

7

Day After Day

Classroom Materials/Extra Practice



CD 3
Tracks 2–17



Transparencies 7.1–7.5
Vocabulary Cards Unit 7



MCA
Unit 7



Workbook
Unit 7



Interactive Practice
Unit 7

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Simple present: Questions with *When* and *What time*; Prepositions of time
- Adverbs of frequency: *always, usually, sometimes, never*
- Questions with *How often*; Expressions of frequency

Pronunciation

- Reduced pronunciation of *do you*
- Third-person *-es* ending

Reading

- Read an article about free time in the U.S.

Writing

- Write sentences about your schedule and free-time activities

Life Skills Writing

- Complete a timesheet
- Write a note to request time off

Preview

- Set the context of the unit by asking questions about daily activities in your class (for example, *What do we do every day in class?* Possible answers: We read our book. We speak to a partner. We write in our notebooks.). Say: *In this unit we will learn about activities you do every day.*
- Hold up page 125 or show Transparency 7.1. Read the unit title and ask the class to repeat.
- Explain: Day After Day *means* every day.
- Say: *Look at the picture.* Ask the Preview question: *What do you see?* (people talking, children drawing)
- If students begin to call out daily activities, explain: *In this unit we will learn more about daily activities or things you do every day.*

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. If possible, bring in a daily planner or a printed schedule of your daily activities. Display them as you explain the following vocabulary as needed:
 - Daily routine: *things you do every day*
 - Work schedule: *a plan of the days and hours you work*
 - Time off: *time that you do not work*
 - How often: *how many times; how frequently*
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

Lesson 1 Vocabulary

Getting Started

10 minutes

1 WHAT DO YOU KNOW?

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

- Show Transparency 7.2 or hold up the book. Tell students to cover the list of words on page 127.
- Write on the board: *Number _____ is _____.*
- Point to picture 4 and ask: *What is this?* Read the example with the class.
- Say: *Look at the other pictures. Ask: Which activities do you know?* Students call out answers as in the example. Point to the board if a student needs help forming the sentence.
- If students call out an incorrect activity, change the answer into a question for the class (for example, *Number 2 is eat dinner?*). If nobody can identify the correct activity, tell students they will now listen to a CD and practice the names of the activities.

Presentation

5 minutes

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

- Read the directions. Play CD 3, Track 2. Pause after number 12 (*go to sleep*).
- To check comprehension, say each activity in random order and ask students to point to the appropriate picture.
- Resume playing Track 2. Students listen and repeat.

Controlled Practice

30 minutes

2 PRACTICE

A WORD PLAY. PAIRS. Student A, look at the list...

- Read the directions. Read each line in the example and ask the class to repeat. Model correct intonation.
- Play A and model the example with an above-level student.
- Pair students and tell them to take turns playing A and B.
- Walk around and help students correct each other's mistakes.

Expansion: Vocabulary Practice for 2A

- Call on individual students to act out an activity while the other students guess the activity. Show the actor which activity to do by pointing to it in the book or writing it on a slip of paper.
- Whoever guesses correctly becomes the new actor.

B Look at the time in each picture...

- Read the directions. Play CD 3, Track 3. Pause after number 12 (*twelve o'clock*).
- Walk around and make sure students are pointing.
- To check comprehension, say each time in random order and ask students to point to the appropriate picture.
- Resume playing Track 3. Students listen and repeat.

C PAIRS. Look at the pictures. Student A, ask...

- Read the directions and the note. Ask: *What time is it right now? Is it A.M. or P.M.?*
- Read each line in the example and ask the class to repeat. Model correct intonation.
- Point to student B's first line, *At nine*, and say: *Use at for times.*
- Play A and model the example with an above-level student.
- Pair students and tell them to take turns playing A and B.
- Walk around and help students correct each other's mistakes.
- To check comprehension, ask individual students: *What time does he (get home, cook dinner, . . .)?*

MULTILEVEL INSTRUCTION for 2C

Cross-ability Before pairs practice the conversation, the higher-level partner reads each line of the example conversation while the lower-level partner listens and repeats.

Expansion: Speaking Practice for 2C

- Reverse Exercise 2C and tell Student A to ask: *What does he do at . . . ?* For example:
A: *What does he do at 10:00 P.M.?*
B: *He watches TV.*
A: *Right!*
- Say: *Use -s or -es at the end of the verb.*
- To wrap up, ask pairs to perform for the class.

Lesson 1 Vocabulary

Learning Strategy: Write personal sentences

- Provide each student with four index cards or tell them to cut up notebook paper into four pieces.
- Read the directions.
- On the board, draw two rectangles. In one rectangle, write *I _____ at 7:00 A.M.* In the other, write *get up*. Say: *On one side, I wrote a sentence with a blank. On the other side, I wrote the activity I do at 7:00 A.M.*
- Walk around as students work. If misspellings occur, tell them to check the list on page 127. Check that students are capitalizing sentences and using periods.
- Call on students to read their sentences.
- Say: *You can remember new vocabulary when you write sentences that are important to you. Remind students to use this strategy to remember other new vocabulary.*

Show what you know!

STEP 1. What do you do every day? Complete...

- Ask: *What activities do you do every day? (get up, eat breakfast, . . .)* When students call out answers, ask: *What time do you . . . ?*
- Write a few responses on the board (for example, *I cook dinner at 6:30 P.M.*). Say each one and ask the class to repeat.
- Read the directions and the example. Tell students that they will use their answers in the conversation in Step 2.
- Walk around and help as needed. Remind students to write *A.M.* or *P.M.* correctly.
- Call on a few students to read their answers out loud. As needed, model correct pronunciation and ask students to repeat.

Communicative Practice 15 minutes

STEP 2. GROUPS OF 3. Ask about your classmates'...

- Read the directions.
- Play A and model the example with an above-level student. Use some of the Step 1 responses on the board.
- Say: *The question What's your schedule like? means Please tell me your schedule.*

- Pair students and tell them to take turns playing A and B.
- Walk around and, as needed, model correct pronunciation and ask students to repeat. To check comprehension, ask individual students: *What's your schedule like?*

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Practice with students first by asking them what their schedule is like before they practice with their partner.

Above-level Students practice with books closed. Additionally, Student A can ask: *What's your schedule like during the week? What's your schedule like on weekends?*

STEP 3. Report to the class.

