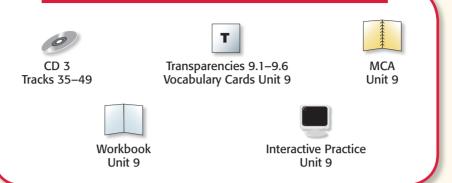
# **Rain or Shine**

### Classroom Materials/Extra Practice



### **Unit Overview**

### Goals

• See the list of goals on the facing page.

### Grammar

- Present continuous affirmative and negative statements
- Present continuous *yes/no* questions and short answers
- Adverbs of degree: Very, really, pretty

### **Pronunciation**

• -ing ending

### Reading

• Read an article about small talk

### Writing

• Write sentences about today's weather

### Life Skills Writing

• Write a postcard to a friend

### **Preview**

- Set the context of the unit by asking simple questions about current weather conditions: *Is it hot/warm/cold outside*? If possible, point out a window or let students look outside.
- Hold up page 165 or show Transparency 9.1. Read the unit title and explain: Rain or Shine *means* in any weather. *Outdoor sports events and music concerts will happen rain or shine. This means they will happen in any weather.*
- Say: *Look at the picture*. Ask the Preview questions: *What do you see*? (Four people beneath an umbrella) *Does it often rain where you live*? (Yes./ No.) *What do you do when it rains*? (I stay home. I watch TV. I read. I sleep.)

### 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:

Weather: *the temperature and conditions outside* (*rain, sun, wind, snow, . . .*)

Seasons: winter, spring, summer, fall

Postcard: *a card with a picture that you mail to a friend or family member* 

• Tell students to circle one goal that is very important to them. Call on students to say the goal they circled.

### Getting Started

5 minutes

### WHAT DO YOU KNOW?

#### A CLASS. Look at the pictures. Which seasons do...

- Show Transparency 9.2 or hold up the book. Tell students to cover the list of words on page 167.
- Write on the board: \_\_\_\_\_\_ is \_\_\_\_\_. Number \_\_\_\_\_ is \_\_\_
- Point to picture C and read the example. Ask: Which seasons do you know? Students call out answers as in the example.
- Ask: Which words about weather do you know? Point to the board if a student needs help forming the sentences. Students call out words associated with each season (for example, *cool*, *cloudy*).
- Point to the thermometer in one of the pictures and explain: This is a thermometer. It tells the temperature so you know how hot or cold it is.
- If students call out an incorrect season or weather word, change the student's answer to a question for the class (for example, Number 2 is rainy?). If nobody can identify the correct item, tell students they will now listen to a CD and practice words for seasons and weather.

### **Presentation**

#### 10 minutes

- **B** *O* Listen and point to the pictures. Then... • Read the directions. Play CD 3, Track 35. Pause
- after number 8 (sunny). • To check comprehension, say each season and
- weather word in random order and ask students to point to the appropriate picture.
- Resume playing Track 35. Students listen and repeat.

### **Controlled Practice**

10 minutes

### PRACTICE

#### A PAIRS. Student A, point to a picture and ask about...

• Read the directions. 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 one other's mistakes.

#### MULTILEVEL INSTRUCTION for 2A

**Cross-ability** To prepare, the higher-level partner (A) first says a season. The other student (B) looks at the list on page 167 and responds with appropriate weather words (for example, A: Fall. B: Cool. Cloudy.).

#### **Expansion: Vocabulary Practice for 2A**

- Pair students and ask them to write colors in their notebooks that are associated with each season (for example, Fall: red, yellow, brown).
- Pair students and have them ask each other about the colors they chose (A: What fall colors do you like? B: Red, yellow, and brown. What fall colors do you like?).

#### **B** WORD PLAY. PAIRS. Look at the list of weather...

- Read the directions and the example conversation.
- Say: Think about your home country. Ask: What is the weather like there? Allow a minute for students to plan their answer.
- Call on a few students to answer. Remind them to use the words in the list on page 167.
- Pair students. Walk around and check that they are asking about each other's home countries and are using the vocabulary on page 167.

#### Expansion: Vocabulary Practice for 2B

- Pair students and ask them to write all the weather words at the bottom of page 167 individually on scraps of paper. Ask pairs to line up the season words on top of their desk. Under each season, students place words that apply for that season (for example, Fall: cool, cloudy).
- Form groups of 5. For each group, scramble a set of the vocabulary scraps on a desk. Give the class 30 seconds to reassemble the words under the appropriate season. The first group to do it successfully wins.

### Learning Strategy: Listen for new words

- Read the directions.
- Ask: What is the weather like today? Write a few answers on the board (for example, *cool, cloudy*).
- If possible, turn on a radio in the classroom and tune to a weather report. When the broadcast is on, tell students to listen carefully for weather words they hear.
- Call on a few students to say words they hear and write them on the board.
- If you don't have access to a radio, bring in a newspaper or print out a local weather forecast from the Internet, provide copies, and read it to the class or have them read it in pairs.
- Ask: *What is the learning strategy?* If students don't guess correctly, write on the board: *You can remember new vocabulary by listening for words on TV or radio.* Remind students they can use this strategy to remember other new vocabulary.

### Communicative Practice 25 minutes

### Show what you know!

#### STEP 1. CLASS. Walk around the room. Ask five...

- Tell students that now they will practice talking about their favorite season.
- Read each line in the example conversation and ask the class to repeat. Model correct intonation.
- Ask a few students: What's your favorite season? Why? Recast any errors in grammatically correct form (for example, S: Because like weather. T: Because I like the weather.), and ask the class to repeat (Ss + T: Because I like . . .).
- Read the example conversation and ask the class to repeat a couple more times if many students have difficulty formulating the correct sentences.
- On the board, write a few students' responses in the same format as in the chart (*Name*, *Favorite Season*, *Reason*).
- Tell students to use the words that describe each season in the box on page 167 to explain why they like a particular season (for example, *Fall: cool, cloudy: I like fall because it's cool but not rainy.*).
- Read the directions.

