

11

Health Matters

Classroom Materials/Extra Practice



CD 4
Tracks 19–37



Transparencies 11.1–11.6
Vocabulary Cards Unit 11



MCA
Unit 11



Workbook
Unit 11



Interactive Practice
Unit 11

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Review: Simple present: Information and *Yes/no* questions and answers
- Past of *be*: Statements
- *Should/Shouldn't*

Pronunciation

- Reduced forms *wasn't/weren't*

Reading

- Read an article about walking for your health

Writing

- Write suggestions for health problems

Life Skills Writing

- Complete a medical information form

Preview

- Set the context of the unit by taking the roll and asking questions about students who are absent (*Where is Maria? Is she sick? Is she at the doctor?*). Follow-up questions (or if no one is absent): *Do you speak English when you go to the doctor?* (Yes./No.) *How often?* (always/sometimes/never)
- Hold up page 205 or show Transparency 11.1. Read the unit title and ask the class to repeat.
- Say: *The word matter can be a verb; it means to be important. And it can be a noun; it means topics. Therefore, the title Health Matters means two things. It means that health is important, and it means topics about health.* Ask: *What do you think this unit is about?* (important topics about health)
- Say: *Look at the picture.* Ask the Preview question: *What do you see?* (doctor, patient, scale)
- Ask: *What is the doctor doing?* On the board, write: *He is weighing the patient.* Remind students that this is present continuous.

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:
Absence: when you cannot go to work or school
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

Getting Started

5 minutes

1 WHAT DO YOU KNOW?

A CLASS. Look at the picture. Which parts...

- Show Transparency 11.2 or hold up the book. Tell students to cover the list of words at the bottom of page 207.
- Ask: *Where are the people?* (at a park) *What are they doing?* (exercising, doing *tai chi*)
- Ask students if they know what *tai chi* is (a kind of exercise) or where it is from (China).
- Tell students to look at the picture and ask: *Which parts of the body do you know?* Help guide students by prompting them with numbers (for example, *What is number 1?*).
- Students call out parts of the body that they recognize. Correct pronunciation as needed.
- If students call out an incorrect part of the body, change the student's answer to a question for the class (for example, *Number 3 is her knee?*). If nobody can identify the correct item, tell students to listen for it when you play the CD.

Presentation

5 minutes

B  Listen and point to the parts of...

- Read the directions. Play CD 4, Track 19. Pause after number 20 (*foot/feet*). Explain: *Number 10 and number 20 have irregular plural forms.* Write *tooth/teeth* and *foot/feet* on the board.
- Walk around and check that students are pointing.
- To check comprehension, say each part of the body in random order and ask students to point to the appropriate number on the picture.
- Resume playing Track 19. Students listen and repeat.

Controlled Practice

35 minutes

2 PRACTICE

A PAIRS. Look at the picture. Student A, say a part...

- Read the directions.
- Play A and model the task with an above-level student.
- Pair students and tell them to take turns playing A and B.
- Walk around and help students correct each other's mistakes.

MULTILEVEL INSTRUCTION for 2A**Pre-level** Form groups of 3. A points to a part of the body, and B and C both identify the part of the body.**Above-level** For added challenge, Student A can describe the location of a part of the body and ask B to identify it (for example, A: *It's under his nose. What is it?* B: *His mouth?* A: *Yes, that's right.*).**B WORD PLAY. PAIRS.** Student A, look at the list...

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

MULTILEVEL INSTRUCTION for 2B**Cross-ability** The higher-level student plays B and helps the lower-level student by first pointing to a part of the body that A must say and spell.**C Match the pictures and words. Write the correct...**

- On the board, write *shake*, *touch*, *nod*, and *clap*. Point to each word and tell the class to do the action (for example, *Shake your head.*). Model actions students do not know. Say each word and ask the class to repeat.
- Read the directions.
- Call on students to say answers.

Lesson 1 Vocabulary

Learning Strategy: Make labels

- On the board, write a word (for example, *chest*) and say it. “Study” the word by slowly pointing to each letter and saying them (*C-H-E- . . .*).
- Cover or erase the word, and rewrite the word slowly as if recalling from memory to demonstrate to students that you are trying to recall the word.
- Read the directions.
- Walk around and if misspellings occur, tell students to check the list on page 207.
- Call on a few students to say what words they wrote. Ask students to spell their words.
- Say: *You can remember new words by making labels and putting them on the objects.* Remind students to use this strategy to remember other new vocabulary.

Expansion: Vocabulary Practice

- Pair students. Distribute adhesive notes or tape and scraps of paper, and tell students to write a part of the body on each note and affix it to their bodies.
- Student A calls out a part of the body, and Student B removes that note from his or her own body.

Show what you know!

STEP 1. Listen and follow the commands.

- Play CD 4, Track 20. Students listen and follow the commands.
- Write the six actions on the board (*touch, clap, close, shake, point to, and nod*). Say each one and perform the action (for example, *I am pointing to my desk.*).
- If necessary, play Track 20 again to make sure the class can follow the commands.