- Remind students: *When the subject is a person's name, add -s or -es to the verb.* To show this, write a true statement about yourself on the board: *I get up at 7:00 A.M.* Cross out *I*, and above it write your name and add -s to the verb: *Danny gets up at 7:00 A.M.* Say it and ask the class to repeat.
- Read the verb transformations in the note (*go* → *goes*) and ask the class to repeat.
- Call on an above-level student to report about one or more students (for example, *Carlos goes to work at 8:30 A.M. He . . .*). Then call on the other students to report on at least one classmate.
- As needed, model correct pronunciation of verbs with -s or -es and ask students to repeat.

Expansion: Speaking Practice for STEP 3

- Call on students to report what their classmates do in the morning, in the afternoon, and in the evening (for example, T: *What does Carolina do in the morning?* S: *She gets up at six. She goes to work at . . .*).

Extra Practice



Interactive Practice



pages 74–75

Getting Started

5 minutes

1 BEFORE YOU LISTEN

A CLASS. Look at Gloria's schedule. Which days...

- Ask: *What day is today?*
- Read the directions and ask: *What does busy mean?* As needed, explain: *Busy means that you are doing an activity. For example, when people are at work, they are busy.*
- Ask: *Which days is Gloria busy?* (Sunday, Monday, Tuesday, Wednesday, Thursday, and Saturday) *Which day is she free?* (Friday)
- Ask: *What is free time?* As needed, say: *Free time is when you do something fun. When are you free?* *means* When do you have free time?

Expansion: Vocabulary and Writing Practice for 1A

- Say: *Gloria is free on Fridays. She has free time. What does Gloria do in her free time? Guess.* Call on students to say free-time activities (go to the park, play with her kids, . . .). Write several on the board.
- Tell students to copy Gloria's schedule into their notebooks and write in free-time activities for her day off.

B PAIRS. When are you free? What do you do...

- Ask two or three above-level students: *When are you free? What do you do in your free time?* Write their responses on the board (for example, *Vincent likes to watch movies.*).
- Read the rest of the directions (*Check the . . .*). Point to each picture, say the activity, and ask the class to repeat (*see a movie, . . .*). After each picture, ask students if they do this activity (*Do you see movies in your free time?*).
- Pair students. Partners ask each other the questions.
- Walk around and check that students are discussing free-time activities.
- Call on students to report to the class about their free-time activities.
- Using students' responses (for example, *read a book, listen to music*), write a list of additional activities on the board and tell students to copy it into their notebooks. Explain unfamiliar vocabulary as needed.

MULTILEVEL INSTRUCTION for 1B

Cross-ability As a first step, the higher-level partners ask their partner if they do any of the activities listed in Exercise 1B (for example, *Do you go to the mall?*).

Presentation

35 minutes

2 LISTEN

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

- Read the directions.
- Write the answer choices on the board.
- Call on students to guess. Tell them they will listen for the answer in Exercise B.

B  Listen to the conversation. Was your...

- Read the directions. Play CD 3, Track 4.
- Explain: How about a movie? *is a common way to ask* Do you want to see a movie?
- Circle the correct answer on the board. Ask: *Was your guess correct?*

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 285 as they listen to the conversation.

Listen again. Complete the sentences.

- Read the directions.
- Read each sentence and the answer choices.
- Play Track 4 again. Students listen and complete the sentences.
- Call on students to say answers.

C  Listen to the whole conversation....

- Ask: *What activity is picture a?* (see a movie at the theater) *What about picture b?* (see a movie at home)
- Play CD 3, Track 5. Students listen.
- Ask: *What does Gloria want to do on Saturday?* (watch a DVD)
- Play Track 5 as many times as needed.

3 CONVERSATION

A  Listen. Then listen and repeat.

- Read the directions and the Pronunciation Watch note about *do you*.
- Play CD 3, Track 6. Students listen.
- Resume playing Track 6. Students listen and repeat.
- *Optional:* Copy the questions onto the board and underline *do you* in each one. Above it, write *d'ya*. Point to the board as you alternate saying each question in full form (*do you*) and shortened/modified (*d'ya*) form. Students listen and repeat.

Expansion: Speaking Practice for 3A

- Pair students and tell them to ask each other the questions in Exercise A. Walk around and model pronunciation of *d'ya* if students have difficulty.

B  Listen. Complete the sentences.

- Read the directions. Play CD 3, Track 7 as many times as necessary to aid comprehension.
- Call on a few students to write the completed questions on the board.

Controlled Practice 20 minutes

C  Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 128.
- Read the directions. Play CD 3, Track 8. Students listen and read along silently.
- Resume playing Track 8. Students listen and repeat.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3C.
- Then, in Exercise 4A, point to each picture, say the activity, day, or time. Ask the class to repeat.
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from the boxes.

- Ask two on-level students to practice the conversation on the board for the class. Erase the words in the blanks and ask two above-level students to make up a conversation for the class.
- Pair students and tell them to take turns playing A and B and to use the information in the boxes to fill in the blanks.
- Walk around and check that students are pronouncing *do you* like “*d'ya*.” 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 Before they practice in pairs, say each line and ask students to repeat after you. While pairs practice, listen closely to their pronunciation. As needed, interrupt, model, and ask students to repeat after you.

Above-level After students practice a couple of times, ask them to cover all but the first words of each line as they continue.

Communicative Practice 10 minutes

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

- Read the directions. On the board, list some activities, days, and times for students to use in their conversations. Call on students to suggest additional ones.
- With an above-level student, use information from the board and make up a new conversation. Play A and practice for the class.
- Pair students. Walk around and check that students are using information on the board or other vocabulary from the unit.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Students substitute information on the board into the conversation in Exercise 4A.

Above-level Ask students to include pickup or drop-off location information (for example, *Pick me up at my home. I live at . . .*).

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study simple present questions with when and what time. In the conversation on page 129, Gloria and Sen used this grammar.*
- Play CD 3, Track 8. Students listen. Write *When do you get home?* on the board. Underline *When do*.

