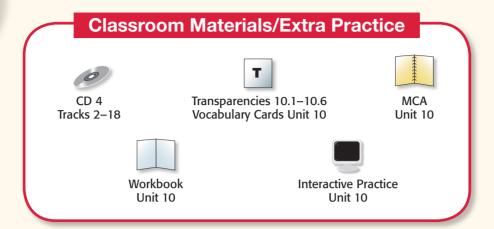
# 10

# **Around Town**



#### **Unit Overview**

#### Goals

• See the list of goals on the facing page.

#### Grammar

- Prepositions of place
- Simple present: Questions with *How, How much*, and *Where*
- Present continuous for future

#### **Pronunciation**

- Word stress: /ə/ in unstressed syllables
- Sentence stress: /ə/ in unstressed words

#### Reading

Read an article about public libraries

#### Writing

• Write about weekend plans

#### **Life Skills Writing**

• Write directions to your home

#### **Preview**

- Set the context of the unit by asking questions about things in the neighborhood around the school—for example, *What is next to our school?* What is across the street? (Possible answers: houses/homes, stores)
- Hold up page 185 or show Transparency 10.1. Read the unit title and ask the class to repeat.
- Explain: Around Town means to go to many places in a town or city.
- Say: *Look at the picture*. Ask the Preview question: *What do you see?* (A man and a woman are looking at a map.)
- Explain: *In this unit we will learn more about places in the community.*

#### **Unit Goals**

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. Explain unfamiliar vocabulary as needed:

Traffic sign: *Explain by showing the traffic signs on page 192.* 

Bus route: the streets or highways the bus usually travels

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

#### Vocabulary Lesson 1

### **Getting Started**

5 minutes



#### WHAT DO YOU KNOW?

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

- Show Transparency 10.2 or tell students to cover the list of words on page 187.
- Point to picture 3 and read the example with the
- Say: Look at the other pictures. Ask: Which places do you know? Students call out answers as in the example.
- If a student calls out an incorrect place, change the answer to a question for the class (for example, *Number 14 is a drugstore?*). If nobody can identify the correct place, tell students they will now listen to a CD and practice the names of places.

### **Presentation**

5 minutes



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

- Read the directions. Play CD 4, Track 2. Pause after number 15 (a hair salon).
- To check comprehension, say each job in random order and ask students to point to the appropriate picture.
- Resume playing Track 2. Students listen and repeat.

#### Expansion: Vocabulary Practice for 1B

• With the class, brainstorm other places that they know and write them on the board (for example, office building, library, bookstore, restaurant, *hospital, store/clothing store, hotel,* and *school*).

#### **Controlled Practice**

25 minutes



**PRACTICE** 

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

• Brainstorm with the class things you do at each place pictured on pages 186-187. Ask: What do you do at the \_\_\_\_\_? for several places. Write some answers on the board (for example, I buy *medicine at the drugstore.*).

- Read each line in the example and ask the class to repeat. Model correct intonation.
- Play A and practice the conversation with an above-level student. Pair students and tell them to take turns playing A and B.

#### **B** WORD PLAY. Look at the list of places on page...

- Read the directions.
- Say: There are three kinds of places in the list: stations, stores, and shops. Explain: Stores and shops are places where you can buy things. A store is usually larger than a shop. A station is where you receive a service, such as transportation services in a gas station or a train station.
- Walk around and check that students are writing words under the appropriate heading.
- Call on students to say answers.

#### **Culture Connection**

- Say: Coffee shop can mean different things in different parts of the United States. In some areas, a coffee shop is a small diner (an inexpensive restaurant). In other areas, a coffee shop is just that—a place that serves only coffee.
- Ask: Are there words for places that mean different things in different parts of your home country? Call on students to give examples.
- Say: Coffee shops are very popular in the *United States. Some, like Starbucks, are very* trendy, or popular, especially with young people. Ask: Are coffee shops popular in your home country, or are there similar places that are popular with teenagers and young adults?

### O Do you know other words with station, store, or...

- Ask: *Do you know other words with* station, store, or shop? Write answers on the board (some possible answers: subway station, train station, service station, bookstore, card store, flower shop, ice cream shop). Explain vocabulary as needed.
- Tell students to write in the spaces on the page.

#### Expansion: Vocabulary Practice for 2C

• In their notebooks, ask students to write the names of actual places (and street names, if possible) of the stations, stores, and shops in their community (for example, a hair salon: Judy's Styles on Paso *Doble Blvd.*). Pair students if individual students have difficulty thinking of names of places.

# Vocabulary

#### Learning Strategy: Use your language

- Provide each student with four index cards or tell students to cut up notebook paper into four pieces.
- Read the directions. If you have students with low first-language literacy skills, pair them with more capable peers if possible.
- Walk around as students work. If misspellings occur, tell them to check the list on page 187.
- Say: You can use your language to help you remember new words in English. Remind students to use this strategy to remember other new vocabulary.

#### **Community Building**

As groups, have students from the same first language teach a few words from their first language for places in the community to the class. Each group can deliver a 3–5 minute presentation where they can first say a word in English (for example, *a fire station*), and then again in their first language before the class repeats it.

#### Communicative Practice 25 minutes

# Show what you know!

#### STEP 1. GROUPS of 3. Draw a map of the streets...

- Read the directions. Draw a sample map on the board of the neighborhood around the school. Include your school. Ask students to call out a few places around the neighborhood on those streets (for example, *a gas station*, *a supermarket*). Include them on the map.
- Play A and practice the conversation with two students. Then create a new conversation by asking students about places on the map (for example, A: *Is there a post office around here?* B: *Yes*...).
- On the board, write: *Is there a \_\_\_\_\_ around here?* Tell students to ask one another this question when figuring out what to put on the map. Tell students to ask about all the places on page 187.