Communicative Practice 15 minutes

STEP 2. GROUPS OF 5. Student A, you are...

- Read the directions.
- Play A and perform the example with a group of 4 students.
- Read the Simon Says note. Ask: *Do you play Simon Says? Do you have another name for this game in your country?*
- Form groups of 5 and choose a student in each group to be A. Remind A to only sometimes say *please*.
- Walk around and check each group’s performance. Participate with groups as needed. Give A immediate feedback about pronunciation.
- If time permits, choose other students to play A and ask groups to repeat the game.
- To wrap up, perform the game as a class. Ask a student to lead as A.

Community Building

If possible, arrange for a field trip to a local park for some recreational time. Play Simon Says–style games to practice parts of the body vocabulary.

Teaching Tip

Language acquisition is enhanced when students can physically respond to imperatives they are learning. In addition to the physical response activity on this page (Step 2), continue to recycle short common classroom commands that students can respond to (for example, *Please open your books to page _____. Please close the door. Please turn on/off the light.*).

Extra Practice



Interactive Practice



pages 122–123

Getting Started

10 minutes

Presentation

20 minutes

1 BEFORE YOU LISTEN

 **READ.** Look at the pictures. Listen and...

- Point to each picture, say the problem, and ask the class to repeat. Say: *Ache means pain.* On the board, write *stomach*. Point to it and say: *This is a part of the body.* Add *ache* to the word on the board. Point to it and say: *This is a problem.*
- Read the directions. Play CD 4, Track 21. Say: *Underline the word has in the paragraph.* Explain: *When someone is sick, say He (or She) has a sore throat, stomachache, toothache, or headache.*
- Read the example. Ask: *Why is throat the answer?* (Because the sentence is about Barbara.)
- Call on a few students to write the completed sentences on the board.

Expansion: Speaking Practice for 1

- Write the following conversation on the board:

A: *What's the matter?*
B: *My _____ hurts. I have a _____.*
- Fill in the blanks with a part of the body and a related problem (for example, *My stomach hurts. I have a stomachache.*). Practice the conversation with a student. Switch roles and practice again.
- Pair students and have them practice the conversation, substituting new words from the pictures on page 208.
- For added challenge, write more parts of the body that use *ache* on the board. Ask students to use these words in their conversation (for example, *earache, backache*).
- Call on pairs to perform for the class.

Language Note

Students may have difficulty pronouncing *ache* correctly. Clearly model correct pronunciation and provide time for sustained practice for words with *ache*.

2 LISTEN

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

- Read the directions.
- Ask: *What's the matter with Alex?* Explain: *What's the matter?* means *What's the problem?*
- Call on students to answer the question. Write answers on the board.

B  Listen to Mrs. Lee's conversation...

- Read the directions. Play CD 4, Track 22.
- Ask: *Was your guess in Exercise A correct?* Circle the correct answers on the board. (Answer: He's sick. / He has a sore throat and a headache.)

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. Answer the questions.

- Read the directions. Play Track 22 again.
- Students compare answers with a partner.
- Call on a couple of students to say answers.

C  Listen to the whole conversation....

- Read the directions. Play CD 4, Track 23.
- Explain: I hope he feels better soon *means* I hope he is well soon. Can I call you back *means* I need to call you again later.
- Ask: *What happens at the end of the conversation?* (The other children say they are sick, too.)
- Call on students to read the statements and answer *true* or *false*.

Expansion: Vocabulary Practice for 2C

- Pair students. A acts out a problem (for example, a sore throat, a stomachache, a toothache, a headache). B guesses the problem (for example, A: [Rubs forehead, frowns.] B: *You have a headache!* A: *Yes. I have a headache.*).

3 CONVERSATION



Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2B on page 208.
- Read the directions. Play CD 4, Track 24. Students listen and read along silently.
- Resume playing Track 24. Students listen and repeat.
- As students repeat, listen carefully for their production of /i/ and /ɪ/ as in *feel* and *sick*.

Expansion: Pronunciation Practice for 3

- Say the following pairs of words and have the class repeat: 1. *feel, fill*; 2. *he's, his*; 3. *feet, fit*.

Expansion: Listening Practice for 3

- Tell students to number a sheet of paper from 1 to 6. On the board, write *same* and *different*. Explain: *Listen to the pair of words. If the words are the same, write same. If they are different, write different.*
- Say the following pairs of words: 1. *feel, fill* (different); 2. *he's, his* (different); 3. *he's, he's* (same); 4. *feet, fit* (different); 5. *fit, fit* (same)
- Call on the class to say the answers.

Controlled Practice 15 minutes

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each family member and illness and ask the class to repeat. Explain: *Sometimes when you are sick you have a fever, which means your body is very hot. The flu is more serious than a cold. A person with the flu has a fever and aches everywhere.*
- 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. Circle *he* where it appears in the conversation and above it write *she*. Remind students to say *he* for a male and *she* for a female.

