listen again. What is Carlos asking about?...

- Read the directions. Play Track 55 again.
- Students compare answers with a partner.
- Call on a couple of students to say answers.

C Listen to the whole conversation....

- Read the directions. Play CD 1, Track 56.
- Students compare answers with a partner.
- Read the completed sentence.
- Ask: Is Carlos funny? Why or why not?

Talk about things in the classroom

CONVERSATION



A Listen. Then listen and repeat.

- Ask students to look at the picture at the right. Read the Pronunciation Watch note.
- Demonstrate how to pronounce th as in this and these.
- Explain: When I say this, there is a buzzing sound. Touch your throat while pronouncing to illustrate.
- Read the directions. Play CD 1, Track 57.
- Resume playing Track 57. Students listen and
- Play Track 57 a few more times if students have difficulty clearly pronouncing th.
- Call on several students to repeat the sentences after you.

Controlled Practice

15 minutes



B Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 54.
- Read the directions. Play CD 1, Track 58. Students listen and read along silently.
- Resume playing Track 58. Students listen and repeat.
- As students repeat, listen carefully for their production of the voiced th in this, these, and They're.

Language Note

When reading from a script, students often pronounce contractions as the full form (for example, don't as do not). Remind students that contractions have a different pronunciation from the full form. Model pronunciation of It's and *They're* and ask the class to repeat.

PRACTICE

A PAIRS. Practice the conversation. Then make new...

• Pair students and tell them to practice the conversation in Exercise 3B.

- Then, in Exercise 4A, point to each picture and ask students to say what it is. Tell students to write the name next to each picture. Students can refer to page 47 to check spelling.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the first pair of pictures (a keyboard and DVDs). Remind students to include a/an as needed.
- Ask two on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use the pictures to fill in the blanks.
- Walk around and check that students are clearly pronouncing th.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. PAIRS. Make your own...

- Read the directions.
- Brainstorm with the class to come up with a list of classroom items in your room. On the board, write singular items under the heading *It's* and plural items under the heading They're. Include a or an for countable singular items.
- Pair students and tell them to practice the conversation, substituting information on the board into the conversation.
- Walk around and tell students to switch roles and practice with vocabulary from the board.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Pair on-level and pre-level students. After a few minutes of practice, tell onlevel students to practice without a script.

Extra Practice



Interactive Practice

Talk about things in the classroom

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study statements with this, that, these, and those. In the conversation on page 55, Carlos used this grammar.
- Play CD 1, Track 57. Students listen. Write on the board: *That's a mouse*. Underline *That's*.

Presentation

15 minutes

This, that, these, those: Statements

- Copy the grammar charts onto the board or show the charts on Transparency 3.4 and cover the exercise.
- Hold up a book and say: *This is a book*. Emphasize *this*. The class repeats. Write the sentence on the board and draw a hand holding a book.
- Put a book on a table. Stand a few feet away. Point and say: *That is a book*. Emphasize *that*. The class repeats. Write the sentence on the board and draw a hand pointing to a book far from the hand.
- Read the sentences in the left chart and ask the class to repeat. After each sentence, tell the class to look at the picture that demonstrates the meaning of the sentence.
- Next, hold up two books and say: These are books.
 Emphasize these. The class repeats. Write the sentence on the board and draw a hand holding two books.
- Put two books on a table. Stand a few feet away. Point and say: *Those are books*. Emphasize *those*. The class repeats. Write the sentence on the board and draw a hand pointing at two books far from the hand.
- Read the sentences in the right chart and ask the class to repeat. After each sentence, tell the class to look at the picture that shows the meaning of the sentence.
- Now, alternate between holding up one book and holding up two and tell the class to call out *this* or *these*. Repeat several times with different objects.
- Then alternate between pointing to one book and pointing to two books and tell the class to call out that or those. Repeat several times with different objects.
- To sum up, read the Grammar Watch note.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Underline the correct words.