- Remind students how to use across from, on, and next to. Add a house on both sides of a street on the map on the board. Say that one house is across from the other one. Label the street with the houses (for example, Walnut) and say: The houses are on Walnut Street. Finally, draw another on the same side of the street as one of the houses and say: This house is next to that house.
- Form groups of 3. Tell students to first talk about what places are near your school and then to begin drawing a map. One student may want to be the official artist, or all three students may draw individual maps.
- Walk around and check that students are discussing what is in the area around the school. Also check that students are labeling all relevant streets and locations on the map.

#### **STEP 2.** Show your map to another group....

- Read the directions. Ask each group to share their map with another group (for example, G1: *Do you have the supermarket*? G2: *Yes, we do. Do you have the post office*? G1: *No, we don't.*). Tell students to find out what is the same and what is different.
- Tell one student in each group to make a list of the places that are the same and those that are different on the two maps.
- Ask individual groups to explain to the class what is the same and what is different on their map compared to another group's map (G1: We have the drugstore on our map. The other group does not.).

#### Expansion: Vocabulary Practice for STEP 2

• After Step 2, ask each group to add places to their map that other groups have. Groups continue comparing their maps to other groups' maps until all groups have all the sample places on their maps.



# Give locations of places in the community

### **Getting Started**

5 minutes



#### **BEFORE YOU LISTEN**

#### A READ. Look at the flyer. Read the information.

- Ask: What is a flyer? (A flyer is a one-page advertisement.)
- Tell students to look at the Grand Opening picture. Ask: What does Grand Opening mean? If students don't know, say: It means that a store is new and its first open day will be special.
- Ask: What day is the Grand Opening for the supermarket? (Saturday, October 8)
- Read the three lines (*The supermarket* . . . post office). Stress the words in bold.
- Redraw the Grand Opening picture on the board. Use arrows to review *near* and to explain *around* the corner from and down the block from.

#### **B** CLASS. What is near your school? What is around...

- Ask: What's near our school? What's around the corner from our school? What's down the block?
- As students answer, draw a simple map and include the places they say. Again, draw arrows to illustrate the prepositional phrases.

#### Expansion: Writing Practice for 1B

- Form groups of 3. Tell students to imagine that they are preparing to open a store or restaurant and they are planning for a grand opening.
- Ask each group to decide the name for their store or restaurant and to create a flyer that advertises something to attract customers, such as special sales prices on certain items.
- Call on each group to present their flyer.

#### **Presentation**

25 minutes

LISTEN

#### A Look at the picture. Berta is asking a mail carrier...

- Read the directions.
- Ask: *Where does she want to go?* (to Foodsmart) Call on students to guess. Write their answers on the board.
- Tell students they will listen for the answer in Exercise B.

#### B Listen to the conversation. Was your...

- Read the directions. Play CD 4, Track 3.
- Explain: *Asking* Sorry? *is a common way to ask* someone to repeat something. Model the rising intonation of *Sorry*? and tell the class to repeat.
- Ask: Was your answer in Exercise A correct? Circle the correct answers on the board.

#### **Teaching Tip**

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 288 as they listen to the conversation.

#### Listen again. Where is the new supermarket?

- Ask: Where is the new supermarket?
- Before playing the CD, ask students to call out the location of the store in each picture (for example, *In picture* a, *the store is on Oak Street between 6th* and 7th Avenues.).
- As needed, model correct pronunciation of ordinal numbers (6th, 7th). As needed, review other ordinals.
- Play Track 3 again. Students circle the letter of the map that shows the correct location.
- Call on students to say the answer (b. The supermarket is on 7th Avenue between Hill Street and Oak Street).

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

- Read the directions. Play CD 4, Track 4.
- Call on students to say the answers.
- Ask: Why is the conversation funny at the end? (Because the grand opening is tomorrow, not today.)

#### Expansion: Speaking Practice for 2C

• Pair students. Student A describes the location of the supermarket in one of the pictures in Exercise 2B while Student B guesses (for example, A: *It's on* Oak Street between 7th Avenue and 6th Avenue. B: *Picture* b? A: *Right*.). Partners switch roles after each try.

# Give locations of places in the community

#### **CONVERSATION**



#### A Listen. Then listen and repeat.

- · Read the directions.
- Say: The word food has one syllable. (Say it and ask the class to repeat.) The words around and open have two syllables. (Say them and ask the class to repeat.)
- Write *around* and *open* on the board and put the circle above the stressed syllables. Read the Pronunciation Watch note.
- Point to the circle above around and tell students this symbol means the syllable is stressed.
- Play CD 4, Track 5. Students listen.
- Resume playing Track 5. Students listen and repeat.

#### **Controlled Practice** 15 minutes



#### B Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 188.
- Read the directions. Say: Listen for stressed and unstressed syllables.
- Play CD 4, Track 6. Students listen and read along
- Resume playing Track 6. Students listen and repeat.

#### **PRACTICE**

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

- Pair students and tell them to practice the conversation in Exercise 3B.
- Then, in Exercise 4A, ask students to look at the information in the map. Say each place and its location and ask the class to repeat. Explain: The DMV is where you get a driver's license. A courthouse is where you see a judge.
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from the map and pictures (for example, the DMV, 6th Ave., Elm St., Pine St.).
- 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 two-syllable words correctly (ExCUSE, LOOKing, beTWEEN, and SORry).
- 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 in 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.