- 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 boxes to fill in the blanks. Remind students to include *a/an* as needed. 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 ROLE PLAY. PAIRS. Student A, you're sick....

- Read the directions. Play A and make up a conversation with an above-level student.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that Student A is clearly pronouncing a problem. Ask Student B to repeat Student A's problem to demonstrate comprehension (for example, A: *This is Claudia. I can't come to work today. I have a sore throat.* B: *A sore throat? I'm sorry to hear that.*.)
- Call on groups to role-play for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Pairs first write out their conversation and practice from it a few times before practicing without a script.

Above-level Brainstorm additional ways for B to respond to A (for example, *I hope you get better. Take care of yourself. Get some rest.*) and write them on the board.

Expansion: Speaking and Vocabulary Practice for 4B

- Pairs make up a new conversation between friends. When making new conversations, ask A to include information about specific parts of the body that hurt. Tell students to refer back to the vocabulary on page 207 (for example, A: *My back hurts a lot.*.)

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to review the simple present. In the conversation on page 209, Mrs. Lee used this grammar.*
- Play CD 4, Track 24. Students listen. Write on the board: *He has a sore throat.* Underline *has*.

- If students have difficulty knowing which form of the verb to write, tell students to circle the subject in each sentence and to think about which verb form goes with that subject.
- *Optional:* Pair students and ask them to practice the conversation. Call on pairs to perform the completed conversation for the class.

Presentation

5 minutes

Review: Simple present

- Copy the grammar charts onto the board or show Transparency 11.3 and cover the exercise.
- Read the questions and answers in the left chart and ask the class to repeat. Do the same with the right chart.
- For each chart, ask: *Why does the first question have do? (Because do goes with you/I.) Why does the second question have does? (Because does goes with Alex/he.) Explain: When you use do or does, use the base form of the next verb, as in How does he feel? Do not add -s.*
- Ask students to close their books. Remove any visual aids for the charts. On the board, write: *How _____ you feel? My _____ hurts.* Call on students to fill in the blanks. Remind students to use *hurts* when talking about one part of the body and *hurt* when talking about more than one.
- Write on the board: *_____ he _____ a fever? No, he _____.* Again, call on students to fill in the blanks. Erase the answers and change *he* to *you*. Repeat the step.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

5 minutes

PRACTICE

Maria and her mother are in Dr. Philip's office....

- Read the directions and Mom's first line.
- Say: *Remember, each question will need a form of do. Look back at the chart if you don't remember which words to use.*
- If many students have difficulty, write some lines on the board, and as a class figure out the answers.

Communicative Practice

15 minutes

Show what you know!

PAIRS. You are friends. Student A, you are sick....

- Pair students. Read the directions.
- On the board, write the following headings: *Parts of the Body*, *Symptoms*, and *Questions*. Tell students a *symptom* is a health problem that indicates you are sick, such as *a fever*, *a cough*, or *a stuffy nose*.
- Call on students to say several parts of the body. List them under the *Parts of the Body* heading. Repeat for *Symptoms*.
- Under the *Questions* heading, write: *Do you have a _____?* Call on students to say several symptoms. For each symptom, write a new question (for example, *Do you have a sore throat?*).
- Practice the example conversation with a student. Use information from the board. Tell students to use words and questions from the board to make up new conversations.
- Walk around and check that students are using a wide range of vocabulary.

Progress Check

Can you . . . talk about health problems?

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

Extra Practice



Interactive Practice



pages 102–103



pages 124–125

Getting Started

10 minutes

Culture Connection

- Ask students if they need to make a doctor's appointment in their home country or if they can just walk in and see the doctor right away.
- As needed, explain: To make an appointment means to set a certain time to do something, in this case to see a doctor.

Presentation

5 minutes

1 SEE THE DOCTOR



Viktor Petrov is calling City Clinic...

- Read the directions. Play CD 4, Track 25. Students listen and read along silently.
- Resume playing Track 25. Students listen and repeat.
- Remind students: I'd like to is a polite way to say I want to. I'd is a contraction for I would. Explain: An opening is a time in the schedule when the doctor can see you.

Controlled Practice

10 minutes

2 PRACTICE



A Listen to the conversation again....

- Read the directions.
- Before playing the CD, ask students to call out any differences between the two cards (for example, Card a says March 2, but card b says March 3.).
- Play CD 4, Track 26. Students listen and circle the letter of the correct appointment card.

B PAIRS. Practice the conversation. Use your...

- Pair students and tell them to assign roles to each other (Caller and Assistant). Tell the assistant to suggest the day, date, and time on card a.
- Walk around and check that students are using their own names and the information from card a. Be sure that the caller confirms the assistant's suggested appointment time.

- Call on pairs to perform for the class. Provide feedback about pronunciation and interaction (for example, *I really like how natural you both sounded.*).