- Students stand, mingle, and record their partners' responses in the chart.
- Walk around and check that students are filling out the chart and are asking, *What's your favorite season? Why?*

#### STEP 2. Report to the class. How many people like...

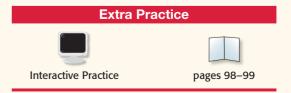
- On the board, write the four seasons: *Winter*, *Spring*, *Summer*, and *Fall*.
- Call on several students to say which partners they had and what they learned (for example, S: *Maria's favorite season is winter. She likes snow.*).
- Write students' names under their favorite season. Call on students to say how many people in their groups like each season.

#### **Teaching Tip**

Informally assess students' performances in a variety of ways as they walk around the room to get information from their classmates. For example, be an active participant in some mingling activities and be an observer during others. Alternating between observation and participation will provide you with more knowledge about how your students are progressing or where they may need more instruction.

#### Expansion: Speaking and Writing Practice for STEP 2

- Tell students to ask five classmates about their least favorite seasons. Students can create a chart in their notebooks similar to the one in "Show what you know!" but with *Least Favorite Season* as a heading.
- Explain: Least favorite *means what you don't like*.
  - A: What's your least favorite season?
  - B: I don't like spring.
  - A: Why?
  - B: Because I don't like the weather. I like cold weather.



## Lesson 2 Talk about what you are doing now

### **Getting Started**

#### 5 minutes

### BEFORE YOU LISTEN

#### **READ.** Look at the map. Read about Laura and her...

- Read the directions. Say: *Look at the map.* Ask: *What cities do you see?* (Green Bay and Tampa)
- Read the paragraph while the class reads along silently.
- Say: The answers are in the paragraph. Read it again if you don't know the answers.
- Call on a couple of students to read answers.
- To wrap up, ask the class to mark where you are on the map. Call on a few students to describe what typical seasons are like. Write answers on the board and ask students to copy them into their notebooks for extra practice (for example, T: *What is summer like here?* S: *Summer is always hot.*).

#### **Teaching Tip**

Use the map of the United States to ask students to point to where you are right now. Take advantage of opportunities to use maps to help students strengthen their understanding of geography.

### **Presentation**

#### 25 minutes

### 2 LISTEN

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

- Read the directions.
- Say: Look at the pictures of the people.
- Write the answer choices on the board and read them. Ask: *How does Laura feel?* Call on students to say their choice.
- Tell students they will listen for the answer in Exercise 2B.

### B P Listen to the conversation. What do you...

- Read the directions. Play CD 3, Track 36.
- Circle the correct answer on the board. Ask: *Was your guess correct? How do you know?* If students are not sure, explain: *Laura doesn't say* I'm bored, *but we can hear it in the way she talks.*
- Play Track 36 again as necessary, pointing out the final line in particular.

### **G** *P* Listen again. Answer the questions.

- Read the directions.
- Read each question and the answer choices.
- Play CD 3, Track 36. Students listen and answer the questions.
- As needed, play Track 36 again to allow students another opportunity to listen to the conversation while answering the questions.
- Read each question and call on students to say answers.

### D P Listen to the whole conversation. What...

- Read the directions. Play CD 3, Track 37.
- Call on a student to read the completed sentence.

#### Expansion: Speaking Practice for 2D

- Ask students to redraw the map of the United States with Green Bay and Tampa marked.
- On the board, write common weather symbols for different weather conditions (for example, a sun for *hot*, a cloud for *cloudy*, . . .). Label each picture using words from the list on page 167.
- Pair students and ask them to draw weather symbols near each city (these can be different from the recorded conversation). Students can also include other major cities with weather symbols on their maps (first mark them on your map, which students can then copy).
- Tell pairs to take turns delivering a weather report (for example, A: *It's warm and sunny in Los Angeles. It's cold and rainy in Tampa.*).
- Call on a few students to mark the map on the board and deliver a weather report to the class. Call on students from the audience to ask the "weatherperson" questions (for example, A: *How's the weather in Green Bay*? B: *It's beautiful and sunny*.).

### **3** CONVERSATION

### A 🖉 Listen. Notice the pronunciation of...

- Read the directions. Play CD 3, Track 38. Students listen.
- Ask students what *It's* is a contraction for. (*It is*)
- Tell students to circle or underline *-ing* in the sentences.
- Resume playing Track 38. Students listen and repeat.
- Play the CD again as many times as needed until the class is comfortable pronouncing *-ing* clearly.

### Expansion: Listening Practice for 3A

- Ask students to call out a city they know. Create sentences such as the ones below.
- Say the following sentences. Ask students to raise their hands for the one that uses present continuous:

a. It snows in Chicago. b. It's snowing in Chicago.

*a.* It's raining in Portland. *b.* It rains in Portland. *a.* It snows in Kansas City. *b.* It's snowing in Kansas City.

a. It's raining in Detroit. b. It rains in Detroit.

### **Controlled Practice**

### 15 minutes

### B States and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercises 2B and C on page 168.
- Tell students to listen for *-ing*. Play CD 3, Track 39. Students listen and read along silently.
- Resume playing Track 39. Students listen and repeat.

### 4 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, tell students to look at the boxes. *Foggy, humid*, and *windy* are new vocabulary. Say each word and ask the class to repeat.

- If possible, hold up or point to a map in the classroom to show students the location of Dallas, San Francisco, and Boston. If a map is not available, draw one on the board.
- 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 (for example, *Dallas, friends, hot, humid*).
- Ask a pair of on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role.
- Walk around and check that students are pronouncing *-ing* clearly and stressing the words from the boxes.
- 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** Ask students to write choices above each blank (in pencil) and to write a choice in each blank before practicing.