#### **Communicative Practice** 15 minutes

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

- Read the directions. On the board, write *Place*, *On*, and Between. Call on students to say various places near your school. Write the street where each place is located and the streets it is between (for example, Place: Supermarket, On: Bristol Ave., Between: 1st St. and Grand Blvd.).
- 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 perform for the class.

#### Expansion: Speaking Practice for 4B

- Form groups of 4 or 5. Provide available materials such as construction paper, and ask each group to create a simple map of the neighborhood around the school that includes all major cross streets.
- Ask students to cut out small shapes that represent places in the neighborhood. Students label each piece and place them at various points on the map.
- They use these locations to make conversations about asking for directions. For added challenge and practice, students can move places around.

#### **Extra Practice**



Interactive Practice

# Give locations of places in the community

### **Getting Started**

#### 5 minutes

### **Controlled Practice**

**PRACTICE** 

15 minutes

- Say: We're going to study prepositions of place. In the conversation on page 189, the mail carrier used this grammar.
- Play CD 4, Track 6. Students listen. Write on the board: *It's on Seventh between Hill and Oak*. Underline *on* and *between*.

### **Presentation**

#### 15 minutes

#### Prepositions of place

- Copy the grammar chart onto the board or show Transparency 10.3 and cover the exercise.
- Remind students: A preposition helps us understand where something is. To illustrate, ask about an item in the room: Where's my dictionary? Oh, it's on the table. Explain: The preposition is on.
- Read sentences from the chart and ask the class to repeat. Draw a simple map of four cross streets and draw in various places to illustrate each preposition.
- On the map you made, draw various configurations to illustrate the meaning of each preposition (for example, draw a box next to a vertical line. Label the box *store*. Label the line *5th St.* Say: *The store is on 5th Street*. Then draw one horizontal line above the "store" and one below it. Give street names to the horizontal lines and say: *The store is between* \_\_\_\_\_ and \_\_\_\_\_.).
- Finally, add more streets and more places to your "map" on the board. Point to a random place on the map, prompt the class with a preposition (for example, *near*), and call on individual students to use that preposition to describe the location (for example, *The store is near the restaurant.*).
- If you are using the transparency, do the exercise with the class.

#### **Language Note**

To provide students with additional visual references to practice prepositions of place, use Velcro patches, blocks, or any available manipulatives to simulate the position of places in the community. Be sure that your places are clearly labeled so that students can call out where places are relative to one another as you move them around.

### Complete the sentences about the location of some...

- Read the directions and the example.
- Tell students to look back at the grammar chart to see patterns for when certain prepositions are used (for example, \_\_\_\_\_ the corner could possibly take around or on).
- Walk around and check that students are locating places on the map before they write.
- Call on students to say answers.

# Show what you know!

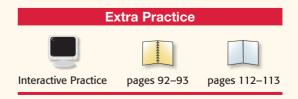
#### Read the sentences above again. Write the names...

- Read the directions.
- Tell students to read their answers from the Practice exercise so they know where each place is located.
- Walk around and check that students are labeling the places accurately.
- Copy the map onto the board.
- If possible, for each answer, call up students to point out where the places are on the map relative to one another (for example, a student points to both the post office and the library to show their close proximity to each other while saying: 5. There's a post office near the library.).

#### **Progress Check**

# Can you... give locations of places in the community?

Say: We have practiced giving locations of places in the community. Now, look at the question at the bottom of the page. Can you give locations of places in the community? Tell students to write a checkmark in the box.



# Talk about transportation

### **Getting Started**

#### 10 minutes

#### **Culture Connection**

- Write *Public Transportation* as a heading on the board. Ask students what kinds of transportation are popular in their country. Write several responses under the heading on the board. Point to them and say: These are forms of public transportation.
- Talk about public transportation in your area (for example, Here in Surf City, people can take the bus to work or school.). Ask students if they use the public transportation in your area (for example, Do you take the bus?).

#### **Presentation**

5 minutes



TALK ABOUT FORMS OF **TRANSPORTATION** 



#### Look at the kinds of transportation....

- Read the first sentence of the directions (*Look* at . . . ). Read the note.
- Say each form of transportation and ask the class if they use it (for example, T: A bus. Do you take the bus? Ss: Yes./No.).
- Play CD 4, Track 7. Students listen and point.
- Resume playing Track 7. Students listen and repeat.
- To wrap up, ask: What kind of transportation do you usually take? Call on students to answer.

#### **Controlled Practice**

5 minutes

**PRACTICE** 

#### **A** GROUPS OF 5. Ask your classmates how they...

- Ask a few students how they get to school. As needed, prompt them to use take, drive, ride, or walk in their responses.
- Copy the chart onto the board and include students' responses. If students get to school more than one way, check all possible ways.
- Form groups of 5. Tell students to take turns asking one another, *How do you get to school?* and to write all their group members' names in the chart.

- Say: If someone in your group uses transportation that is not in the chart, write it where it says Other.
- Walk around and check that students are using the correct article or possessive and correct verb to describe their mode of transportation.
- As they finish, tell each group: *Choose one person* to report to the class.

#### Expansion: Speaking Practice for 2A

• Tell students to find out how often their partner uses certain forms of transportation (for example, A: How often do you take the bus? B: Twice a week.).