MULTILEVEL INSTRUCTION for 2B

Pre-level Form groups of 4. Tell each group to read each line of the conversation together before practicing with a partner.

Above-level Pairs change the conversation so that the caller says OK to the date but is not available at the time suggested by the assistant. The assistant must offer a second time (for example, A: *How about 2:00?* C: *No, 2:00 is no good. I work at 2:00.* A: *How about 4:30?* C: *OK.*).

Communicative Practice

10 minutes

C PAIRS. Make a new conversation. Use different...

- Copy the conversation from Exercise 1 onto the board but leave blanks for the caller's name and the elements in blue, red, and purple.
- On the board, write several days, dates, and times. Elicit this information from students as you write.
- Play the caller and ask a student to use information on the board to suggest an appointment time.
- Pair students with a different partner from the one they had in Exercise B. Tell the assistant to fill out the appointment card. Then ask partners to switch roles and make a new conversation. The new assistant can fill out the appointment card with the new caller's appointment information.
- Draw an appointment card on the board. To wrap up, call on a few pairs to make up a new conversation for the class. One student (the assistant) can fill out the card on the board.

3 LIFE SKILLS WRITING

Turn to page 263 and ask students to complete the medical information form. See pages Txi–Txii for general notes about the Life Skills Writing activities.

Controlled Practice

10 minutes

4

PRACTICE

A PAIRS. Viktor is at City Clinic for his check-up....

- Read the directions.
- For the first item, point to the picture of the scale and ask: *What is this?* Then ask: *What is the doctor saying?* (Step on the scale.)
- Read each instruction and, as possible, briefly demonstrate them. Ask the class to repeat.
- Pair students.
- Walk around and check that pairs are interacting to choose the correct instructions for each picture.
- Call on students to say answers.

Language Note

If possible, pair students with the same first language when they're practicing a conversation with lots of new vocabulary. The higher-level partner explains any language that the partner doesn't recognize.

Communicative Practice

5 minutes

B PAIRS. Student A, you are a doctor. Student B,...

- Read the directions.
- As a class, call out a couple of instructions and ask the class to follow your instructions (for example, *Open your mouth and say ahh.*).
- Pair students.
- Walk around and model clear pronunciation as needed.

MULTILEVEL INSTRUCTION for 4B

Pre-level Form groups of 3. One student is the doctor while the two other students are patients who respond to the same instruction from the doctor.

Above-level Ask Student A to deliver two instructions at once.

Expansion: Listening Practice

- Play a Simon Says-style game with the class by issuing commands with the word *please* affixed to instructions that you actually want students to carry out. Students who respond to an instruction without the word *please* are out of the game and must sit down.

Progress Check**Can you . . . see the doctor?**

Say: *We have practiced seeing the doctor. Now, look at the question at the bottom of the page. Can you see the doctor?* Tell students to write a checkmark in the box.

Presentation

5 minutes

5 READ MEDICINE LABELS

A Match the words and pictures....

- Read the directions and the example. Use the pictures and mime to explain the words in the box.
- *Optional:* Explain any unfamiliar vocabulary in the box:

Alcoholic beverage: a drink with alcohol, such as beer, wine, or liquor

Orally: by mouth or in your mouth

Out of reach: not easy to touch because, for example, it's on a high shelf or in a locked drawer

Tablet: a small solid pill (refer to the picture)

- Say the words in the box and ask the class to repeat.

B  Listen and check your answers.

- Play CD 4, Track 27. Students listen and check their answers.
- To wrap up, ask the class to call out answers.

Controlled Practice

15 minutes

6 PRACTICE

A  Listen. Complete the medicine label.

- Read the directions. Ask: *What's the name of the medicine?* (Pain Away!) *What kind of medicine is this?* (pain reliever / fever reducer) Say: *Look at the label to see what kind of medicine it is.* *Optional:* Explain that *relieve* and *reduce* mean *to go away* or *to go down*.
- Read each direction and say the word *blank* for each empty space.
- Play CD 4, Track 28. Students listen and write.
- Play Track 28 again. Students listen and check their answers.
- Call on students to read the completed warnings.

Expansion: Speaking and Vocabulary Practice for 6A

- Ask students what kind of symptoms this medicine can treat; say: *What problems does this medicine help?* (headache, fever, back pain, . . .).

B Look at the medicine label. Answer the questions.

- Read the directions and the example. Ask: *What's the name of the medicine?* (Max-Profen) *What kind of medicine is this?* (pain reliever / fever reducer).
- Students compare answers with a partner.
- To check answers, call on one student to read a question and another student to answer it.

Expansion: Listening Practice for 6B

- Pair students. Student A creates a new medicine label by changing the numbers used in the directions and warnings (for example, *Take 2 tablets orally every 6–8 hours.*).
- Student B asks A the questions. When Student A responds, Student B copies down the answers without looking at the label. Then Student A shows Student B the label to check the answers.