Presentation

10 minutes

Simple present: Questions with *When* and *What time*; Prepositions of time

- Copy the grammar charts onto the board or show Transparency 7.3 and cover the exercise.
- Read the questions in the left chart and ask the class to repeat. Then read the answers in the right chart and ask the class to repeat.
- Read the first Grammar Watch note. Say: *In Unit 6, you used the prepositions on, at, from, and to to give directions. Now you will learn how to use them to talk about time.*
- Read the second Grammar Watch note. Explain: *We say Mondays with an -s because we are talking about every Monday—all Mondays.*
- Ask students to close their books. Remove any visual aids for the chart. On the board, write the following incomplete sentences:
 1. *When _____ Brian work? _____ Fridays.*
 2. *When _____ you have class? _____ Tuesday _____ Thursday.*
 3. *When _____ he get home? _____ 6:00.*
 Call on students to say answers.
- Read the third Grammar Watch note. Tell students to use the chart on page 273 when they need to review prepositions of time.
- If you are using the transparency, do the exercise with the class.

Teaching Tip

Conduct “pop” reviews/quizzes throughout the day’s lesson by recycling the content learned in this grammar presentation. For example, later in the class, find time to ask individual students: *When do you have class? What time do you have dinner?* It keeps students “on their toes” and can help keep the energy level high in the classroom while reinforcing grammar and communication.

Controlled Practice

25 minutes

1 PRACTICE

A Complete the sentences about Alicia’s schedule....

- Read the directions and the example. Ask the class to repeat the example.
- Do item 2 with the class. Read the sentence. Say: *I see Monday and Friday. What prepositions do we need? (from and to) Point to the area of the grammar chart that shows the short answer From Monday to Friday.*
- Say: *Read each sentence before you answer.*
- Walk around and spot-check for errors. Circle incorrect answers and ask students to read their sentence again and to check the grammar charts and/or the Grammar Watch note.
- Students compare answers with a partner.
- Call on students to say answers.

B Complete the conversation. Read the answers....

- Read the directions and the example. For the example, read line B (the answer) first. Ask: *What is the activity? (go to work) Say: OK. Now, let's read the question.*
- Read the example question (line A). Ask: *Why is the first answer do? (Because the subject is Paul and Elise and that's the same as they.) Ask: Why is the second answer go? (Because the verb in the answer is go.)*
- Students compare answers with a partner and role-play the completed conversations. Call on pairs to perform for the class.

Expansion: Grammar and Speaking Practice for 1B

- Pair students. Ask each pair to rewrite the conversations with different names, times, and days.
- Pairs role-play the new conversations.
- Call on pairs to perform for the class.

2 PRACTICE

A Look at Claude's schedule. Write questions about...

- Say: *Look at Claude's schedule. Ask: What does he do on Fridays? On Saturdays? On Sundays?*
- Write the example on the board. Call on a student to fill in the words and read the full question.
- Remind students to write *do* or *does* after *When* or *What time*. Also tell students to look back at the grammar charts on page 130 if they need help.
- Walk around and check that students are using correct word order and question marks.
- Call on students to write answers on the board.

B PAIRS. Ask and answer the questions in Exercise A.

- Read the directions. Ask the class the example question from Exercise A: *What time does Claude start work on Fridays?* (at 8:00)
- Pair students and tell them to take turns asking and answering all the questions.
- Walk around and check that students are asking and answering questions, pronouncing *do you* like *d'ya*, and using the correct prepositions.
- To check answers, ask individual students questions from Exercise A.

MULTILEVEL INSTRUCTION for 2B

Pre-level To build students' confidence, first practice the activity with them.

Above-level After they complete the exercise, tell students to ask their partner when Claude has free time (A: *When does Claude have free time?* B: *On Saturdays in the morning.* A: *What about Sundays?* B: *He has free time then, too. He exercises and has dinner with his mom.*).

Communicative Practice 20 minutes

Show what you know!

STEP 1. When do you do each activity? Fill in...

- Say: *Write the times you do each activity. Don't write in the "Partner" spaces.*
- If students need more room to write, tell them to copy the chart into their notebook.

- Walk around and make sure students are writing times correctly.

STEP 2. PAIRS. When does your partner do each...

- Read the directions and the example conversation.
- Ask a student: *When do you get up on Fridays?* Write the student's answer on the board.
- Pair students. Tell them to take turns asking and answering questions. Say: *Write your partner's answers in the "Partner" spaces in the chart in Step 1.*
- Walk around and make sure students are saying *Fridays* and *Saturdays*. As needed, remind students: *We say Fridays with an -s because we are talking about every Friday—all Fridays.*

STEP 3. WRITE. In your notebook, write about...

- Read the directions and the example.
- Say: *Look at your chart and your partner's chart. Circle the times you and your partner do an activity at the same time.*
- Walk around and help as needed. If students do not do any activities at the same time, tell them to write one sentence about themselves and another sentence about their partner.
- Call on several students to say what they and their partner do at the same time.

Expansion: Speaking Practice for STEPS 2 and 3

- Students stand up and mingle and repeat Step 2 with at least three new partners.
- They then report to the class (as in Step 3) about activities they do at the same time as any of their partners.

Progress Check**Can you . . . talk about daily activities?**

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

Extra Practice

Interactive Practice



pages 62–63



pages 76–77

Getting Started

5 minutes

- Say: A work schedule is a list of the times you work in a week.
- Ask: Do you have a work schedule? Which days do you work? Call on a couple of students to answer.

Teaching Tip

When presenting a new lesson, repeat key words from the lesson title to keep students focused on the topic. Write the words *work schedule* and *time sheets* on the board as a reminder of some of the key elements in this lesson.

- Point to *Wed.–Sat.* and ask: Is *Thursday* included? (Yes.) Point to *Wed., Fri., Sun.* Ask: Is *Thursday* included? (No.)
- Play A and model the example conversation with an on-level student.
- Walk around and check that students are using abbreviations, commas, and dashes correctly. Also listen for correct use of *from* and *to*.
- Call on students to write answers on the board.

MULTILEVEL INSTRUCTION for 2

Cross-ability Tell the higher-level student to repeat the schedule several times to help the lower-level student write it correctly.

Presentation

10 minutes

1 TALK ABOUT WORK SCHEDULES

CLASS. Look at the calendar. Say the days of the week.