#### **B** Report to the class.

- Read the directions and the example.
- Call on the designee in each group to report about the students in their group as in the example.
- When students answer, emphasize the -s ending in third-person singular verbs and asking them to repeat.

#### **Communicative Practice** 15 minutes

#### **©** NETWORK. Who gets to school the same way as...

- Tell students to stand, mingle, and ask each other: How do you get to school? Say: Stand with students who use the same kind of transportation as you.
- After students have grouped themselves, say: Now, what problems do you have? To get groups started, call on a student in a group who can say a problem (for example, *The bus is sometimes late.*).
- To wrap up, call on a representative from each group to restate the problems discussed (*The bus is* sometimes late. Sometimes it's crowded.).

#### **Progress Check**

#### Can you . . . talk about forms of transportation?

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

# Talk about transportation

#### **Presentation**

5 minutes



**READ TRAFFIC SIGNS** 

#### PAIRS. Look at the signs. Match the signs to their...

- Read the directions. Point to each sign and ask: What does this mean? Elicit responses from as many students as possible.
- Ask students: *Where do you see these signs?* (on the street) Prompt students with the correct preposition to get them started (for example, T: Where do you see a stop sign? On . . . Ss: On a street corner.).
- Tell students to read each meaning and look quickly at all the signs to choose the correct one.
- Walk around and point to a student's incorrect response and ask him or her to check again.
- To check answers, call on students to say answers. Use the artwork to explain vocabulary as needed (for example, *The two arrows in different directions* means two-way traffic.).

#### Expansion: Writing Practice for 3

- Pair students and ask them to create a new type of traffic sign that doesn't yet exist (or a sign that isn't pictured on page 192). Ask pairs to draw their sign and write a sentence explaining its meaning.
- Call on pairs to present their sign to the class (Our *sign means drive slowly and turn right.*).

#### **Teaching Tip**

Consult your local DMV for any helpful additional information about street signs in your area that students may find useful.

#### **Controlled Practice**

40 minutes



**PRACTICE** 



Listen to the conversations. Which signs...

- Read the directions. Play CD 4, Track 8. Students listen and check the correct signs in Exercise 3.
- Play Track 8 as many times as necessary.
- Call on students to say which signs are checked.

#### **Progress Check**

#### Can you . . . read traffic signs?

Say: We have practiced reading traffic signs. Now, look at the question at the bottom of the page. Can you read traffic signs? Tell students to write a checkmark in the box.

# Talk about transportation

#### **READ BUS SIGNS AND SCHEDULES**

#### PAIRS. Student A, look at the buses on the left....

- Read the directions.
- Play A and practice the conversation with a student.
- Pair students and tell them to take turns playing A
- Walk around and check that students are asking and answering questions about their buses. As needed, model correct pronunciation of ordinal numbers (fourth, second). As needed, review other ordinals.
- To check answers, play A and ask the class which bus goes to Pine St. and which one goes to 2nd Ave. Then switch roles and ask students which bus goes to Green St. and which one goes to Elm St.

#### **Language Note**

If people in your part of the U.S. talk about buses in a different way (for example, the *Number 29* vs. *the 29*), tell students the way that is preferred in your area and to use it in the conversation.

#### MULTILEVEL INSTRUCTION for 5

**Cross-ability** The higher-level student plays A first and then partners switch roles.

#### **PRACTICE**

#### A Look at the bus schedules. Listen and...

- Read the directions. Explain: *There are three buses*: Bus 36, Bus 47, and Bus 51. Each bus stops at four streets. As you speak, hold up the picture and point.
- To warm up, ask the class to call out the times for a couple of buses listed on the schedule (for example, T: What time does Bus 36 leave River Road? Ss: 8:16.).
- Play CD 4, Track 9. Students listen and fill in the missing items.
- Play Track 9 as many times as necessary.
- To check answers, ask the class: What times does Bus 36 leave 39th Avenue? What time does Bus 47 leave Park Avenue? What time does Bus 51 leave Pine Street?

#### B PAIRS. Look at the schedules again. Answer...

- Read the directions and the example.
- Pair students.
- Students compare answers with a partner.

#### **MULTILEVEL INSTRUCTION for 6B**

**Pre-level** Tell students to first circle the answers in the schedule in 6A.

**Above-level** In addition to comparing answers for each item, students should look at the bus schedule and ask one another: Which bus leaves ? (for example, A: *Which bus leaves* at 8:23? B: Bus 47.).

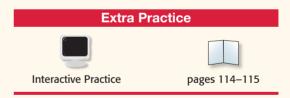
#### **Teaching Tip**

The activities on this page can be enhanced with realia, authentic materials from the real world. In this case, bring in copies of a local bus schedule. Pairs can ask each other questions as in Exercise 6B.

#### **Progress Check**

#### Can you . . . read bus signs and schedules?

Say: We have practiced reading bus signs and schedules. Now, look at the question at the bottom of the page. Can you read bus signs and schedules? Tell students to write a checkmark in the box.



# Ask about bus routes and costs

### **Getting Started**

5 minutes



**BEFORE YOU LISTEN** 

#### **CLASS.** Look at the pictures. Listen to your teacher...

- Read the directions.
- Say each action and ask the class to repeat.

#### **Language Note**

Find opportunities for students to recycle the language of event sequences (for example, get on, pay the fare, and get off) into their role plays and performances.