- Read the directions. Write the example on the board and point to the answer. Ask: *Why?* (*Book* is singular.)
- Remind students: That's *is a contraction for* that is.
- Say: Read the sentences before you answer. Remember, say this and that to talk about one thing, and these and those for two or more things.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

B Look at the pictures. Complete the sentences...

- Read the directions. Write item 1 on the board and point to the answer. Ask: *Why?* (*Books* is plural and the man is near the books.)
- Say: Look at the picture before you answer.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

Expansion: Grammar Practice for 1B

- Form groups of 3. Have students put their personal classroom objects (books, pencils) on a desk.
- Student A (the presenter) holds up two pencils. Student B calls out *These pencils*. Then A puts the pencils down and points to a nearby dictionary. Student C calls out *That dictionary*. Then B becomes the presenter.

© WRITE. Write two sentences in your notebook...

- Read the directions.
- To warm up, point to something in your classroom that is far from you. Ask: What do I write? Students should call out That is/That's a book. Repeat for objects near and far, singular and plural, so students can see examples of all four expressions.
- Walk around and check that students aren't simply copying what's on the board. Ask students to point to the things they're writing about so you can determine if they used the correct expression (for example, T: [Looking at the sentence *This is a dictionary.*] *Where is your dictionary?* S: [Holding/pointing to the dictionary] *This is my dictionary.*).

Lesson 6 Talk about things in the classroom

Presentation

15 minutes

Communicative Practice 10 minutes

This, that, these, those: Questions and answers

- Copy the grammar charts onto the board or show the charts on Transparency 3.4 and cover the exercise. Tell the class they will learn how to make and answer questions with this, that, these, and
- Read the singular questions in the left chart using a student's book to illustrate, and ask the class to repeat. Tell the class to reply Yes, it is. Repeat with the plural questions, using two books to illustrate, and tell students to reply Yes, they are.
- Read the singular questions and answers in the right chart and then the plural ones and ask the class to repeat. Use pens in the classroom to illustrate.
- Copy several questions and answers onto the board with blanks (for example, Is ____ ____ your book? _ *is*.). Hold objects in your hand to elicit this or these from the class. Point to objects to elicit that or those. Fill in the blanks when students call out the correct answers.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

PRACTICE

PAIRS. Look at the pictures. Complete...

- Read the directions and the example. Call on an above-level student to say the answer for item 2. Write it on the board.
- Say: The picture will help you understand how to complete the conversations. Look at the grammar charts on pages 56 and 57 if you need help.
- Walk around and listen in on pairs. As needed, tell pairs to look at the picture first to figure out singular or plural and near or far.
- Call on pairs to perform the completed conversations.

■ MULTILEVEL INSTRUCTION for 2

Cross-ability Ask the higher-level partner to act out the actions in each conversation so the lower-level partner can experience it rather than just see it on the page.

Show what you know!

PAIRS. Student A, you have ten seconds. Draw...

- Read the directions. Ask students to look at the picture of the notebooks. Say: I'm Student A. You, the class, are Student B. Announce: Ten seconds, and look at your watch or the classroom clock so students know you're referring to time. In less than ten seconds, draw a picture of a book.
- Stand away from the picture, point to it and ask: What is that? Students should call out Is it a book?
- Review classroom vocabulary from Lesson 1 (pages 46–47) as needed.
- Pair students. Remind A: After you draw a picture, ask your partner a Wh- question, for example, What are these? Remind B: Answer Student A with a yes/no question, for example, Are they pencils?
- Walk around and, as needed, practice with students and demonstrate how to do the activity.

MULTILEVEL INSTRUCTION

Pre-level Sit with students and practice with them, playing Student A. Ask above-level volunteers to work with the other pre-level pairs. Above-level Ask A to draw additional classroom objects that are not listed on page 47 (for example, a globe).