- Read the directions and the Writing Watch note. Ask: What's the month on this calendar? (December)
- Point to *Sun.* on the calendar and tell the class: This is an abbreviation. It's a short form of the word. Ask: What day is this? (Sunday) How do you spell Sunday? (S-U-N- . . .) Write *Sunday* on the board. Next to it write the abbreviation *Sun.*
- Point to each abbreviation and first ask: What day is this? Say the day and ask the class to repeat.
- To check comprehension, point to days in random order and call on students to say the day.

Expansion: Listening Practice for 2

- Tell students to open their notebooks. Say: Number your paper from 1 to 5 and write what I dictate. First, I will say a student's name. Write it. Then I will say a work schedule. Write it next to the name. Use abbreviations for the days.
- Use real students' names.
 1. (name) Thurs.–Sun., 7:00–11:00 P.M.
 2. (name) Mon., Wed., Sat., 10:00 A.M.–3:00 P.M.
 3. (name) Fri.–Wed., 8:30 A.M.–12:00 P.M.
 4. (name) Sun., Wed., Fri., 1:00–8:30 P.M.
 5. (name) Mon.–Fri., 9:00 A.M.–6:00 P.M.

Expansion: Vocabulary Practice for 2

- Introduce the word *shift*. Say: A shift is the time of day when you work. Write a chart on the board:

Shift	Example
morning shift	6:00 A.M.–11:00 A.M.
afternoon shift	12:30 P.M.–5:00 P.M.
evening shift	6:00 P.M.–10:00 P.M.

- Say: Working past midnight is called the graveyard shift (for example, 11:30–4:30 A.M.). Explain: It's called the graveyard shift because after midnight everything is quiet like a graveyard.
- Pairs then ask each other: What shift do you work? Tell students to include the time they work in their answer (for example, I work the morning shift at the restaurant. I work from 5:00 to 10:00 A.M.).

Controlled Practice

30 minutes

2 PRACTICE

PAIRS. Student A, look at the work schedule...

- Read the directions and the note.
- On the board, write: *Wed.–Sat.* Ask: How do you say this? (Wednesday to Saturday or from Wednesday to Saturday) Point to the dash and say: This is a dash—it connects days.
- Under *Wed.–Sat.*, write: *Wed., Fri., Sun.* Ask: How do I say this? (Wednesday, Friday, and Sunday) Point to a comma and say: This is a comma—it separates days.

Progress Check

Can you . . . talk about work schedules?

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

3 READ A TIME SHEET

Look at Mariam's time sheet. Complete the sentences.

- Tell students to look at Mariam's time sheet.
Explain: *A time sheet is a list of the days and hours you worked. You fill out a time sheet after you work.*
- Read the notes for the time sheet.
- Explain: *Off means you do not work at that time.*
- Read the directions and the example. Point to the times next to the days on the time sheet to show where the answers come from.
- Students compare answers with a partner.
- Call on a few students to write answers on the board.

Teaching Tip

When presenting forms or charts to the class, group students who may have trouble following along without assistance.

Expansion: Speaking Practice for 3

- Write the following questions on the board. Ask students to discuss them with a partner and write answers in their notebooks:
 1. Which day does Mariam work from 8:30 A.M. to 1:00 P.M.? (Monday)
 2. How many days does she work? (Four)
 3. What day does she start work at 12:00 P.M.? (Saturday)
 4. When does she finish work at 5:00 P.M.? (Tuesday and Saturday)

Communicative Practice 10 minutes

4 PRACTICE

Read the information. Complete your time sheet...

- Read the directions. Say: *Write your name on the time sheet.*
- Read the paragraph. Ask: *What time do you work?* (From 7:00 A.M. to 3:00 P.M.) Say: *Use the information in the paragraph to fill out the time sheet.*

- Students compare answers with a partner.
- Walk around and check that students have filled out the time sheet accurately. Circle any mistakes and ask students to read the paragraph again carefully.

Expansion: Listening Practice for 4

- Students copy the days and time in/out portion of the time sheet from page 133 into their notebooks.
- Dictate the following schedule that students copy into their charts:

You work from 8:00 A.M. to 2:30 P.M. at City Center Hospital. You are off on Wednesdays and Fridays.
- Walk around and check that students wrote the correct schedule. Repeat the dictation as many times as necessary.

5 LIFE SKILLS WRITING

Turn to page 259 and ask students to complete the note. See pages Txi–Txiii for general notes about the Life Skills Writing activities.

Progress Check

Can you . . . read and complete a time sheet?

Say: *We have practiced reading and completing time sheets. Now, look at the question at the bottom of the page. Can you read and complete a time sheet? Tell students to write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 78–80

Getting Started

5 minutes

1 BEFORE YOU LISTEN

A READ. Read the information.

- Read the short paragraph while students read along silently.
- Ask: *What days are the weekend?* (Saturday and Sunday)

B CLASS. Are you free on the weekend? What...

- Read the directions.
- Say each activity and ask the class to repeat.
- Say: *These are free-time activities. Ask: Are they fun? Is it fun to clean / to spend time with your family / to shop for food?*
- Ask: *Are you free on the weekend? What do you do?*
Say: *Check the activities you do.*
- Ask individual students if they do each activity: *Do you clean / spend time with your family / shop for food? What other activities do you do?*

Culture Connection

- Ask: *Is your free time in the United States different from your free time in your home country?* For students who answer *yes*, ask: *What do you do here that is different?* For students who answer *no*, ask: *What do you do that is the same?*
- Ask: *Do people in your country have a lot of free time? Do you think Americans have a lot of free time?* Call on students to explain if they can (for example, *I think Americans work too much. They don't have enough free time.*)

Presentation

20 minutes

2 LISTEN

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

- Read the directions. Say: *Leave work means stop work and go home or somewhere else.*
- Ask: *What does Mei-Yu want to do?* (She wants to spend time with her family.) *What does Ernesto want to do?* (He wants to play soccer.)

- Ask: *What day is it?* (Friday) Call on students to answer the question. Write answers on the board.

B  Listen to the conversation. Was...

- Read the directions. Play CD 3, Track 9.
- Ask: *Was your guess in Exercise A correct?* Circle the correct day on the board.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 285 as they listen to the conversation.

Listen again. Complete the schedules.

- Say: *Mei-Yu and Ernesto are talking about what they do on the weekend. Look at the schedules. Read the directions.*
- Play Track 9 again. Students listen and complete the schedules.
- Students compare answers with a partner.
- Call on students to say answers.