#### **Presentation**

30 minutes



**LISTEN** 

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

- Read the directions.
- Say: Look at the picture of Tara, Matt, and the police officer. Ask: Why are they talking to the police officer?
- Write students' guesses on the board.

B Listen to the conversation. Was...

- Read the directions. Play CD 4, Track 10.
- Explain: Exact change means you pay the right amount of money. As needed, write this definition on the board.
- Ask: Was your guess in Exercise A correct? Circle the correct answers on the board.

#### **Teaching Tip**

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 288 as they listen to the conversation.

#### Listen again. Read the sentences. Circle *True* or...

- Read the directions. Play Track 10 again.
- Call on students to say the answers.

### C Listen to the second part of...

- Read the directions. Play CD 4, Track 11.
- Ask students why Matt says Now what? (They got off the bus and Matt needs more directions.)
- Call on students to say the answers.
- Ask: Why is the woman funny? (Because she thinks that Matt is asking about attending the college and not just finding it.)

#### Expansion: Speaking Practice for 2C

• Ask students to create a role play in which the bus driver argues with the customer about not having exact change:

> Customer: Here is a five dollar bill. Driver: I'm sorry, ma'am. I can't take

Customer: Why?

Driver: I need exact change. Customer: But I don't have it!

Driver: You can go to the bank on the

corner of Fourth and Pine and

get change!

# Ask about bus routes and costs

#### **CONVERSATION**

#### A Listen. Then listen and repeat.

- Read the directions and the Pronunciation Watch note.
- Play CD 4, Track 12. Students listen.
- Resume playing Track 12. Students listen and repeat.
- To wrap up, first say each sentence slowly and pronounce each distinct vowel sound (/du/, not /də/). Then repeat each sentence at regular speaking speed to show students how vowel sounds change when speaking at a normal rate.

#### **Controlled Practice**

#### 15 minutes

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

- Note: This conversation is the same one students heard in Exercise 2B on page 194.
- Say: Listen for the unstressed words. Optional: Tell students to also listen for the stressed words.
- Play CD 4, Track 13. Students listen and read along silently.
- Resume playing Track 13. Students listen and
- Say each sentence and ask students to point out the unstressed words (do, you, to, the, and, at, from, does).

#### **PRACTICE**

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

- Pair students and tell them to practice the conversation in Exercise 3B.
- Then, in Exercise 4A, tell students to look at the information in the pictures. Say each place, bus number, and change amount and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the boxes (for example, Pine Hill Park, Number 15 bus, \$1.00).
- 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 choosing information from the boxes, pronouncing unstressed words correctly, and stressing important words.
- 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 in 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.

#### **Communicative Practice** 10 minutes

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

- Read the directions.
- On the board, write the headings *Places*, Transportation, and Cost. Call on students to say different places near the school, modes of transportation (bus, subway, train), and typical costs. Write them under the appropriate heading.
- Play A and, with an above-level student, use information from the board to make up a new conversation.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are using information from the board or other vocabulary from the unit.
- Call on pairs to perform for the class.

#### Expansion: Speaking Practice for 4B

• Ask pairs to discuss how often they take the bus (for example, A: *How often do you take the 57?* B: Oh, sometimes. I usually take the 60.).

#### **Extra Practice**



Interactive Practice

# Ask about places in the community

### **Getting Started**

#### 5 minutes

- Say: We're going to study simple present questions with How, How much, and Where. In the conversation on page 195, Tara used this grammar.
- Play CD 4, Track 13. Students listen. Write *How do you get to Adams College?* on the board. Underline *How do you get.*

#### **Presentation**

#### 10 minutes

#### Simple present: Questions with How, How much, and Where

- Copy the grammar charts onto the board or show Transparency 10.4 and cover the exercise.
- Explain: The answer to How ...? is a way that something happens, in this case a kind of transportation. The answer to How much ...? is an amount of money. The answer to Where ...? is a place.
- Read the questions and answers in the charts and ask the class to repeat.
- Tell students to close their books or cover whatever visual aid allows them to see the chart.
- On the board, write several answers in the same style as the right chart: *Take the Number 5 bus.* \$3.50. Fourth Street. Point to each answer on the board and ask students to call out whether *How, How much*, or *Where* is the appropriate question word for this type of answer (for example, T: [Points to \$3.50.] Ss: *How much*? T: *Good!*).
- Read the Grammar Watch note.
- Ask students to make up a whole question for each answer on the board (for example, *How much does it cost to get to Adams College?*).
- Call on students to say their questions.
- If you are using the transparency, do the exercise with the class.

#### **Controlled Practice**

#### 20 minutes



#### **PRACTICE**

#### A Maria is going shopping. Put the pictures in...

• Point to each picture and ask: What's happening in this picture? As students describe each picture, write key vocabulary on the board (for example, shopping list, grocery bags, milk containers).

- Use the words on the board to say sentences about what Maria is doing (for example, *Maria has a shopping list. She is at the store.*) and ask the class to repeat.
- Read the directions. Students write the number of each picture in the box.
- Call on students to say answers. Ask: What is first? What is second? . . .

#### **B** Unscramble the words to ask questions about...

- Read the directions and the example.
- Write the example item on the board and ask a student to come up and demonstrate how to write the question. Point to it and remind students to write the question word (*How*, *How much*, or *Where*) first, followed by *do/does*, followed by the subject pronoun (*you/it*).
- Walk around and check that students are using capital letters and punctuation correctly.
- Students compare answers with a partner.
- Call on students to write answers on the board.