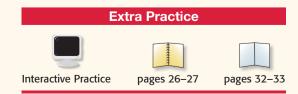
Expansion: Pronunciation Practice

• Create flashcards with *this* and *these*. Hold up a card and ask the class to pronounce it. If you cannot hear a difference between this and these, continue the activity.

Progress Check

Can you . . . talk about things in the classroom?

Say: We have practiced talking about things in the classroom. Now, look at the question at the bottom of the page. Can you talk about things in the classroom? Tell students to write a checkmark in the box.



Talk about places at school

Getting Started

2 minutes

- If the number of your classroom is 100 or lower, ask: What number is our classroom? As needed, point to the door and ask Number? Then write the number on the board, say it, and ask the class to repeat it.
- If the number of your classroom is higher than 100, say the number of another room, for example, the language or computer lab, write it on the board, and ask the class to repeat.

Presentation

15 minutes

USE NUMBERS 10-100

A Look at the numbers. Listen and point....

- Write numbers 10–19 on the board. Say each one and ask the class to repeat them.
- Read the directions. Play CD 1, Track 59. Students listen and point.
- Resume playing Track 59. Students listen and repeat.

B PAIRS. Student A, say a number from Exercise A....

- Read the directions. Practice with the class a few times by saying a number between 10 and 19 out loud and having students write it in their notebooks. Students hold up their notebooks to show you their number.
- Pair students and tell them to take turns playing A and B. Remind students not to repeat a number.

■ MULTILEVEL INSTRUCTION for 1B

Pre-level Sit with students and dictate numbers to them as they write.

Above-level Student A says two numbers from Exercise 1A. Student B writes both numbers. Students take turns playing A and B.

• Listen and point. Then listen and repeat.

- Ask students to look at the list of numbers (20– 100).
- Read the directions. Play CD 1, Track 60. Students listen and point.
- Resume playing Track 60. Students listen and repeat.

• Begin reading 20, 21, 22, 23, . . . and ask the class to repeat each one. Continue until 30 while the class repeats. Say: *Thirty*. *Thirty*-... and tell the class to say one. Then continue until 40 while the class repeats. Finally, say the numbers 50, 60, 70, 80, 90, and 100 while the class repeats.

Controlled Practice

10 minutes

PRACTICE

A Read the words. Write the numbers.

- Read the directions. Write the example on the
- Write on the board: *thirty-four* _____ and *forty*nine _____. Ask: What numbers do I write? (3 and 4, 4 and 9) Write the numbers in the blanks.
- Students compare answers with a partner.
- Call on students to write answers on the board.

B Listen to the conversations. Circle...

- Read the directions. Play CD 1, Track 61.
- Call on students to say answers. If many students did not get the correct answers, play Track 61

Expansion: Listening Practice for 2B

 Many students have difficulty distinguishing between teens and tens (for example, 13 and 30). Direct students to write the numbers 1 to 10 on a piece of paper. Dictate the following numbers: 1. 15, 2. 50, 3. 13, 4. 30, 5. 60, 6. 16, 7. 80, 8. 18, 9. 14, 10. 40.

Progress Check

Can you . . . use numbers 10-100?

Say: We have practiced using numbers 10-100. Now, look at the question at the bottom of the page. Can you use numbers 10-100? Tell students to write a checkmark in the box.

Talk about places at school

Controlled Practice

20 minutes

TALK ABOUT PLACES AT SCHOOL

A PAIRS. Look at the floor plan. How many...

- Read the words in the vocabulary box and ask the students to repeat. For each, ask the class if you have it at your school (for example, Do we have a computer lab?). Students can respond yes or no.
- Hold up the picture and point to the restrooms. Ask: What's this? The class should respond: The *restroom.* Then point to number 2 on the picture and ask: What's this? (hall) On the board, write: 2. hall. Say: Write hall for number 2.
- Read the directions. Say: Look at the things in each room in the school. Write the name of the room.
- Pair students.
- Walk around and check that students are correctly identifying the places on the floor plan.
- Call on several students to say answers.