**Above-level** After pairs practice a couple of times, tell them to cover all but the first words of each line as they speak.

### Communicative Practice 15 minutes

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

- Read the directions. On the board, write *Cities*, *People*, and *Weather*. Call on students to say various words for each heading. Write several appropriate responses on the board under the correct heading (for example, *Cities: Los Angeles, Santa Ana, Houston*).
- Play A and, with an above-level student, use information from the board and make up a new conversation.
- Pair students and tell them to take turns playing A and B.
- Call on pairs to role-play for the class.



### **Getting Started**

### 5 minutes

- Say: We're going to study statements with present continuous. In the conversation on page 169, Laura used this grammar.
- Play CD 3, Track 39. Students listen. Write *I'm visiting family* on the board. Underline *I'm visiting*.

### Presentation

### 10 minutes

### Present continuous: Statements

- Copy the grammar charts onto the board or show Transparency 9.3 and cover the exercise.
- Read the first bullet of the Grammar Watch note. Ask: *What is happening right now?* Say and write some example sentences on the board (for example, *It is raining right now. I am breathing. I am standing.*). Underline *be* and the *-ing* verb in each sentence.
- Remind students about how to use *be* with the subject pronouns in the chart (for example, *I am*, *You are*, . . .).
- Say: *We form the present continuous with* be *and another verb with* -ing. While explaining this, use one of the sentences in the left chart as an illustration. Read it and ask the class to repeat.
- Read the negative sentences in the right chart and ask the class to repeat.
- Say: *To make a negative sentence, add* not *between* be *and the verb with* -ing. Again, use a sentence in the chart to illustrate these points. Write it on the board.
- Say and write additional sentences that express things happening right now in the classroom (for example, *I am teaching the class.*). Write at least two sentences on the board. Then write negative sentences that complement the affirmative ones (for example, *I am not watching TV.*). Use these sentences to illustrate the use of *be, not,* and *-ing.*
- Read the other bullets of the Grammar Watch note. Say a sentence from the charts (for example, *I am visiting family.*) and ask students to come to the board and rewrite the sentence using a contraction (*I'm visiting family.*).
- If you are using the transparency, do the exercise with the class.

### **Controlled Practice**

### 25 minutes

PRACTICE

### Amy is calling her cousin Ben in Seattle. Complete...

- Play Ben and read the example with a student.
- Tell students to use contractions as in the example. Say: Look at the subject first. We know it's I in number 1. Use the correct form of be to make the contraction. Look back at the chart for help.
- Walk around and check that students are using an apostrophe to make an appropriate contraction, adding *-ing* to the verb in parentheses, and using *not* appropriately. Also check that students correctly make the spelling transformation for number 7 (*making*).
- To check answers, call on students to each write one full sentence on the board.
- *Optional:* Pair students and ask them to practice the conversation. Call on pairs to perform the completed conversation for the class.

### MULTILEVEL INSTRUCTION for 1

**Cross-ability** The higher-level student recites each line and the lower-level student repeats it before they take turns practicing the conversation.

### Expansion: Vocabulary and Grammar Practice for 1

- Ask students to cut out pictures from magazines of people doing different activities.
- Pair students and ask them to write what the people in the pictures are doing (for example, *He's talking on a cell phone. She's reading a newspaper.*). Tell students they can use pronouns or nouns (for example, *the woman, the man*, or *the family*).
- Call on students to show their picture(s) to the class and say what is happening. Students can paste their picture to a piece of colored paper and write their sentences under the picture. This would make a great product to display in the classroom.

### LIFE SKILLS WRITING

Turn to page 261 and ask students to write a postcard. See pages Txi–Txii for general notes about the Life Skills Writing activities.

## Lesson 3 Talk about what you are doing now

### **3 PRACTICE**

### PAIRS. Look at the pictures. Find at least 10...

- To warm up, ask: *What's happening in picture 1?* Write a few responses on the board (for example, *Two men are running.*).
- Repeat the above step for picture 2.
- Read the example conversation with a student. Follow these steps:
  - With the class, find a few differences between the pictures (for example, *In picture 1, a woman is wearing a pink shirt. In picture 2, she is wearing a blue and yellow dress.*). Hold up the book. Circle the differences in the pictures and draw a line connecting the dissimilar parts in each picture.
  - 2. Practice the conversation for each.
  - 3. Tell students to mark all the differences they can find in the pictures.
  - 4. Practice a couple more exchanges with the class before pairing students.
- Pair students and tell them to talk about what is different between the two pictures.
- Walk around and check that students are comparing what the same people are doing in each picture as in the sample conversation.

#### MULTILEVEL INSTRUCTION for 3

**Pre-level** Point to various people in each picture and ask students to tell you what the people are doing before pairs complete the task. **Above-level** After completing the exercise, Student A calls out something that is happening in one of the pictures (for example, *Two men* 

*are jogging*.). Student B identifies the correct picture (for example, *Two men are jogging in picture 1*.).

#### Expansion: Speaking Practice for 3

• Pair students and ask them to find and discuss the similarities in both pictures (for example, A: There are three people sitting on benches in picture 1. B: There are also three people sitting on benches in picture 2.).

### Communicative Practice 20 minutes



#### STEP 1. WRITE. Imagine that you're visiting friends...

- Read the directions.
- To warm up, tell the class that you are imagining you're visiting a friend in another city (for example, *I'm visiting my friend Brian.*). Then say what you are doing (*I'm playing video games with Brian.*) and write the sentence on the board.
- Remind students to use *be* and a verb with *-ing*.
- Students compare answers with a partner.
- Call on students. Ask them who their friend is and where they are. Finally, ask them what they are doing. Write some present continuous sentences on the board (for example, *We're washing his car.*).