C  Listen to the whole conversation...

- Read the directions. Write the answer choices on the board and read them.
- Play CD 3, Track 10. Students listen and circle the answer.
- Call on the class to say the answer.

Expansion: Graphic Organizer Practice for 2C

- Tell students to make a two-column chart in their notebooks with the headings *Mon.–Fri.* and *Sat.–Sun.*
- Say: *Write activities you do from Monday to Friday in the first column (for example, go to work). Write activities you do on Saturdays or Sundays in the second column (for example, go shopping).*
- Students share answers with a partner and then share with the class (for example, *On Mondays, I go shopping. On Saturdays, I clean.*)

Controlled Practice

20 minutes

3 CONVERSATION

 Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2B on page 134.
- Play CD 3, Track 11. Students listen and read along silently.
- Explain: *Gee is a common word people use during informal conversation when they are excited. Always means every time, in this case, every Saturday.*
- Resume playing Track 11. Students listen and repeat.

MULTILEVEL INSTRUCTION for 3

Pre-level Demonstrate to students how to trace words you read out loud with your finger. Tell students to trace with their fingers while they read.

Above-level Ask students to speak more quickly to imitate the rhythm of the speakers on the CD.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, point to each picture, say the activity, and ask the class to repeat.
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from the pictures (A: *cook, ride my bike*; B: *do the laundry, go to the beach*).
- Ask two on-level students to practice the conversation in front of the class.
- Pair students and tell them to take turns playing each role and to use the words in the boxes to fill in the blanks.
- Walk around and check that students are pronouncing *do you* as *d'ya* and are clearly pronouncing the various activities.
- Tell students to stand, mingle, and practice the conversation with several new partners.

MULTILEVEL INSTRUCTION for 4A

Pre-level Tell students to first read each activity in the pictures out loud together before making new conversations.

Above-level Encourage students to brainstorm activities not already listed on page 135 to use in their conversations (for example, *go jogging*).

Communicative Practice 15 minutes

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

- With an above-level student, play A and make up a new conversation and practice for the class. Use the vocabulary from Exercise 4A or any other activities learned during this unit. Continue the conversation for three or four exchanges.
- Pair students. Tell them to stress activity words (for example, *I always do my homework on Saturdays*).
- Walk around and check that students are each discussing what they always do on Saturdays and Sundays.
- Call on pairs to perform for the class.
- To wrap up, on the board write some of the errors you heard during the role plays. Ask the class to call out corrections. Go over the corrections by saying the words or sentences correctly and having students repeat.

MULTILEVEL INSTRUCTION for 4B

Pre-level Sit with students (or assign above-level students) and practice with them.

Above-level Tell students to discuss what activities they do in the morning, afternoon, and evening (for example, *Well, on Saturdays I always work on my car in the morning, play basketball in the afternoon, and play video games in the evening*).

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study adverbs of frequency. In the conversation on page 135, Ernesto and Mei-Yu used this grammar.*
- Play CD 3, Track 11. Students listen. On the board, write: *I always clean the house on Saturdays and I usually shop for food. Underline always and usually.*

Teaching Tip

Before presenting the grammar chart, spend some time thinking about the frequency of certain activities in your class (for example, *Juana always comes to class on time.*) and use these as examples that students can relate to when presenting the grammar point of the lesson.

Presentation

10 minutes

Adverbs of frequency

- Copy the grammar chart onto the board or show Transparency 7.4 and cover the exercise. Say: *Adverbs of frequency help us to understand how often (or how many times) we do activities.*
- First, review subject/verb agreement. Circle the top group of subject pronouns (*I, You, We, They*) and circle the verb *cook*. Ask: *What is the verb?* (clean) Remind students: *If the subject is I, you, we, or they, don't put an -s on the verb.* Say each subject with the verb and ask the class to repeat.
- Circle the bottom group of subject pronouns (*He, She*). Ask: *What is the verb?* (cleans) Remind students: *If the subject is he or she, put an -s on the verb.* Say each subject with the verb and ask the class to repeat.
- Now, point to and underline the adverb of frequency in each sentence in the grammar chart. Say: *Adverbs of frequency usually go before the verb.* Read sentences and point to each word as you read. Ask the class to repeat.

- Read the Grammar Watch note. Write the following sentences on the board:

1. Carlos always eats breakfast.
2. Anya usually eats breakfast.
3. Rodrigo sometimes eats breakfast.
4. Abebe never eats breakfast.

In a separate column, write the following:

- a. 3 days a week
- b. 5 days a week
- c. 0 days a week
- d. 7 days a week.

Explain: X days a week *means* how many days in a week. Ask students to match 1–4 with a–d and to write answers in their notebooks. Call on students to say answers. (1. d, 2. b, 3. a, 4. c)

- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes

PRACTICE

A Marcos is a student at Greenville Adult School....

- Read the directions and the example.
- Ask: *Why is usually the answer?* (Because Marcos works from 1:00 to 5:00 four days a week.) *Why is work the answer?* (Because the subject is I.)
- Say: *Read each sentence first before you answer. Look at the schedule to see how many days Marcos does the activity.*
- Walk around and check that students are checking the schedule before they write an adverb of frequency. Also check that the verb agrees with *I*.
- Students compare answers with a partner.
- Call on students to say answers.

Expansion: Graphic Organizer and Writing Practice for A

- Ask students to make a weekly schedule in the same style as Marcos's schedule. Students can compare schedules and write sentences (at least five) about their partner's schedule (for example, *She sometimes eats lunch at 1:00.*).

B Look at Marcos and his family's Sunday activities....

- Read the directions.
- Point to the picture for item 1 and ask: *What is the activity? (visit my family)* Say: *Look at the words in blue (I/always/on Sundays)*. Say: *I always . . .* Ask the class to complete the answer (Ss: . . . *visit my family on Sundays*). Say the complete answer and ask the class to repeat.
- Point to each picture and ask: *What is the activity?* (2. eat lunch, 3. play soccer, 4. play cards, 5. read, 6. wash the dishes)
- Say: *Look at the activity and look at the words in blue. Write a complete sentence.*
- Walk around and check that students are writing complete sentences and spelling activities correctly.
- As needed, tell students to look back at pages 127, 134, and 135 to check their spelling for the activities.
- Students compare answers with a partner.
- Call on students to say answers.