#### **©** PAIRS. Ask and answer the questions...

- Read the directions and the example conversation.
- Pair students and tell them to take turns asking and answering questions. Tell students to look carefully at the pictures in Exercise 1A to answer the questions their partner asks.
- Answers:
  - 1. A: Where does Maria shop for food?
    - B: At Bob's supermarket.
  - 2. A: How does she get there?
    - B: She walks.
  - 3. A: How much does the milk cost?
    - B: \$3.00 (a gallon).
  - 4. A: How does she get home?
    - B: *She takes the bus.*
  - 5. A: Where does she wait for the bus?
    - B: On Elm Street.

#### MULTILEVEL INSTRUCTION for 1C

**Pre-level** Practice asking and answering questions with students before they work with their partner.

**Above-level** Ask students to cover their unscrambled answers from Exercise 1B and to ask their partner the questions.

# Ask about places in the community

#### **PRACTICE**

### A Pilar is new in town. She is asking a woman for...

- Tell students to look at the picture. Read the directions and the example.
- Remind students to use a capital letter when starting a sentence.
- Walk around and check that students are properly forming questions. If students have trouble with do/does, refer them to the grammar chart on page 196.

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

- Play CD 4, Track 14. Students listen and check
- Play Track 14 again to aid comprehension.
- Call on students to write the questions on the board. Correct as needed.
- *Optional*: Play Track 14 again, pausing after each line to allow students to repeat. Students then practice the conversation in pairs. Call on pairs to perform for the class.

#### **Communicative Practice** 25 minutes

#### **LIFE SKILLS WRITING**

Turn to page 262 and ask students to complete the note giving directions to their home. See pages Txi-Txii for general notes about the Life Skills Writing activities.

# Show what you know!

#### **STEP 1.** Look at the pictures. Where do you buy...

- Read the directions.
- Say each thing out loud and ask: Where do you buy \_? As needed, review store vocabulary on page 187 (drugstore, supermarket, and department store).
- Call on students to name their favorite stores in the above categories. Write them on the board.
- Walk around and check that students are writing answers in a format similar to the example.

#### STEP 2. PAIRS. Talk about your answers in Step 1.

- Read the directions. Play B and practice the example conversation with a student. Make up a price for the milk (for example, B: \$2.99.).
- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are interacting as in the example conversation. If students have difficulty, prompt them by asking Where do you buy \_\_\_\_\_? and practicing with them until they can comfortably say where they buy the item and how much it costs.

#### ■ MULTILEVEL INSTRUCTION for STEP 2

Pre-level For an additional prompt, ask students to write the price of the items in Step 1 (for example, *milk*—*DVS Drugstore*—\$2.99). **Above-level** Ask students to expand the conversation to include the question *How do* 

### Expansion: Speaking Practice for STEP 2

- Bring in ads from local drugstores and supermarkets.
- Form groups of 4 and give each group a flyer or ad. Each group then breaks up into pairs. Each pair uses the flyer to practice the conversation in Step 2.

#### **Progress Check**

you get there?

#### Can you . . . ask about places in the community?

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

### **Extra Practice** Interactive Practice pages 94-95 pages 116-118

# Read about public libraries

### **Getting Started**

#### 20 minutes

#### **Culture Connection**

- Ask: Do you go to the library? What about in your home country?
- Say: In the U.S., many people like to go to the library. They can find information, study, and learn many things. Library cards are free.
- If possible, bring in information to share with your class about getting a library card from the local library.



#### **BEFORE YOU READ**

#### Match the sentences and pictures. Write one...

• Read the directions and the example. Explain: Look at the picture. You can see that Mr. Park is going to the library with his children.

- Read each sentence in the box and ask the class to repeat.
- Tell students to look carefully at each picture and to find a sentence in the box that shows the action in the picture. Walk around and help as needed.
- Call on students to say answers.

#### **Teaching Tip**

Act out the event sequence with a group of students. Then ask groups to create their own role plays for the event sequence.



- Pair students. Ask them to write alternative sentences to describe the action in each picture (for example, for picture 1, *Mr. Park likes to visit the library with his kids.*).
- Call on students to write their sentences on the board and say them to the class. Correct as needed.

# Read about public libraries

#### **Presentation**

15 minutes

**READ** 



#### Listen. Read the article.

- Tell students to look at the picture. Ask: What place is this? (a public library) What are the children doing? (listening to a story)
- Say: I want you to predict or guess what the article *is about. Look at the picture and the title. What is* this article about? (Possible answer: things to do at the library) Call on students to guess and write different guesses on the board.
- Say: Before you read an article, try to guess what it is about by looking at the title and picture(s). They can help you understand the article before you start reading.
- Play CD 4, Track 15. Students listen and read along silently.
- Optional: Pause the CD after each paragraph and ask the following questions:

First paragraph: Can you borrow CDs or DVDs from the library?

Second paragraph: Can you do homework at the library?

Third paragraph: *Can children use the library?* Fourth paragraph: Can the library help you find a job?

Fifth paragraph: *How can you find out more?* 

#### **Controlled Practice** 10 minutes



#### **CHECK YOUR UNDERSTANDING**

#### Read the article again. Answer the questions. Check...

- Read the directions. Say: You can check more than one item.
- As needed, explain: Look up *means to search or to* find.
- Walk around and help as needed. Tell students to check their answers by looking back at the article.

• Call on students to say answers. Also, ask students if there are other things they can do at the library. On the board, write any additional things that students say or that you can think of that are applicable in your area (for example, join a reading *club*, *get tutoring*, *get income tax forms*).