Teaching Tip

Bring in examples of real medicine labels and repeat Exercise 6B. Using real labels adds authenticity to the experience and can boost students' confidence level.

Progress Check

Can you . . . read medicine labels?

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

Extra Practice



Interactive Practice



pages 104–105



pages 126–128

Getting Started

5 minutes

1

BEFORE YOU LISTEN

A Look at the calendar. Read the information.

- Say: *Now, we're going to talk about the past. Look at the picture of the calendar.* Read the note and ask the class to repeat each expression.
- On the board, write today's date. Point to it and say, for example, *Today is May 17.* Say: *Yesterday was May 16. Yesterday means the day before today.* To the left of today's date, write yesterday's date and the word *yesterday*.

B CLASS. Answer the questions.

- Ask the first question (*Where were you yesterday?*). Explain: *Were is a past tense form of be. We'll study this grammar in the next lesson.*
- Write students' responses on the board. Students can respond in phrases (for example, *at home*).
- Ask the other questions and call on students to answer. Write students' responses under the dates on the board. Divide responses under yesterday's date into afternoon and night activities by writing them in separate colors or separate labeled spaces.

Expansion: Graphic Organizer Practice for 1B

- Tell students to draw in their notebooks three connected boxes of equal size as in the calendar. The right box is *Today*. Ask students to fill in activities they did for today, yesterday, and the day before yesterday in the spaces for those days. Tell students to write at least three activities for each day, using activity vocabulary from Unit 7.
- Call on students to say what activities they did.

Presentation

30 minutes

2

LISTEN

A Look at the picture.... What do you think?...

- Say: *Look at the picture.* Ask: *Who are the people? (Luisa and Tuan) Where are they? (Possible answers: at work, in an office)*
- Read the directions.

- Ask: *Why wasn't Luisa at work yesterday?*
- Call on students to answer the question. Write answers on the board.

B  Listen to the conversation. Was...

- Read the directions. Play CD 4, Track 29.
- As needed, explain the following expressions:
 - Too bad:* Another way of saying *I'm sorry (to hear that)*
 - My daughter was home sick:* same as *was at home because she was sick*
 - A lot better:* much less sick; almost well
- Ask: *Was your guess in Exercise A correct?* Circle the correct answers on the board. (Answer: Luisa wasn't at work because her daughter was home sick.)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 289 as they listen to the conversation.

Listen again. Complete the sentences.

- Read the directions. Point to each picture in item 1 and ask: *What's her problem?* (a. the flu, b. stomachache, c. sore throat)
- Point to each picture in item 2 and ask: *Where is she?* (a. in bed, b. at school, c. in the hospital)
- Play Track 29 again. Students listen, circle the letter of the correct picture, and complete the sentence.
- Call on students to say answers. Tell students to say the full sentence for each answer.

C  Listen to the whole conversation....

- Read the directions. Play CD 4, Track 30.
- Explain: *Take care means to stay well.*
- Ask: *Who is sick now? (Luisa)* *Optional:* Ask *why.* (She has her daughter's cold now.)

3 CONVERSATION

A  Listen. Then listen and repeat.

- Read the Pronunciation Watch note.
- Play CD 4, Track 31. Students listen.
- Ask students to underline the verb in each sentence.
- Resume playing Track 31. Students listen and repeat.

B  Listen to the sentences. Check (✓)...

- Read the directions. Play CD 4, Track 32.
- Call on students to say the word they checked. Pronounce each answer and ask the class to repeat.

Controlled Practice 15 minutes

C  Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 214.
- Play CD 4, Track 33. Students listen and read along silently.
- Ask students to underline all examples of *were*, *weren't*, *was*, and *wasn't* in the first two lines: (Tuan: weren't; Luisa: was).
- As students repeat, listen carefully for their unstressed pronunciation of *was/were* and stressed pronunciation of *wasn't/weren't*.
- Resume playing Track 33. Students listen and repeat.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3C.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say: *There are three types of information: times, people, and health problems.* Say them and ask the class to repeat.
- Copy the conversation onto the board and complete it with words from the boxes. Circle *She* where it appears in the conversation and above it write *He*. Remind students to say *he* for a male and *she* for a female.

- Play A and practice with a student. Switch roles.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.
- Walk around and check that students are choosing information from the boxes and are clearly contrasting the stressed/unstressed pronunciation of the past tense forms of *be*.
- 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 underline each use of *she* in the conversation and to write *he* above each one as a reminder to change pronouns as necessary.

Above-level Ask students to talk about two sick people in their conversations (for example, B: *I know. My son and my grandson were home sick. . . .*). Remind them to make all other needed changes in verbs and pronouns.

Communicative Practice 10 minutes

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

- On the board, write *People*, *Times*, and *Health Problems*. Call on students to say additional vocabulary similar to that in Exercise 4A (for example, *Tuesday*, *yesterday afternoon*, *daughter*, *backache*).
- 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.