Communicative Practice 20 minutes**Show what you know!****STEP 1. Complete the sentences with true or false...**

- Read the directions. Ask a student: *What do you usually do at night? (watch TV)* On the board, write: *I usually watch TV at night.*
- Say: *Write an activity for number 1 and number 2. For number 3, write something you never do. For number 4, write something you always, usually, sometimes, or never do. Make sure that at least one item has false (made-up) information. You will use these sentences in Step 2.*
- Walk around and check that students are completing each sentence with an acceptable answer.

STEP 2. PAIRS. Student A, read a sentence....

- Pair students. Read the directions.
- Read the example conversation with an on-level student. Play A. Emphasize *never* in the follow-up statement.

- Say: *After your partner guesses true or false, answer Yes or No. If your answer is Yes, repeat your original sentence. If your answer is No, make your original sentence true (for example, I never watch TV at night.). To make your original sentence true, you need to change the adverb of frequency.*
- Call on a pair to make up a conversation in which B guesses incorrectly as in the example.
- To check answers, call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Sit with students and, as needed, help them correct false sentences as in the example.

Above-level Tell students to follow up B's guess with as much information as possible (for example, A: *I usually watch TV at night.* B: *True.* A: *No. I never watch TV at night. I work nights! I sometimes exercise after work.*).

Expansion: Writing and Speaking Practice for STEP 2

- On the board, write the following sentences:
 1. *I sometimes _____ after English class.*
 2. *I always go to English class _____.*
 3. *I never go to English class _____.*
 4. *I _____ study English _____.*
- Say: *Copy the sentences into your notebook and complete them. Make two true and make two false.*
- Pair students and tell them to take turns reading their sentences to each other as in Step 2.
- Student B guesses *True* or *False*, and Student A says *Yes* or *No*.

Progress Check**Can you . . . talk about weekend activities?**

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

Extra Practice

Interactive Practice



pages 64–65



pages 81–82

Getting Started

10 minutes

1 BEFORE YOU READ

A PAIRS. Talk about it. How much free time...

- Ask the class the questions in the directions. Call on a couple of students to answer (for example, *I have free time in the evening. I like to watch TV.*).
- Pair students. Partners ask each other the questions in the directions.
- Call on students to report on their partner (for example, *Pablo has free time in the morning. He likes to read the newspaper.*).

Community Building

Include regular periods of free time during class to allow students to work on collaborative projects or play games requiring them to practice English.

Presentation

10 minutes

2 READ

 Listen. Read the article.

- Ask: *What is the title?* (Time Out) Say: *Look at the pictures. What is the article about? Guess.* Call on students to say what they think the article is about (for example, *I think it's about free time.*).
- Play CD 3, Track 12. Students listen and read along silently.
- If students have difficulty following along, play Track 12 again and pause at various points.

- *Optional:* Play Track 12 again. Pause the CD after the following paragraphs and ask these questions:

First paragraph: *How much free time do American men/women have?* (men: 5 hours and 37 minutes a day; women: 5 hours)

Second paragraph: *How much TV do men/women watch?* (men: 2 hours and 48 minutes; women: 2 hours and 22 minutes)

Third paragraph: *How much time do men/women exercise?* (men: 23 minutes a day; women: 12 minutes a day)

Fourth paragraph: *How much time do men/women spend with their family and friends?* (men: 50 minutes per day; women: 1 hour per day)

Controlled Practice

10 minutes

3 CHECK YOUR UNDERSTANDING

A Read the article again. Circle *True* or *False*.

- Read the directions. Explain that *more . . . than* is a way to compare two things.
- To illustrate *more than*, hold up three pencils and ask a student to hold up two. Say: *I have more pencils than (Student).*
- Students compare answers with a partner.
- Walk around and help as needed. Tell students to check their answers by looking back at the article.
- Call on students to say answers and to make false statements true (for example, 3. *Men play more sports than women.*).

Communicative Practice 30 minutes

Show what you know!

B PAIRS. Talk about it. Are the sentences...**Culture Connection**

- Read the directions. Ask: *Is number 1 true in your home country?* Ask students to explain (for example, *No, because in my country men spend more time with family and friends.*)
- Pair students.
- Walk around and check that students are giving reasons why or why not each sentence is true in their home country.
- Call on several students to say if each item is true or false in their home country.

MULTILEVEL INSTRUCTION for 3B

Pre-level Before they begin speaking with a partner, ask students to think about their home country and write *true* or *false* next to each item in Exercise 3A.

Above-level Ask students to wrap up by making one or two statements comparing their home country and their partner's home country (for example, *In my home country, men have more free time than women. But in Julia's home country, women have more free time than men.*).

C Look at the bar graphs. How do Americans...

- Read the directions. Read the title of the first bar graph. Say: *There is a bar for men and a bar for women.*
- Draw the first bar graph on the board. Ask: *Where is the label for the activity?* (underneath the bottom line of the graph) *Where is the amount of time measured?* (at the left side of the graph) *In the first two graphs, what is the time measured in—hours or minutes?* (hours) *In the last two graphs?* (minutes)
- Read the first item and let students call out the correct answer for the blank (5). Point out that the bar for *men* is just under the 6 hour marker on the line labeled *Hours* (the vertical axis). This means we know the bar is less than 6. Additionally, explain: *The vertical axis is called the y-axis* (label on board). *The horizontal axis is called the x-axis* (label on board).
- Walk around and check that students are referring to the correct bar graph before they write answers.

CLASS. How much free time do you have? Take...

- Say: *In your notebook, write how much free time you have for every day of the week. Then add all the hours together. This is your total free time.*
- On the board, create a simple bar graph, similar to those in Exercise 3C. Label the *y-axis Hours* and mark the intervals 0, 5, 10, 15, 20, 25, 30, 35, and 40. Label the *x-axis Hours of free time a week*. Ask a few students: *How much free time do you have?* Draw bars that represent their total amounts and write their names at the top of the bars.
- Say: *Ask every student in the class how much free time he or she has.* Draw a bar for each student. You can make the bars thin as long as it's clear what name goes with each bar.
- Walk around and check that students have created bar graphs large enough to fit all students. Use the graph on the board to correct any labeling errors.
- Ask the class to call out the free time for each student. Complete the graph on the board. Ask: *Who has the most free time? The least?* To explain these terms, point to the bar of the student with the most time and to the bar of the student with the least time.