Language Note

Students may have difficulty pronouncing words with more than four syllables. Write troublesome words on the board with spaces between syllables: for example, ca fe te ri a. Point to each syllable, pronounce the word slowly, and ask the class to repeat it slowly. Then pronounce the word again at regular speed and ask the class to repeat it.

MULTILEVEL INSTRUCTION for 3A

Pre-level Students form like-ability groups of 3 or 4 and work together to complete the task. **Above-level** Students work with like-ability partners and also draw a simple map of your school with rooms labeled.

B Listen and check your answers. Then...

- Read the directions. Play CD 1, Track 62. Students listen and check their answers. Play the CD as many times as needed.
- Resume playing Track 62. Students listen and repeat.

PRACTICE

A Listen. Then listen and repeat.

- Tell students to look at the picture. Use it to explain the meaning of on the left, on the right, next to, and across from. Show students how to motion and point with their hands when giving directions.
- Read the directions. Play CD 1, Track 63. Students listen.
- Resume playing Track 63. Students listen and repeat. Check that students are using rising/falling intonation correctly.

Communicative Practice 15 minutes

B PAIRS. Practice the conversation. Then look at...

- Read the directions. Copy the conversation from 4A onto the board, but leave blanks where students can insert new information.
- Pair students. Tell A to ask where two places are.
- Tell partners to switch roles and continue practicing with new places. Check that B is giving accurate directions. If B has difficulty, tell him/her to use the picture from Exercise 4A.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Ask pairs to focus first on the bottom floor before making conversations about places on the top floor.

Above-level Ask pairs to get to different places from various "You are here" points.

Progress Check

Can you . . . talk about places at school?

Say: We have practiced talking about places at school. *Now, look at the question at the bottom of the page.* Can you talk about places at school? Tell students to write a checkmark in the box.

Extra Practice Interactive Practice pages 34-35

Talk about people and places at school

Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures. Which people work...

- Point to each picture, say the job title, and ask the class to repeat.
- Ask the following questions after writing all the answers in a scrambled list on the board. As you ask each question, students choose an answer from the board:
 - What is a custodian? (a person who cleans the school)
 - What is a principal? (the director or leader of a school)
 - What is a librarian? (a person who works in the library and organizes all the books)
 - What is a computer lab assistant? (a person who helps you in the lab)
- Ask: Which people work at our school? Say: Check the people.

Expansion: Vocabulary Practice for 1

- Ask: What other people work in our school?
- Write answers on the board with simple definitions (for example, child-care assistant—the person who takes care of the children).

Culture Connection

• Say: *Many people work in schools in the U.S.* Point to the pictures of the jobs on page 60 and ask: Do these people work at schools in your home country?

LISTEN

Look at the picture.... Guess:...

- Read the directions.
- Ask: What do you see in the picture? What is happening? (Ken and Berta are in the lounge. A man is getting a soda.)
- Ask: What is Ken saying? Write the answer choices on the board and read them. Call on students to guess.

B Listen to the conversation. Was your...

- Read the directions. Play CD 1, Track 64.
- Circle the correct answer on the board. Ask: *Was* your guess correct?

Listen again. What is Ken's question?

- Read the directions.
- Read each of the three options and ask the class to repeat. For each question, ask: What kind of *question is this?* (a. a Wh- question; b. a yes/no question; c. a *yes/no* question)
- Play Track 64 again.
- Call on a student to say the answer.

C Listen again. Who is the man....

- Read the directions and the answer choices.
- Play CD 1, Track 65.
- Call on a student to say the answer.

Expansion: Writing Practice for 2C

- Brainstorm with the class to generate a list of school jobs (for example, custodian, principal, librarian). Write them on the board as column headings.
- Ask: Which jobs do you like? Tell students to write the jobs in their notebooks. Say: Circle your favorite job.
- Students stand and mingle to find other students who circled the same job. When students have found each other, they work together in a group to think of reasons the job they circled is a good job (for example, computer lab assistant—computers are fun, students are nice, I like to type.).
- One representative from each group writes the reasons on the board under the job title.