#### **Communicative Practice** 15 minutes

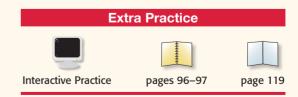


#### Go to your public library. Get a library card. What...

- Read the directions, including the questions. Call on students to answer the questions (for example, I like to read books with my child. I can study at the library and practice English.).
- On the board, draw a simple map of the area around your school and include the closest library. While drawing the map, call on students to tell you where various places and streets are located (for example, There's a library on Broadway and Harbor. *It's across the street from a fast-food restaurant.*).
- Ask students to copy the map into their notebooks. If possible, visit the library's website to obtain the hours of operation and what students will need to obtain a library card. Discuss what students will need.
- *Optional:* Ask students to go to the library, check out a book, and bring it to class. The book can be for themselves or for their children. As an incentive, reward students who follow through with this by giving them time to read in class.

#### Expansion: Writing and Speaking Practice

- Form groups of 4. Ask each group to make a list (or a poster, if possible) of things *not* to do at the library (for example, Don't eat. Don't talk on your *cell phone. Don't listen to loud music.).*
- Ask each group to present their list to the class.



### **Lesson 8**

# Talk about weekend plans

### **Getting Started**

5 minutes



**BEFORE YOU LISTEN** 

#### **CLASS.** Look at the pictures. Do you go to events...

- Point to each picture and ask: What is a concert? (It's musicians playing music or singing for other people.) What is a yard sale? (An event where people sell their old things in their front yard.)
- Ask the questions.
- Write students' responses on the board. *Some possible answers:* TV, radio, the Internet, friends, flyers, posters, billboards (a large sign above a street or on a building), and classified ads.

#### **Culture Connection**

• Ask: Do you have events like these in your home country? Are they different from the events in the United States? How are they different?

#### **Presentation**

20 minutes



LISTEN



• Read the directions. Say: *There are four events*. *What are they?* (grand opening for Foodsmart, a baseball game, a concert, and a yard sale)

- Say: For each event, you need to know the place, the day, and the time. Listen for the missing information.
- Play CD 4, Track 16. Students listen and complete the missing information.
- Play Track 16 again to allow students to check their answers. As needed, explain unfamiliar expressions, such as *It doesn't cost just to look*. To explain, say: *This means that you don't have to pay to look*.
- Students compare answers with a partner by asking: What day is the Foodsmart Supermarket grand opening? What time is the . . . ?
- To wrap up, ask several students the same questions about place, day, and time.

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

• Form like-ability pairs and tell them to take turns asking each other: What time is the \_\_\_\_\_? and Where is the \_\_\_\_\_? As an added challenge, ask above-level students to make up information about which bus to take and on what street to catch it.

# Talk about weekend plans

#### B Listen again. Which events are free?...

- Read the directions. Play Track 16 again. Students listen and check the correct answers.
- Ask: Which events are free? Call on students to answer.

#### **G** CLASS. Are there free events in your...

- Read the directions and the example. Call on students and write responses on the board.
- If possible, bring in a free local magazine (or newspaper insert) that lists free community activities. Pass it around to students or use it for ideas of activities to list on the board. Tell students where they can pick up free community magazines.

#### **Controlled Practice**

20 minutes

#### **CONVERSATION**

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

- Read the directions. Ask: What are they talking about? (what they are doing this weekend / going to a concert)
- Call on students to guess. Write their guesses on the board.

#### B Listen to the conversation. Was your...

- Read the directions. Play CD 4, Track 17.
- Ask: Was your guess in Exercise A correct? Circle the correct answers on the board.

#### **Teaching Tip**

Optional: If students need additional support, tell them to read the conversation in Exercise 3C.

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

- Read the Pronunciation Watch note. Ask: Why does want to sound like wanna in conversation? (Because the unstressed to combines with want.)
- Read the directions. Play CD 4, Track 18. Students listen and read along silently.
- Resume playing Track 18. Students listen and repeat.
- Check that students are pronouncing want to as wanna.

# **PRACTICE**

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

- Pair students and tell them to practice the conversation in Exercise 3C.
- Tell students to look at the events in the Greenville Weekend Community Schedule on page 200.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with an event and a place from page 200 (for example, grand opening, Foodsmart).
- 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 information from the Greenville Weekend Community Schedule on page 200.
- Walk around and check that students are pronouncing wanna correctly.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

#### **Communicative Practice** 15 minutes

#### **B** MAKE IT PERSONAL. PAIRS. Make your...

- Play A and, with an above-level student, use information about events in your community.
- On the board, write several events based on what students call out or you find in a community guide (see Exercise 2C). Tell students they can use these events in their conversations or they can use other events they know about.
- Pair students and tell them to take turns playing A
- Call on pairs to perform for the class.

### Expansion: Speaking Practice for 4B

• Ask pairs to continue their conversations to include when the event occurs, how much it costs, and how to get there.

#### **Extra Practice**



Interactive Practice

# Talk about future plans

### **Getting Started**

#### 5 minutes

### **Controlled Practice**

15 minutes

- Say: We're going to study present continuous for future plans. In the conversation on page 201, Viet and Sufia used this grammar.
- Play CD 4, Track 18. Students listen. Write on the board: What are you doing this weekend? and I'm going to a concert. Underline are you doing and I'm going.