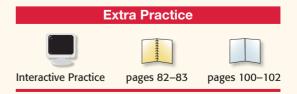
#### **STEP 2. GROUPS OF 5. Play the Memory Game....**

- Explain that students will use the sentence they wrote in Step 1. With two students, read the example. The student playing Lucy completes the answer.
- To warm up, practice the game with a few students for the class.
- Form groups of 5. Walk around and check that students are taking turns and changing their partners' sentences to the third person (for example, *Ana is*...). It's OK for students to use *he* or *she*.
- Call on one student from each group to report what his or her group is doing.

#### **Progress Check**

#### Can you . . . talk about what you are doing now?

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



## Lesson 4 Plan for an emergency

### **Getting Started**

#### 10 minutes

#### **Culture Connection**

• Ask: Is there bad weather in your home country? What kind? If needed, prompt students with There's a lot of . . . rain/wind/snow. . . .

• Ask: Is the weather in your home country different from the weather here in the United States? How is it different? (Possible answer: Yes, in my home country it's very rainy. Here in the United States it's sunny.)

### Presentation

10 minutes

### TALK ABOUT WEATHER CONDITIONS

#### PAIRS. Which words for bad weather and...

- Say: Look at the words in the box. These are words for bad weather and emergencies. Remind students: An emergency is a dangerous situation. You must do something immediately.
- Ask: Which words for bad weather and emergencies do you know?
- Say each emergency and ask the class to repeat.
- Pair students and read the rest of the directions to get students started. Tell student to guess if they don't know all the answers for sure.
- Call on students to use words they learned in the unit to explain each weather emergency in the box (for example, *A thunderstorm is windy and rainy*.).

### **B** *O* Listen and check your answers. Then...

- Play CD 3, Track 40. Students listen and check their answers.
- Resume playing Track 40. Students listen and repeat.

#### Expansion: Vocabulary Practice for 1B

• Ask students to identify specific emergencies that affect your part of the country. Ask: *What emergencies happen here?* As students call out answers, list them on the board.

### **Controlled Practice**

**15 minutes** 

### **PRACTICE**

#### A What do you do in bad weather or an emergency?...

- Explain that a *Do* is a good or safe action and a *Don't* is a bad or dangerous action. Write on the board: *DO* = *good*, *safe* and *DON'T* = *bad*, *dangerous*.
- Say: We do different things to stay safe during a weather emergency. Sometimes one action is safe for one emergency, but it is not safe for a different emergency.
- Read each action. Change each one into a question that the class answers (for example, T: *Do you go downstairs in a tornado?* Ss: *Yes!*).
- Explain unfamiliar vocabulary by simple illustration or demonstration (for example, to illustrate *go under a piece of furniture*, kneel down and move as if going under a desk).

#### **B** PAIRS. Compare answers.

- Tell students to look at their partner's list and to look for differences between their lists.
- Practice with a student to demonstrate how to compare answers (for example, A: *Do you go downstairs in a tornado*? B: *No, I don't.* A: *Oh, I do.*).
- Walk around and check that students are able to interact as in the above sample conversation.
- To check answers, say each action and ask the class to call out *do* or *don't*.

#### MULTILEVEL INSTRUCTION for 2B

**Pre-level** Students work in groups of 4 for more support.

**Above-level** Pairs discuss why they should or should not do each action (for example, A: *It's important to go downstairs in a tornado because it is safe under the ground.*).

### **3** PLAN FOR AN EMERGENCY

### A CLASS. Look at the Garcia family's...

- To warm up, tell students there is a plan if there is an emergency at your school. Explain what will happen in the event of a fire or other emergency.
- Read the emergency family plan and the note while students read along silently. Explain: Long distance *refers to phone numbers outside your area code*. Give some examples.
- Ask: What information is important to include in an emergency plan? As students call out information, write responses on the board (places to meet, emergency phone numbers). Ask students to copy them into their notebooks as headings.

### Communicative Practice 10 minutes

### **B** Make an emergency plan for your family. Write...

- Read the directions. Tell students to use the headings on the board.
- Walk around and check that students are writing places to meet and emergency phone numbers. Remind students to include area codes.

### Expansion: Writing Practice for 3B

- Ask students to draw a map that shows directions from their home to a place to go in the event of an emergency (for example, say: *Draw a map showing the roads to a meeting place near your home*). Be sure that students label the places where they can go to meet.
- Pair students and tell them to take turns asking and answering questions about their plans.

### **Presentation**

15 minutes

### 4 PRACTICE

### A GROUPS OF 3. What do you need in an...

• Say each item in the word box and ask the class to repeat. Explain: First aid *is emergency medical help you give someone before other help arrives. Some things in a first aid kit are a book to tell you what to do, bandages, tape, scissors, something to clean cuts with, and plastic gloves.* 

- Form groups of 3 and tell students to match the words and pictures.
- Walk around and check that students are interacting with their partners to match the words and pictures.

### B States and check your answers. Then...

- Play CD 3, Track 41. Students listen and check their answers.
- Resume playing Track 41. Students listen and repeat.

### **G** WRITE. Make a list in your notebook of things...

- Read the directions. Say: *Think of things you have in your home.*
- To help students get started, call on a few students to say what things they have in their home for an emergency, such as the things in Exercise 4A.
- Write some responses on the board. Explain any new vocabulary as needed.

### Expansion: Speaking Practice for 4C

- Ask students to explain what we use each thing for (for example, *You need water to drink. You need a radio to listen to the news. You need batteries for the radio.*).
- Write student-generated definitions on the board (correct as needed) and tell students to copy the definitions into their notebooks.

### **Progress Check**

#### Can you ... plan for an emergency?

Say: We have practiced planning for an emergency. Now, look at the question at the bottom of the page. Can you plan for an emergency? Tell students to write a checkmark in the box.



## Lesson 5 Ask what someone is doing now

### **Getting Started**

10 minutes

### BEFORE YOU LISTEN

#### **Culture Connection**

• Ask: How do people prepare for emergencies in your home country? Do they buy things in a store?