Talk about people and places at school

CONVERSATION



A Listen. Then listen and repeat.

- Write some of the words on the board with space between the syllables (for example, of fice). Point to a syllable in one of the words and read the Pronunciation Watch note.
- Read the words, saying the stressed syllable more slowly and more loudly. Tell students these syllables are stressed.
- Play CD 1, Track 66. Students listen.
- Resume playing Track 66. Students listen and repeat. For each word, ask: Which syllable is stressed? First, second, third, . . .?

B Listen to the words. Mark the stressed...

- Read the directions. Write the example (o pen) on the board. Ask: Which syllable is stressed? (the first one) Draw a large dot over o.
- Play CD 1, Track 67. Walk around and check that students are marking one syllable.
- Call on students to read the words out loud. Write answers on the board.

C Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 60.
- Play CD 1, Track 68. Students listen and read along silently. Explain: Excuse me is a polite way to get help. Sorry is a polite way to say you cannot help.
- Ask students to look at the pictures. Say: Ask him is an imperative. It means to ask a man. Ask her is an imperative. It means to ask a woman. Check comprehension by pointing to male and female students while the class calls out Ask him or Ask her.
- Resume playing Track 68. Students listen and repeat.

Controlled Practice

10 minutes



PRACTICE

A PAIRS. Practice the conversation. Then...

• Pair students and tell them to practice the conversation in Exercise 3C.

- Then, in Exercise 4A, point to each word in the boxes, say it, and ask the class to repeat. As needed, tell students to look back at pages 59-60 for pictures of these words.
- Read the directions. Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the boxes (cafeteria and him). Remind students to match the subject and object pronouns (for example, he/him). Also draw students' attention to the *Ask him/her* pictures.
- Ask two on-level students to practice the conversation for the class. Tell students in pairs to take turns playing each role and to use the words in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Sit with students (or assign an abovelevel student to sit with them) to make sure they can properly substitute information into the conversation.

Above-level Tell pairs to continue the conversation by asking where another place is.

Communicative Practice 20 minutes

B ROLE PLAY. PAIRS. Make your own...

- Read the directions. Play A and make up a conversation with an above-level student.
- Pair students and tell them to take turns playing A and B.
- Tell students to write several places to use in the conversation. Students can use places on page 59 and any additional places in their school that they know. Call on students (especially above-level) to say additional places. Write them on the board and explain any unfamiliar ones.
- Walk around and check that students are stressing the correct syllable and correctly pairing subject and object pronouns.
- Call on groups to role-play for the class.

Extra Practice





Interactive Practice

pages 28-29

Talk about people and places at school

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study subject and object pronouns. In the conversation on page 61, Berta used this grammar.
- Play CD 1, Track 68. Students listen. Write on the board: *Ask him.* Underline *him.*

Presentation

10 minutes

Object pronouns

- Copy the grammar charts onto the board or show the charts on Transparency 3.5 and cover the everyise
- Tell students that a *pronoun* is a word we use when we don't use a person's name.
- Read each sentence in the left chart and ask the class to repeat. While reading each sentence, point to a student (or students) to make the meaning of the subject pronouns clear.
- On the board, write several short sentences using subject pronouns (for example, *I am a new student*. *He is my friend*. *She is a doctor*.) and ask the class to repeat them. Ask students to tell you more sentences. Write them on the board, correcting grammar as needed.
- Read each sentence in the right chart and ask the class to repeat. While reading each sentence, point to a student (or students) to make the meaning of the object pronouns clear.
- On the board, write several sentences with object pronouns (for example, *Ask him. Please help us.*) and circle the pronouns. Remind students that they just practiced *him* and *her* in Lesson 8 on pages 60–61.
- Point to subject pronouns in sentences on the board and ask students to call out the object pronoun (for example, point to *he* and students should call out *him*). Repeat for object pronouns.
- Read the Grammar Watch note.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Underline the correct word.