Expansion: Speaking Practice for 4B

- Review asking about immediate future activities. Tell students to end their conversations by adding information about activities in the immediate future (for example, A: *So, are you going to lunch now?* B: *Yes, I am.* A: *Can I go with you?* B: *Sure!*).

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study how to use be to talk about the past. In the conversation on page 215, Tuan and Luisa used this grammar.*
- Play CD 4, Track 33. Students listen. Write on the board: *You weren't here yesterday* and *My daughter was home sick*. Underline *weren't* and *was*.

Presentation

10 minutes

Past of *be*: Statements

- Copy the grammar charts onto the board or show Transparency 11.4 and cover the exercise.
- Say: *Use was with the subjects I, he, and she. Use were with the subjects we, you, and they.*
- Read sentences from the left chart and ask the class to repeat.
- Say: *To make negative statements, use wasn't or weren't. Read the Grammar Watch note.*
- Read sentences from the right chart and ask the class to repeat.
- Ask students to close their books. Remove any visual aids for the chart. Write the following on the board:
 1. He _____ sick the day before yesterday. (was/were)
 2. He _____ sick yesterday. (wasn't/weren't)
 3. They _____ sick last night. (was/were)
- Call on students to say the correct answers. Fill in the blanks on the board.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes

1 PRACTICE

A Some of Ms. Reed's students have the flu....

- Read the directions and the first part of item 1. Say: *How do you know that are is the answer? (Because the sentence says today.) Look for today or yesterday in the sentences as a clue.*
- Copy item 1 onto the board. Use it to illustrate the point below.
- Explain: *In each sentence, a comma separates two parts of the sentence. One part is about the present time, and the other part is about the past. Use is/are for present time and was/were for past time.*
- Explain: *But means that you are showing a difference.*
- Students compare answers with a partner.
- *Optional:* Ask students to write a + sign above the part of each sentence about the present and a - sign above each part that is about the past.
- Call on students to read the completed items.

B Complete the paragraph about Sonia and her sister....

- Read the directions.
- Remind students to look at the subject in each sentence to know if *was* or *were* is the correct answer.
- Tell students to look back at the charts if they can't remember which word to use.
- Call on students to read their answers.

Expansion: Listening Practice for 1B

- Conduct the following dictation activity. Read the following sentences and ask students to write them in their notebooks. Repeat each sentence only once:
 1. *Maria was sick yesterday.*
 2. *Francisco wasn't sick yesterday.*
 3. *My brothers weren't sick last night.*
 4. *You weren't sick yesterday morning.*
 5. *He and his brother were sick yesterday.*
- If students have difficulty distinguishing between the affirmative and negative forms of the past tense of *be*, provide isolated listening practice by modeling the same sentence with both *were* and *weren't* (for example, *Maria was sick yesterday. Maria wasn't sick yesterday.*). Write the sentences you say on the board. Point to either the affirmative or negative verb and say the sentence so students can notice the pronunciation difference.

2 PRACTICE

A Look at yesterday's attendance sheet. Complete...

- Tell the class to look at the attendance sheet. Ask: *Who was late?* (Min Jung Lee) *Who was in school?* (Luisa Flores, Min Jung Lee, and Dora Moreno) *Who was absent?* (Carlos Delgado, Eun Young Lim, Sonia Lopez, and Emilio Vargas)
- Read the example. Ask: *How do you know wasn't it the correct answer?* (Because the chart shows that Carlos was absent.)
- Explain that *there* in item 3 means *in class*.
- Call on students to say answers.

Communicative Practice 25 minutes

B WRITE. Look at the pictures. Write two sentences...

- Read the directions.
- Write two headings on the board (*Last week* and *Yesterday*). Call on students to say several things that are happening in each picture and write their answers under the appropriate heading (for example, *Last week: It was 50 degrees.*)
- Write a sentence using information from the lists on the board. Prompt students to call out how to complete the sentence (for example, T: *Last week it was 50 degrees, but yesterday it was . . .* Ss: *70 degrees!* T: [Writes *70 degrees*]). Remind students: *But means that you are showing a difference.*
- Say: *You can move the time expressions last week / yesterday to the end of each part of the sentence.* Rewrite the sentence on the board with the time expressions at the end of each clause (*It was 50 degrees last week, but it was 70 degrees yesterday.*). Read the sentences. Ask: *Are both times in the past?* (Yes.)
- Pair students and tell them to use information on the board or things they notice in the pictures.

MULTILEVEL INSTRUCTION for 2B

Pre-level Before pairs practice, point to matching parts of the picture and prompt students to call out the differences (for example, T: [Points to the teacher in the first picture.] *Last week, the teacher was . . .* Ss: *Sick.* T: [Points to the teacher in the second picture.] *Yesterday, the teacher was . . .* Ss: *Fine.*)

Above-level Ask students to write two additional sentences (one for each picture).

Show what you know!

PAIRS. Look at the pictures again. Talk about...