• Say: It is common in the United States for people to buy kits that already have everything they need.

• Ask: How do you hear about an emergency in your home country—emergency broadcasts on TV and the radio as in the U.S.? Horns sounded outside?

#### CLASS: Look at the picture and read. Where...

- Say: Look at the picture. Ask: Where are the man and the woman? (at home / in their living room)
- Ask: What is the man doing? (reading a magazine) What is the woman doing? (walking into the room / talking to the man)
- Ask: *Do you watch the weather report on TV? Which channel do you watch?* On the board, list common stations in your area if students are unfamiliar with channel listings. If possible, ask students what times the news is on and include this on the board.

### Presentation

**15 minutes** 

### 2 LISTEN

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

- Say: Look at the picture of Dan Reed. Ask: Where is he? What is he buying? What is he holding? What is he doing?
- Ask: *Why is he buying these things?* Call on students to answer. Write their answers on the board.

### B States to Dan's conversation with...

- Read the directions. Play CD 3, Track 42.
- Ask: *Was your guess in Exercise A correct?* Circle the correct answers on the board. (Dan is at a supermarket. He is buying water. A storm is coming, so he is getting prepared.)

#### **Teaching Tip**

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 287 as they listen to the conversation.

#### Listen again. Answer the questions.

- Read the directions and the questions and answer choices.
- Play Track 42 again.
- Explain: In fact *is an expression we use to add information. The new information is that Dan is coming home early. He is coming home before he usually does.*
- Students compare answers with a partner.
- Call on students to say answers.

### G 🥟 Listen to the whole conversation...

- Read the directions. Play CD 3, Track 43.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

#### Expansion: Speaking Practice for 2C

• Call on students to say how much various emergency items cost and where to shop to get the best price (for example, *Batteries are cheap at Shop-For-Less on Warner and Grand.*).

### **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 174.
- Say: *Listen to the words with* -ing. Play CD 3, Track 44. Students listen and read along silently.
- Resume playing Track 44. Students listen and repeat.
- Say each sentence and ask students to point out the words that end with *-ing* (*watching*, *reading*, and *coming*).

### 4 PRACTICE

### A PAIRS. Practice the conversation....

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, ask students to look at the information in the boxes. Say each new activity, weather word, and location and ask the class to repeat.
- Copy the conversation with blanks onto the board and read it. When you come to a blank, fill it in with information from the boxes (for example, *checking e-mail, hurricane, gas station*).
- 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 pronouncing *-ing* clearly.
- 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** Ask students to write choices above each blank (in pencil) and to write a choice in each blank before practicing.

**Above-level** After pairs practice a few times, tell them to cover the conversation and practice only by looking at the information in the boxes.

### Expansion: Speaking Practice for 4A

• Ask pairs to cover all but the first word in each line of the conversation and attempt to recall the lines as they practice.

### Communicative Practice 15 minutes

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

- Read the directions.
- On the board, write *Activities, Locations*, and *Emergencies* as headings. Call on students to say different activities (for example, *vacuuming, making dinner, watching a movie*), locations (for example, *post office, department store, restaurant*), and emergencies (for example, *earthquake, wild fire*). Write them under the appropriate heading.
- 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 and tell them to take turns playing A and B.
- Walk around and check that students are using information on the board or recycling other vocabulary from the unit.
- Call on pairs to role-play for the class.
- To wrap up, on the board write some of the errors you heard during the role plays. Ask students to correct the mistakes. Go over the corrections by saying the words or sentences correctly and asking the class to repeat.



### **Getting Started**

### 5 minutes

- Say: We're going to study yes/no questions and short answers with the present continuous. In the conversation on page 175, Dan and Emily used this grammar.
- Play CD 3, Track 44. Students listen. On the board, write: *Are you watching the news? No, I'm not.*

## Presentation

### 10 minutes

### Present progressive: Yes/no questions and short answers

- Copy the questions from the left grammar chart onto the board or show Transparency 9.4 and cover the exercises.
- Read each question from the chart and ask the class to repeat.
- Ask: *Why are there two* you's? (*You* can be either singular or plural. We use *you* to talk to one person, who would answer *I*..., and we use it to talk to more than one person, who would answer *We*...) Address one student and ask: *Are you watching the news*? (No, ...) Then address the whole class and ask: *Are you watching the news*? (No, ...)
- On the board, write: *Are you working?* Point to each element in the question and say: *To make a question, first use a form of* be (are), *a subject pronoun* (you), *and finally a verb* + ing (working) *for the activity.*
- If it's not already displayed, copy the right chart onto the board.
- Ask a question from the left chart and call on students to say a correct affirmative short answer (for example, T: *Is it raining?* S: *Yes, it is.*). Remind students not to use contractions for affirmative short answers.
- Next, continue asking individual students questions from the left chart and ask them to answer with an appropriate negative short answer. Say the alternative negative contraction answer to remind students that there is an alternative answer for first-person plural and second- and thirdperson responses.
- Ask students to call out other verbs. Write them on the board, and then tell students to ask and answer questions with them.
- If you are using the transparency, do the exercise with the class.

### **Controlled Practice**

#### **25 minutes**

**PRACTICE** 

### Look at the picture. Daron and Lena are on vacation....

- Say: Look at the picture. Ask: What are Daron and Lena doing? (They're on vacation.)
- Read the Grammar Watch note.
- Read the example and ask the class to repeat. Ask: *Why does the answer have* they're? (Because it's two people—Lena and Daron.)
- Remind students to check the grammar chart if they don't remember how to answer a question. Remind students that *Lena* is the same as *she* and *Daron* is the same as *he*.
- Walk around and check that students are writing short answers with the appropriate subject pronoun.
- Students compare answers with a partner.
- Say each question and call on students to say the answers.
- *Optional:* Pair students and ask them to practice the conversations. Call on pairs to perform the completed conversations for the class.