- Read the directions and the example.
- Students compare answers by practicing the conversations with a partner.
- Call on students to say answers.

B Read Ms. Reed's instructions to her class....

- Read the directions and item 1.
- Remind students to use *him* for one man, *her* for one woman, *it* for one thing, and *them* for two or more people or things.
- Students may mistake *your* for *you* in items 2 and 3. Say: Your *is not* you. *Look at the noun to see if it is singular or plural.*
- Call on students to write answers on the board.

Expansion: Writing and Grammar Practice for B

- Pair students.
- Student A writes three classroom instructions (for example, *Please listen to the CD.*). Student B rewrites each sentence with a subject or object pronoun (for example, *Please listen to it.*).



T-62

REVIEW

Show what you know!

1

GRAMMAR

Complete Ms. Reed's instructions to her class....

- Read the directions. Tell students to refer back to the grammar charts on pages 50 (imperatives), 56–57 (*this, that, these, those*), and 62 (object pronouns) as needed.
- Students compare answers with a partner.
- When reviewing answers, point out how the sentence reveals the correct answer (for example, 2. The answer is This because we're talking about one story.).

2

WRITING

STEP 1. Complete the sentences. Use words from...

- Read the directions. Ask students to look at the vocabulary in the box.
- Remind students to write *Don't* to make negative imperatives. Explain that *your language* (number 2) means the students' first language. Also remind students to begin with a capital letter.
- Students complete the task and compare answers with a partner.
- Call on students to say answers. More than one answer for each item is possible.

STEP 2. Write four more tips for learning English....

- Read the directions.
- Brainstorm additional tips with the class using words from the box. Write a few on the board (for example, *Listen to the radio in English.*).
- Students can copy what's on the board but must also write their own tips.
- Say: Use a capital letter at the beginning of a sentence and use a period at the end of a sentence.
- Students compare answers with a partner.
- Call on students to read their tips out loud. Write any particularly good ones on the board and ask students to copy them.

Expansion: Writing Practice for STEP 2

• Choose a place (not your classroom) at your school where students visit (for example, a computer lab). Ask groups of 4 or 5 to create a list of rules for that place (for example, *Don't eat or drink. Don't check e-mail. Use the microphone to speak.*).

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 3, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice pages 30–31

EXPAND

Show what you know!

3

ACT IT OUT

STEP 1. Listen to the conversation.

- Play CD 1, Track 69. Students listen.
- As needed, play Track 69 again to aid comprehension.

STEP 2. PAIRS. You are in the office at school....

- Read the directions and the guidelines for Students A and B.
- Pair students. Tell pairs to use real information about your school. Remind students to pretend they are in the office when the conversation begins.
- Walk around and observe partners interacting.
 Check that A is asking for the location of various places in the school while B is replying with clear directions.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

4

READ AND REACT

STEP 1. Read about Ali's problem.

- Say: We are going to read about a student's problem, and then we need to think about a solution.
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple Wh- questions to check comprehension (for example, Where does Ali go to school? What level is his class? What does the teacher say? Why is Ali not happy?).

STEP 2. PAIRS. Talk about Ali's problem. What is...

- Pair students. Read the directions and the question.
- Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Ali.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think he can talk to his teacher. This is a good idea.).
- Now tell students to think of one new idea not in the box (for example, *He can move to a new desk.*) and to write it in the blank. Encourage students to think of more than one idea and to write their ideas in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask: *Do you think this is a good idea? Why or why not?*

■ MULTILEVEL INSTRUCTION for STEP 2

Pre-level Ask pairs to agree on one good idea. **Above-level** Ask pairs to rank the ideas in the list (including their new idea) on a scale of 1-4 (1 = the best).

5

CONNECT

Turn to page 247 for the Study Skills Activity and page 268 for the Team Project. See pages Txi–Txii for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 45.

Ask students to turn to page 45 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.