- Read the directions and the example conversation. With the class, brainstorm a list of differences between the pictures. Write them on the board (for example, *Last week: 50 degrees; Yesterday: 70 degrees.*)
- Call on students to use a past tense form of *be* to talk about a difference (for example, *Last week it was 50 degrees, but yesterday it was 70 degrees.*). Write a couple of responses on the board.
- Walk around and check that students are comparing differences and using the past tense of *be* correctly.
- Call on pairs to perform for the class.

Expansion: Speaking Practice

- Brainstorm with students things they remember from the previous class (yesterday or some time earlier), for example, *On Tuesday Maria was absent, but today she is here. She was sick, but now she's OK/better/well.*
- On the board, write two headings: the name of the day of the last class (for example, *Tuesday*) and *Today*.
- Pair students and ask them to talk about differences between the last class and today's class based on information on the board or other things they remember.

Progress Check

Can you . . . talk about the past?

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

Extra Practice



Interactive Practice



pages 106–107



pages 129–130

Getting Started

10 minutes

1

BEFORE YOU READ

A CLASS. Do you walk every day? Do you walk a lot?...

- Ask the first two questions in the directions. Call on students to answer *yes/no*.
- Ask: *Do you think walking is good for you? Why?* (Because it is exercise.)

Expansion: Writing Practice for 1A

- Tell students to think about where they walk in their neighborhood. Ask them to draw a simple map showing where they walk.
- Tell students to write sentences with directions about where they walk (for example, *I turn left on Maple St., and I walk for three blocks.*).

B Look at the pictures. Which words complete...

- Read the directions. Say: *Walking is good for your health.*
- Read each answer choice. Explain any vocabulary as needed (for example, *When you have more energy, you can do more things and not get tired.*). Use the pictures to help explain vocabulary.
- Students compare answers with a partner.
- Call on students to say answers.

Presentation

10 minutes

2 READ



Listen. Read the article.

- Ask: *What is the title?*
- Before playing the CD, say: *Look quickly at the article and find three benefits or good effects of walking. You have ten seconds to find the information.*
- Call on students to say benefits they read in the article. Write a few on the board (for example, *You lose weight. You have a lot of energy.*).
- Play CD 4, Track 34. Students listen and read along silently.
- *Optional:* Pause the CD after each list and ask the following questions:
 - First bulleted list: *When you walk every day, what happens?* (You lose weight. Your bones get strong. . . .)
 - Second bulleted list: *How can you add steps to your daily routine?* (Don't take the elevator. Take the stairs. . . .)
- If students have difficulty following along, play Track 34 again and pause as needed.
- Ask students if there are words they do not understand and explain them.

Controlled Practice

10 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.
- To check the answer, poll the class and ask students to raise their hand for *a* or *b*.

B Read the sentences. Circle *True* or *False*.

- Read the directions.
- Call on students to say answers. Ask students to restate false statements as true (2. *Most people walk 4,000 steps a day.* 3. *To walk more, you can add steps to your daily routine.*).

Expansion: Listening and Writing Practice for 3B

- Dictate the following sentences:
 1. *When you walk every day, you don't lose weight.*
 2. *To add steps, take the elevator. Don't take the stairs.*
 3. *Walking prevents heart disease.*
- According to what the article says, ask students to write *True* or *False* next to each sentence. (1. False, 2. False, 3. True)

Communicative Practice

10 minutes

Show what you know!

NETWORK. Do you need to walk more? What can...

- Ask a couple of students the questions and write their answers on the board in complete sentences (for example, *Yes, I need to walk more. I can walk to the post office. I can walk to the grocery store. I can take the stairs at work.*).
- Pair students. Tell each partner to think of at least five things they can do to walk more.
- Walk around and check that partners are making lists, sharing information, and using *can*.
- To wrap up, call on a few students to share what they suggest and what their partner suggests.
- Say: *Remember to check with your partner every week during the break time.* Ask: *Are you meeting your goals?*
- Note: Initiate this follow-up yourself for two weeks or until students begin to do it on their own.

MULTILEVEL INSTRUCTION

Cross-ability The higher-level student prompts the lower-level student by asking *Can* questions (for example, *Can you walk to the store? Can you walk to school?*).

Extra Practice



Interactive Practice



page 131

Getting Started

10 minutes

1 BEFORE YOU LISTEN

CLASS. Talk about it. What do you do for a...

- Read the directions.
- Call on students to say how they treat these health problems. Write remedies on the board. Categorize remedies as *home remedies* (for example, *drinking herbal tea*) or *medical treatment* (for example, *taking prescribed medicine*).
- Explain that home remedies often use food or simple methods that people can do at home. Medical treatment refers to medicine and doctor-prescribed treatment.

Culture Connection

- Ask: *What home remedies do people use in your home country for a toothache, backache, or sore throat?*
- Call on students to share various home country remedies that may be different from the ones already discussed.

Presentation

20 minutes

2 LISTEN

A Read the chart. Are your answers...