#### **Presentation**

10 minutes

#### Present continuous for future

- Copy the grammar charts onto the board or show Transparency 10.5 and cover the exercise.
- Read the questions and answers in the charts. Tell
  the class that these questions are about what is
  happening tomorrow and not what is happening
  right now.
- Ask: I'm is a contraction for what two words? (I + am) Remind students that contractions are usually used in conversation.
- Ask students to close their books. Remove or cover any visual aids that show the charts.
- Copy the questions onto the board but leave blanks for the words in bold (the verbs), for example,
   What \_\_\_\_\_ you \_\_\_\_ tomorrow? Call on students to complete the sentences.
- Call on students to write responses in the blanks. Correct as needed.
- If you are using the transparency, do the exercise with the class.

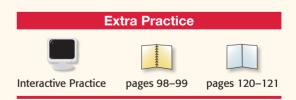
### PRACTICE

#### A Ms. Reed's students are talking about their...

- Read the directions and the example. Ask: *How do you know Ernesto is talking about the future?* (Because he says *next weekend*.)
- Say: Check only one box for each line.
- Walk around and help as needed. If students make a mistake, point to any clues in the question that reveal if the person is talking about the present or the future (for example, in item 2, the answer is *Present* because the question has *now* in it).
- Students compare answers with a partner.
- To check answers, ask the class to call out *present* or *future* for each item.

#### **B** Complete the conversations. Use the present...

- Read the directions and the example.
- Do the example with the class by copying it onto the board and calling on students to tell you what to write.
- Walk around and check that students are writing the correct form of *be* and are adding *-ing* to the verb in parentheses.
- Students compare answers with a partner.
- Read the conversations and call on individual students to say answers.
- Optional: Pair students and ask them to practice the conversations. Call on pairs to perform the completed conversations for the class.



### REVIEW

# Show what you know!

## 1

#### **GRAMMAR**

#### Complete the conversation. Underline the correct...

- Tell students to refer back to the grammar charts on pages 190 (prepositions of place), 196 (simple present questions), and 202 (present continuous for future).
- Read the example. Ask: Why is present continuous the answer? (Because the question is about the future.) Do the next item with the class. Ask: Why is simple present the answer? (Because B goes every Friday.)
- Walk around and help as needed.
- Students compare answers with a partner.
- Call on students to say answers. Correct as needed.
- *Optional*: Pair students and ask them to practice the conversation. Call on pairs to perform the completed conversation for the class.

### 2

#### **WRITING**

#### **STEP 1.** Think about your weekend plans. Fill in...

- Read the directions and the example.
- Copy the chart onto the board. Fill in the "You" rows with made-up information.
- Explain: Fill in only the "You" rows.
- Walk around and help as needed. If students have trouble thinking of activities to write, refer them to the activities on page 200.

#### STEP 2. PAIRS. Talk about your plans. Complete...

- Practice the example conversation with a student. Fill in the "Your Partner" rows on the board.
- Walk around and check that students are writing their partner's responses in the proper places in the chart.

#### **STEP 3.** Write two sentences about your plans and...

- Read the directions and the example sentence. On the board, write two sentences about your plans and two sentences about your partner's plans from the information in the chart on the board.
- Tell students that their sentences should include *when*, *what*, and *who* for each plan.
- Walk around and help as needed. Check students' use of capitalization and punctuation and correct as needed.

#### **Expansion: Writing Practice for STEP 3**

• Students change all their sentences in future tense to simple present (for example, *I am going to a concert on Saturday afternoon*. → *I go to concerts on Saturday afternoons*.).

#### Expansion: Speaking Practice for STEP 3

• Pair students. Students make up a conversation using both their simple present and future tense sentences from the above Expansion and Step 3 (for example, A: What are you doing this weekend? B: I'm going to a concert in the park. A: Do you like concerts? B: Oh, yes. I always go to concerts in the park on Saturdays. What about you?).

#### **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 10, 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 100–101

### EXPAND

# Show what you know!

### 3

#### **ACT IT OUT**

#### **STEP 1.** Review the Lessons 2 and 5 conversations...

- Tell students to review the conversations in Exercise 3B on page 189 and Exercise 3B on page 195.
- Tell them to read the conversations silently and then practice them with a partner.
- Play CD 4, Tracks 6 and 13. Students listen.
- As needed, play Tracks 6 and 13 again to aid comprehension.

#### STEP 2. PAIRS. Student A, you are a visitor to...

- Point to the pictures and say each place and ask the class to repeat.
- Pair students. Read the directions and the guidelines for A and B. Ask the class where the places are located. Call on a couple of students to say answers (for example, *The library is on 5th Avenue between Oak Street and Elm Street.*).
- Tell pairs to use the "You are here" point on the map as the starting point.
- Walk around and check that A is asking appropriate questions and B is using prepositions clearly to give accurate directions from the chosen starting point.
- 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 Minh'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, T: How often does Minh take the bus? S: Every day. T: Can he find his glasses? S: No.).

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

- Pair students. Ask: What is Minh's problem? (He can't find his glasses.) What can Minh do?
- 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 he can buy new glasses because they are cheap at the drugstore.).
- Pair students. Tell them to think of one new idea not in the box (for example, *He can look for his glasses at home.*) 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: *He can't call the Lost and Found department. They're closed.*).

**Above-level** Pairs discuss the problems with each idea (for example, A: *If he calls Lost and Found, maybe they won't know because the glasses are still on the bus.*).

### 5

#### CONNECT

Turn to page 251 for the Goal-setting Activity and page 271 for guidelines 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 185.

Ask students to turn to page 185 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.