# Expansion: Speaking and Writing Practice for 1

- Pair students and ask them to cut out a picture from a magazine of a person or people doing something.
- Ask each pair to write at least five questions about what the person or people in the picture are doing (as in Exercise 1). Tell students they must write questions that have *yes* and *no* answers.
- Students then switch partners and ask their new partner questions about his or her picture.

### **Teaching Tip**

Use the picture to script a dialogue between the salesperson and Lena and Daron. Using art in novel ways to create new role-play situations is a way to provide opportunities for practical English practice.

## Lesson 6 Ask what someone is doing now

### **2 PRACTICE**

### A WRITE. Write yes/no questions. Use the words in...

- Read the example. Remind students to look back at the grammar chart to find the correct form of *be* to start the question. Also tell students to add *-ing* to the verb in parentheses.
- Students compare answers with a partner.
- Call on students to write the questions on the board. Correct as needed and read each one while the class repeats.

#### **B** PAIRS. Look at the picture on page 176. Ask and...

- Play A and practice the sample conversation with a student.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are pronouncing *-ing* clearly.
- Call on pairs to practice the questions and answers for the class.

### MULTILEVEL INSTRUCTION for 2B

**Cross-ability** The higher-level partner first models the correct short answer. The higher-level student can use the illustration of Daron and Lena on page 176 to confirm which answers are correct.

### **O** NETWORK. You have the day off from work...

- Read the directions. Ask: *Where do you go?* Call on several students to answer. Read the rest of the directions. Call on the rest of the class to share an answer. Tell students to stand and find other people with the same answer (for example, *the beach, the mall, at home*) and to sit with them.
- Tell students to ask others in their group: *What do you do there?* Walk around and observe each group.
- To wrap up, call on students to say what they do when they have the day off. Write popular locations on the board and write what students do under each location (for example, *the beach: swim*).

### Communicative Practice 20 minutes



#### STEP 1. WRITE. It's raining. You're at home. What...

- On the board, write *Activities at home*. Call on several students to say common activities they do at home (for example, *cooking, cleaning, relaxing, sleeping, working, . . .*). Write student responses on the board.
- Remind students to write in a complete sentence as in the example, *I'm studying*.
- Call on several students to share what they wrote.

#### STEP 2. GROUPS OF 3. Student A, act out your...

- Read the directions. Form groups of 3.
- Play A and practice with two other students. Pretend you are reading and tell Students B and C to say their lines.
- Walk around and check that students are guessing by asking *yes/no* present continuous questions.
- Spend time sitting with groups and guessing along with the students. Model pronunciation as needed.
- Call on several students to act out activities for the class while other students guess the activity.

#### Expansion: Speaking Practice for STEP 2

• Ask students what they do in different weather conditions (for example, T: *It's sunny and you're outside. What are you doing?* S: *I'm riding my bicycle.*).

#### **Progress Check**

#### Can you . . . ask what someone is doing now?

Say: We have practiced asking what someone is doing. Look at the question at the bottom of the page. Can you ask what someone is doing now? Tell students to write a checkmark in the box.



## Lesson 7 Read about small talk

### **Getting Started**

#### **15 minutes**

### BEFORE YOU READ

#### CLASS. Talk about it. Look at the cartoons. Answer...

- Look at picture *a* with the class. Ask the questions and call on students to say answers. Write answers on the board. (They're in a park. They're relaxing. They're talking about the weather.) If necessary, explain that *strangers* do not know each other.
- For picture *a*, explain: I hear *means that you saw the news or someone told you*. For picture *b*, explain: *The* Lakers *are a professional basketball team in Los Angeles*.
- Pair students and tell them to ask and answer the questions.
- Walk around and check that students are answering the questions for each picture.
- For each picture, call on students to share their answers with the class. Encourage other students to say alternative answers (for example, additional activities).
- Possible answers:
  - a. The people are in a park. They're relaxing on a bench. They're talking about the weather.
  - b. The people are in a deli/market/convenience store. They're watching a basketball game on TV. They're talking about the game/the winning team.
  - c. The people are at the bus stop. They're waiting for a bus. They're talking about the bus because it's late.
  - d. The people are in a clothing store/department store. They're shopping. They're talking about the sale at the store.
  - e. The people are at a party. They're getting food. They're talking about the food.
- *Optional:* Pair students and ask them to practice the conversations in the cartoons. Call on pairs to perform the conversations for the class.

#### Expansion: Speaking Practice for 1

• Ask pairs to repeat this task by using pictures or comic strips from newspapers.

#### Language Note

Provide opportunities for your students to authentically practice small talk. At the beginning of class or at other times, engage your students in light casual conversation. A routine of repetitive and predictable questions should precede any new materials. Students at this level need to become comfortable using a limited range of small talk expressions.

### Presentation

**15 minutes** 

### 2 READ

### Listen. Read the article.

- Tell students to look at the picture. Ask: *Where are these people?* (at a bus stop) *What are they doing?* (talking) *Are the people friends?* (Maybe or No, they aren't.) *Or are they strangers?* (Probably or Yes, they are.) *Why are they talking to each other?* (Because they're friendly.)
- Ask: *What's the title of the article? What does* Small Talk *mean?* (to talk about everyday things, such as the weather)
- Play CD 3, Track 45. Students listen and read along silently.
- *Optional:* Pause the CD after each paragraph and ask the following questions:

First paragraph: *Do you make small talk?* Second paragraph: *What topics do you like for small talk?* 

Third paragraph: *Why don't we talk about personal things for small talk?* 

Fourth paragraph: *How do you answer in a friendly way? Do you smile, nod, or repeat what you hear?* 

### Controlled Practice 15 minutes

### **3** CHECK YOUR UNDERSTANDING

### **A** Read the article again. What is the main idea?

- Remind students: *The main idea is the most important idea of the article.*
- Ask students to read the article again silently and choose the correct answer.
- Poll the class and ask students to raise their hand for either *a* or *b*. Say: b *is the answer*. Ask: *Why?* (Because it's about the whole article.)