Expansion: Graphic Organizer Practice

- Ask: *What do you do when you have free time?* Draw the axes of a graph on the board and label one side *Hours a Week* and the other side *Activities*.
- Say: *Draw a graph like this in your notebooks. Choose four free-time activities and draw a bar on the graph for each activity. Label the bar with the name of the activity. Each bar shows the number of hours you spend per week on that activity.*
- After the graphs are completed, call on students to report to the class (for example, *I have about X hours of free time a week. I _____ for about _____ hours every week.*).

Extra Practice

Interactive Practice



pages 66–67



page 83

Getting Started

5 minutes

1 BEFORE YOU LISTEN

CLASS. Do you relax? When?

- Say: *Look at the picture of the woman. Ask: What is she doing? (reading the newspaper) Is she relaxed? (Yes.)*
- Remind students that *relax* means to have fun, be calm, and not work.
- Ask: *Do you relax? When? (Some possible answers: in my free time, after work, on the weekend)*
- Write several responses on the board.
- Ask: *How do you relax? What do you do?* Write students' responses on the board. Say: *We are going to learn about ways that people relax.*

Presentation

15 minutes

2 LISTEN

A Look at some ways people relax. Which of these...

- Read the directions. Say each activity and ask the class to repeat.
- Ask: *Which of these activities do you do? When?* Students call out answers (for example, *I take a hot bath on Sundays.*).

B  Listen to the radio show. The host,...

- Read the directions. Play CD 3, Track 13. Students listen.
- If students have difficulty following along, play Track 13 again and pause at various points.
- Students compare answers with a partner.
- Call on students to say answers.

Expansion: Vocabulary Practice for 2B

- Ask students to say additional ways to relax. They can say new activities or activities from the unit (for example, *go swimming, play video games, take a nap*).
- Make a list on the board. Explain any unfamiliar vocabulary.
- Ask students to write their three favorite ways to relax.
- Call on students to say their favorite ways to relax.

C  Listen again. Complete the sentence....

- Read the directions. Play Track 13 again. Students listen and check the answers.
- Call on a student to say the answers.

Expansion: Graphic Organizer Practice for 2C

- Group students according to one free-time activity they like to do (for example, *Group 1: listen to music, Group 2: take a long walk*). Divide your class into four or five groups. Each group has one activity focus.
- Each group creates a bar graph that shows how much time each group member spends doing that activity (for example, *Group 1: listen to music: Julio: 6 hours per week; Alejandra: 7 hours per week; Bao: 5 hours per week*). The *x*-axis has student's names and the *y*-axis tracks how many total hours per week they spend doing the activity.
- Call on a representative from each group to share their group's graph with the class and report on the results (for example, *Julio listens to music for 7 hours a week.*).

3 CONVERSATION

A  Listen. Then listen and repeat.

- Read the Pronunciation Watch note.
- Say the ending sound for *wash* (/ʃ/) and read the example. Emphasize the extra syllable when *-es* is added. Do the same for *relax* (/ks/).
- Play CD 3, Track 14. Students listen.
- Resume playing Track 14. Students listen and repeat.

Controlled Practice 25 minutes

B Look at the pictures. Listen to your teacher....

- Point to each picture, say each emotion, and ask the class to repeat. Say the word, and then say it in a sentence (for example, *Happy—He's happy.*).
- Ask: *What is the opposite of happy?* (sad) Repeat for *relaxed* (stressed) and *excited* (bored).

C  Cover the conversation in Exercise D....

- Read the directions. Say: *Look at the picture. This is Brenda.*
- Ask: *How does Brenda feel?* Write students' answers on the board.
- Play CD 3, Track 15. Students listen.

D  Listen again. Read the conversation....

- Play CD 3, Track 15 again. Students listen.
- Ask: *Was your answer in Exercise C correct?* Circle the correct answer on the board.

E  Listen and repeat the conversation.

- Play CD 3, Track 16. Students listen and repeat.
- Make sure students are pronouncing *do you* as *d'ya*.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3D.
- Then, in Exercise 4A, point to the activities on page 140, say them, and ask the class to repeat.

- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from page 140 (*take a hot bath*).
- Ask two on-level students to practice the conversation in front of the class.
- Pair students and tell them to take turns playing each role and to use the activities on page 140 to fill in the blanks.

MULTILEVEL INSTRUCTION for 4A

Cross-ability The higher-level partner first plays Alan a couple of times. Then partners switch roles. If needed, higher-level students can point to an activity on page 140.

Communicative Practice 15 minutes

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

- On the board, begin listing activities, days, and times for students to use in their conversations. Call on students to suggest more of each.
- With an above-level student, make up a new conversation and practice for the class. Use information from the board, for example:

T: *You don't look happy.*
S: *I know. I'm not happy. I'm stressed. I need to relax.*
T: *Well, I go swimming to relax.*
S: *That's a good idea. How often do you swim?*
T: *Every night! I have a pool in my backyard. Come over!*
- Pair students. Call on pairs to perform for the class.

Expansion: Pronunciation Practice for 4B

- Pair students and tell them to ask each other: *What do you do to relax?*
- Students then write a sentence about their partner (for example, *She knits.*).
- Call on students to say their sentence.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study questions with How often and expressions of frequency.* In the conversation on page 141, Brenda and Alan used this grammar.
- Play CD 3, Track 15. Students listen. Write *How often do you play soccer?* on the board. Underline *How often*.

Presentation

10 minutes

Questions with *How often*; Expressions of frequency

- Copy the grammar charts onto the board or show Transparency 7.5 and cover the exercise.
- Say questions from the left chart and ask the class to repeat. Say: *How often . . . ? means How many times a week or a day? (or in any other period of time).*
- Read the Grammar Watch note while students read along silently.
- Remove all visual aids to the chart. Write on the board:

1. *How often _____ you play basketball?*
2. *How often _____ Javier play basketball?*
3. *How often _____ she play basketball?*

Call on students to say *do* or *does* to complete each question.