### B Read these sentences. Are they OK for small talk?...

- Read the directions and the example.
- Ask: *Is it OK to talk about the weather? Why or why not?* (Yes, because the weather is not personal.). Remind students to check the article.
- Call on students to say answers.

### **Communicative Practice** 15 minutes

### Show what you know!

#### PAIRS. Imagine you are at work. You see a co-worker...

- Read the directions. First, with an above-level student, make up a conversation. Try to discuss the weather, sports, or other topics from the reading. Write it on the board.
- Pair students. Walk around and check that students are writing a complete role play that uses small talk for appropriate topics.
- Call on pairs to practice for the class. Encourage humor by praising groups that are funny; model clear pronunciation as needed.

#### **Community Building**

Inspire creativity by giving groups time to role-play at their desks before calling them to perform for the class.

To ensure that one or two students don't dominate the conversations, tell groups to create lines of equal length for all speakers.

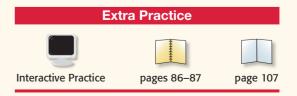
#### MULTILEVEL INSTRUCTION

**Pre-level** Ask pairs to focus on the weather. Monitor and assist as needed.

**Above-level** Ask pairs to include the following details: food they ate that day, the weather, something humorous about the workplace, and a current event.

#### Expansion: Writing and Speaking Practice

- Students choose one small talk topic from the reading.
- Students write three sentences about their topic that they would say to a person they meet at work or at school (for example, *weather: It's nice today.*).
- Pair students and tell them to practice using their small talk expressions with each other.



## Lesson 8 Understand a weather report

### **Getting Started**

#### 10 minutes

### BEFORE YOU LISTEN

#### PAIRS. Do you know these words? Label the pictures....

- Read the directions.
- Say each word and ask the class to repeat.
- Read the title: *Weather! Do you have the right clothes, accessories, and supplies?*
- Ask: What is number 1? (light clothes) What about number 2? (shorts)
- Pair students. Say: *Help each other label the pictures. Cross out the words you use.*
- Walk around and spot-check students' answers. If there are mistakes, point to them and ask students to guess another answer.
- To check answers, ask the class to call out each item as you say its number.

#### Language Note

Write the vocabulary words on index cards or flashcards and have pairs or groups practice pronouncing the words when flashing the cards to one another.

#### Expansion: Vocabulary Practice for 1

• For each item, ask if it is an article of clothing, an accessory, or a supply (for example, T: *Are shorts clothes, accessories, or supplies?* Ss: *Clothes.*).

### 2 LISTEN

### A *P* Listen to the weather report...

- Tell students they are going to listen to a weather report. Use the map to point out four cities they will hear: Los Angeles, Atlanta, New York City, Chicago.
- Read the directions.
- Play CD 3, Track 46. Students check the things they hear.
- Students compare answers with a partner.
- Play Track 46 again. Students check their answers.
- To check answers, call out each item on page 180 and ask: *Did you check* . . . ?

### B Ø Listen again. Write the temperature...

- Tell students to look at the map. Ask students to describe the weather in Los Angeles, Atlanta, New York City, and Chicago. Tell students to use the words *rainy*, *cloudy*, *windy*, and *sunny*.
- Read the note about temperatures.
- Play Track 46 again. Tell students to listen for the temperatures and to write them in the spaces provided on the map.
- Call on students to say the temperatures.

#### Expansion: Listening Practice for 2B

• Have the class listen to a real national weather report that mentions several cities and their temperatures. Ask students to write the cities and temperatures. Check answers by asking questions about the broadcast (for example, *What is the temperature in Denver?*).

### **Controlled Practice**

20 minutes

### **3** CONVERSATION

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

• Read the directions. Ask: *How is the weather?* Students call out answers (cold). Ask: *How do you know the weather is cold?* (Because Marta is wearing a jacket, a hat, and gloves.)

### B *C* Listen to the conversation....

- Play CD 3, Track 47. Students listen.
- Ask: Was your guess correct?

#### T-181 UNIT 9

#### **Teaching Tip**

*Optional:* Remember that if pre-level students need additional support, tell them to read the Audio Script on page 287 as they listen.

### G 🖉 Listen and read the conversation....

- Play CD 3, Track 48. Students listen and read along silently. If needed, explain: Really *and* pretty *mean* very, *as in very cold and very windy*. Then resume playing Track 48. Students listen and repeat.
- Say each sentence and ask the class to repeat.

### 4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3C. Tell them to take turns playing each role.
- Then 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 legend on the map (for example, *sunny*, *windy*).
- Ask a pair of 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 weather words from the map to fill in the blanks.
- Call on pairs to perform for the class.

### Communicative Practice 20 minutes

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

- Play A and, with an above-level student, use information about today's weather. Then pair students. Tell them to take turns playing A and B.
- Call on pairs to role-play for the class.



## Lesson 9 Talk about the weather

### **Getting Started**

#### 5 minutes

- Say: We're going to study the adverbs of degree: very, really, and pretty. In the conversation on page 181, Joel used this grammar.
- Play CD 3, Track 48. Students listen. Write on the board: *Well, it's really cold, and it's pretty windy.* Underline *really* and *pretty.*

### Presentation

#### 5 minutes

### Adverbs of degree: Very, really, pretty

- Copy the grammar charts onto the board or show Transparency 9.5 and cover the exercise.
- Read the Grammar Watch note. Say: *In this lesson, adjectives describe the weather or a person.*
- Read a sentence from the left chart (for example, *It's pretty hot.*). Say the grammatical function of each word (for example, It's = *subject* + *verb*; pretty = *adverb*; hot = *adjective.*). Ask: *What does* it *mean*? (the weather)
- Say: Very, really, *and* pretty *mean the same thing*. *They all make the adjective stronger*. Pretty hot *is stronger than just* hot.
- Read sentences from the right chart.
- Write a few sentences from the charts on the board with a blank for the adverb (for example, *It's \_\_\_\_\_\_ hot.*). Call on students to come up to the front and tell them to write an adverb (*very, really,* or *pretty*). Read the completed sentence out loud and have the class repeat.
- If you are using the transparency, do the exercise with the class.