- Write the seven days of the week on the board in a list. Place a checkmark by each day and ask: *How often?* (every day) Erase the checkmarks and continue to ask *How often?* to elicit *once a week*, *twice a week*, and *three times a week*.
- Wrap up by checking a certain number of days on the board and then asking one of the questions on the board (for example, T: *How often do you play basketball?* [T checks Monday, Tuesday, and Wednesday.] Ss: *Three times a week.*)
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

PRACTICE

A WRITE. Artur is a student at Greenville...

- Say: *Look at the activities in Artur's schedule. Artur has ride my bike in his schedule. So, we can write the question: How often does Artur ride his bike?*
- Say: *Remember to start your question with How often does he . . . ? Use a question mark.*
- Walk around and check that students are writing questions for all the different activities in the schedule. Check for and correct missing questions marks.

B PAIRS. Ask and answer the questions in Exercise...

- Read the example conversation with an on-level student. Play A, and then switch roles and have the student ask a new question (for example, A: *How often does Artur ride his bike?* B: *Every day.*)
- Pair students and tell them to take turns asking and answering the questions in Exercise A.
- Walk around and help as needed. Allow students to give short answers (for example, *Twice a week.*) or complete sentences (for example, *He exercises every day.*)

MULTILEVEL INSTRUCTION for B

Pre-level Form groups of 4. One pair asks a question and the other pair answers.

Above-level Partners also ask each other where Artur does his activities (for example, A: *Where does he ride his bike?* B: *In the park.*). Students can make up answers.

Expansion: Speaking Practice for B

- Pair students and ask them to write a list of at least five activities they each do once a week or more.
- Ask students to ask each other how often they do these activities (for example, *How often do you exercise?*)

Extra Practice



Interactive Practice



pages 68–69



pages 84–85

1 GRAMMAR

A  **DICTATION. Listen. Complete...**

- Tell students they will listen to a conversation twice. The first time they will just listen. The second time they will listen and fill in the blanks.
- Play CD 3, Track 17. Students listen.
- Play Track 17 again. Students listen and fill in the blanks. If students cannot keep up, pause the CD to allow more time.
- Now tell students they will listen to the conversation again and check their answers. Play Track 17 again.

B **PAIRS. Practice the conversation.**

- Pair students and tell them to take turns playing A and B.
- Walk around and model pronunciation as needed.

MULTILEVEL INSTRUCTION for 1B

Cross-ability Ask an above-level student who has finished the activity to monitor pairs of pre-level students and to model pronunciation as needed.

2 WRITING

STEP 1. PAIRS. Talk about a free-time activity.

- Read the directions.
- Tell students to review the grammar charts on pages 130 (prepositions of time) and 142 (simple present questions with *How often* and expressions of frequency).
- Play A and read the example conversation with an on-level student.
- Pair students. Say: *Ask your partner about one free-time activity and how often your partner does the activity.*
- Walk around and check that students are naming specific activities and how often they do them.

STEP 2. Write three sentences about your partner's...

- Read the directions and the example sentences. Say: *Use these sentences as a model. Write true sentences about your partner.*
- Walk around and check that students are adding -s or -es to the verb as needed.
- Call on several students to write their sentences on the board. Correct as needed.

Expansion: Writing Practice for STEP 2

- Ask students to write four sentences about their own free-time activities. Give students the following prompts: 1. *I always . . .* 2. *I usually . . .* 3. *I sometimes . . .* 4. *I never . . .*

STEP 3. NETWORK. Find classmates with the same...

- Read the directions. Say: *Think of one activity you like to do. Ask other students if they do the same activity (for example, Do you play soccer?).*
- Call on a few students to say their activity to make sure there is some variety in the classroom and to give other students ideas about who to find.
- Students stand, mingle, and find other students with the same free-time activity. Students can find others by asking *Do you (play soccer)?*
- After students have assembled into same-activity groups, say: *Now ask the people in your group, How often do you _____?*

Expansion: Speaking Practice for STEP 3

- Call on a representative from each group to report on how often each group member does the activity (for example, *Su-Chen plays soccer three times a week. Pedro plays soccer every day. Amy. . .*).

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 7, 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 70–71

3 ACT IT OUT

STEP 1. Review the Lesson 2 conversation...

- Play CD 3, Track 4. Students listen.
- As needed, play Track 4 again to aid comprehension.

STEP 2. Imagine you are making plans to...

- Pair students and tell them to make a weekly schedule with activities and times for each day of the week or use one they already made in the unit.
- Walk around and check that students are using their weekly schedule to discuss plans to do something together. 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 weaknesses of each performance either in front of the class or privately.

4 READ AND REACT

STEP 1. Read about Diran's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- 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, *What does Diran do?* (He's a construction worker.) *When does he take English classes?* (from Monday to Thursday).

STEP 2. PAIRS. Talk about it. What is Diran's...?

- Pair students. Ask: *What is Diran's problem?* (He needs to relax, but he doesn't have time.) *What can Diran do?*
- Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Diran.
- Tell students to cover the list of ideas before reading them. Ask: *What can Diran do?* Call on students to say answers. Write some on the board. Tell students to uncover the list of ideas. Point out any ideas on the board that are the same or similar.

- Read the list of ideas. Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the box (for example, S: *I think Diran can listen to music on the way to work. I listen to music on the way to work.*).
- Pair students. Tell them to think of one new idea not in the box (for example, *He can take a long walk in the morning.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea, too (*Do you think this is a good idea? Why or why not?*).

Teaching Tip

Encourage students who have difficulty discussing solutions to Diran's problem to just say whatever they can and not worry about making a mistake. As needed, help them form their answers into complete sentences that they can repeat back to you (for example, S: *Music . . . no good . . . relax . . .* T: *Music is not relaxing. Now repeat after me. Music . . .* S: *Music . . .*). Finally, write the complete sentences on the board. Students can copy them and refer to them during class.

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Sit with pairs and read each idea. After each idea, ask both students: *Do you like this idea? Why or why not?*

Above-level Pairs come up with three additional ideas. Then pairs rank their new ideas and the ideas on page 144 on a scale of 1–7 (with 7 being worst). Call on students to say why they ranked the way they did.

5 CONNECT

Turn to page 249 for the Study Skills Activity and page 269 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 125.

Ask students to turn to page 125 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.