### **Controlled Practice**

15 minutes

### PRACTICE

### **(A)** Write sentences with the words in parentheses...

- Read the directions and the example.
- Ask: What's the weather like in each picture?
- Walk around and check that students are matching the correct pictures and correctly unscrambling the sentences.
- Students compare answers with a partner.
- Call on students to say answers.

### **B** PAIRS. Read the conversation. Find the three...

- Read the directions.
- Play A and practice the conversation with a student.
- Reread each line and ask students to call out the adjectives (*nice*, *hungry*, *good*). Tell students to underline the adjectives to remember them.
- Pair students and tell them to take turns playing A and B. Remind students to add *really*, *very*, or *pretty* before each adjective and to use each word only once.

#### Expansion: Speaking Practice for B

• Ask pairs to add *very*, *really*, or *pretty* to the conversation in Exercise 3B on page 169.

### **G** SAME PAIRS. Perform your conversation...

• Call on pairs to practice their new conversations. Ask students to stress each adverb because they are important words.

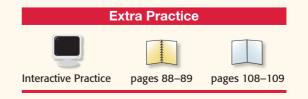
### MULTILEVEL INSTRUCTION for C

**Pre-level** Partners first rehearse each line of their conversation together to improve rhythm. **Above-level** After pairs practice a few times, ask them to write and perform a new role play about the weather with *really*, *very*, and *pretty*. The conversation can begin with *How's the weather*?

### Communicative Practice 5 minutes

#### **D** WRITE. Write sentences in your notebook...

- Read the directions. To warm up, ask: *How's the weather today?* Call on a student to say an answer (for example, *It's windy.*) and write it on the board. Encourage students to use adverbs from the grammar charts if appropriate.
- Walk around and read students' sentences. Write any particularly well written ones on the board as models.
- Call on students to read their sentences.



### GRAMMAR

### **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 49. Students listen.
- Play Track 49 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 49 again.
- To check answers, call on a pair of students to practice the completed conversation. Write answers on the board to allow students to confirm their spelling.
- *Optional:* Pair students and ask them to practice the conversation. Call on pairs to perform the completed conversation for the class.

### 

### STEP 1. PAIRS. Look at the picture....

- Read the directions and the example.
- Tell students to look at each apartment and think about what is happening. Pair students and tell them to take turns saying what is happening in each window as in the example conversation.
- Walk around and check that students are able to discuss what is happening in each window.

#### **MULTILEVEL INSTRUCTION for STEP 1**

**Pre-level** Pair students with a higher-level student who can say what the people are doing in each picture as a model for the pre-level student.

**Above-level** Pairs can also discuss what the people are not doing in each picture (for example, A: *In Apartment 1, the man is not watching TV.*).

### STEP 2. Choose six apartments. Write sentences...

- Ask students to choose six apartments and to write one sentence about each one. Read the example.
- Walk around and check that students are using a capital letter and proper punctuation in each sentence. Also check that students are writing the present continuous form correctly.
- Call on several students to read their sentences out loud.

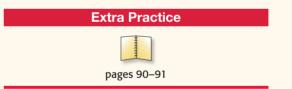
### Expansion: Listening Practice for STEP 2

- Form groups of 5.
- One student silently chooses an apartment and then says what's happening in it (for example, A: *A woman is reading.*). The other students guess the apartment (B: *Is it Apartment 5?* A: *Yes!*).
- Whoever guesses correctly takes over and describes another apartment.

### **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 9, 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.



## Expand

### 3 ACT IT OUT

### STEP 1. Review the Lesson 2 conversation between...

- Tell students to review the conversation in Exercise 3B on page 169.
- Tell them to first read the conversation silently and then practice it with a partner.
- Play CD 3, Track 39. Students listen.
- As needed, play Track 39 again to aid comprehension.

### STEP 2. PAIRS. You are friends. You are talking...

- Pair students. Read the directions and the guidelines for A and B.
- Tell students playing A to prepare their information first by writing a list with their location, activities, and what the weather is like.
- Tell students playing B to begin the conversation with *Hello?* as on page 169.
- As pairs prepare, tell them to switch roles to practice both positions.
- 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. If time permits, ask pairs to switch roles and do a second performance.
- *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 Danielle'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 is Danielle's husband?* (out of the country) *How does Danielle feel?* (worried).

### STEP 2. PAIRS. Talk about it. What is Danielle's...

- Pair students. Ask: *What is Danielle's problem?* (There is a big storm, and there is no electricity.) *What can Danielle do?*
- Read the ideas in the list. Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the box (for example, S: *I think she can call a neighbor for supplies because neighbors always help.*).
- Pair students. Tell them to think of one new idea not in the box (for example, *She can go to a hotel with her mother and baby.*) 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?*).

### MULTILEVEL INSTRUCTION for STEP 2

**Pre-level** Sit with students, say each idea in the list and ask students to explain why they like or don't like each solution (for example, A: *She can't get supplies because she can't see*.).

**Above-level** Pairs discuss the problems with each idea (for example, A: *If she goes to get supplies, maybe she will get hurt.*).

### **5** CONNECT

Turn to page 250 for the Community-building Activity and page 270 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 165.

Ask students to turn to page 165 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.