- Read the directions. Say: *Look at the advice.* Read each piece of advice and ask the class to repeat.
- Ask: *Are your answers from Before You Listen in the chart?* Call on students to say any advice in the chart (for example, *Stay in bed.*) that is the same as what they discussed in Before You Listen.

B  Listen to the radio show. Number...

- Read the directions. Play CD 4, Track 35. Students write the numbers 1–3 in the boxes at the left of the chart.
- Call on the class to say the order of the problems (T: *What is number 1?* Ss: *A backache.*).

C  Listen again. What does the doctor...

- Read the directions. Play Track 35 again. Students check the appropriate box at the right of each item.
- To check answers, say each piece of advice as a question and ask students to respond appropriately (for example, T: *A toothache—put heat on it?* Ss: *Don't put heat on it.*).

Expansion: Vocabulary Practice for 2C

- Pair students or form small groups. Ask them to brainstorm additional health problems and write them in their notebooks (for example, *a stomachache, a cold, a headache*). Each pair or group then writes suggestions next to each problem. Call on students to share what they wrote and write good suggestions on the board.

Controlled Practice 20 minutes**3 CONVERSATION****A** Look at the pictures. Clara has a sore throat....

- Read the first part of the directions. Ask: *What does her friend Peter suggest?* (tea and honey) Do you think it is a good suggestion? (Yes./No.)
- Say: *Let's listen to see what Clara thinks.*

B  Listen and read the conversation. Then...

- Read the directions. Play CD 4, Track 36. Students listen and read along silently.
- Resume playing Track 36. 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 information in the chart in Exercise 2A on page 220.
- Read the directions.
- Copy the conversation onto the board and fill it in with words from page 220. Play A and practice with a student. Switch roles.
- Tell pairs to take turns playing each role.
- Walk around and check that students are using the information from the chart on page 220.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice 10 minutes**B ROLE PLAY. GROUPS OF 3. Make your own...**

- Play A and, with an above-level student, use problems and suggestions not found on page 220.
- Brainstorm with the class to come up with additional vocabulary to use.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are suggesting logical remedies for symptoms.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Form groups of 4 and elicit additional problems and suggestions from them to get them started. Write information on the board.

Above-level While pre- and on-level pairs are still working, ask above-level pairs to present their conversation to the class in order to provide the class with examples of how to make new conversations.

Extra Practice

Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study should and shouldn't. In the conversation on page 221, Peter used this grammar.*
- Play CD 4, Track 36. Students listen. Write on the board: *Maybe you should drink tea and honey and You really shouldn't wait too long.* Underline *should* and *shouldn't*.

Presentation

5 minutes

Should: Affirmative and Negative Statements

- Copy the grammar charts onto the board or show Transparency 11.5 and cover the exercise. Say: *When you give advice, use should.*
- Read sentences from the charts and ask the class to repeat.
- Read the first part of the Grammar Watch note. Write *He rests* on the board. Point out the *-s* and elicit the reason it is there (because with the subject *He*, the verb *rest* ends in *-s*). Then write *He should rest*. Point out that *rest* does not have *-s* because the verb after *should* must be in the base form. Explain that *should* and *shouldn't* do not change. They only have one form no matter what the subject is.
- Read the second part of the Grammar Watch note. Ask students to say a couple of classroom rules using *should* or *shouldn't* (for example, *You should bring your book to class. You shouldn't eat food in class.*). Write them on the board.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

PRACTICE

A Complete the sentences about some people's...

- Read the directions and the example.
- Ask: *Why is the answer shouldn't?* (Because Agnes has a bad back and lifting things can hurt it.)
- Walk around and check that students understand the logic in each sentence by asking why they chose their answer, as above.
- Call on students to read the sentences with the correct answers.

B GROUPS OF 3. Read the labels. What do they...

- Read the directions.
- With a student, practice the example conversation. Then read each label direction and explain any unfamiliar vocabulary (for example, *An empty stomach means there is no food in your stomach.*).
- Pair students and tell them to take turns playing A and B. Tell B to explain each direction by using *should* and *shouldn't* as in the example.
- Walk around and check that students are using *should* and *shouldn't* in their explanations.
- To wrap up, call on pairs to perform for the class.
- Answers will vary. Possible answers could include:
 - a. You should take it on an empty stomach. You shouldn't take it with food.
 - b. You should take it at night. You shouldn't take it in the morning.
 - c. You shouldn't put it in the refrigerator.
 - d. You should take it with food. You shouldn't take it on an empty stomach.
 - e. You shouldn't take this medicine with milk or cheese (with dairy products).

MULTILEVEL INSTRUCTION for B

Cross-ability The lower-level partner plays A for a few times before playing B.

Expansion: Vocabulary Practice for B

- Form groups of 3 or 4. Ask students to choose three common health problems (for example, *a headache, a sore throat, a cold*) and to list things that people *should* and *shouldn't* do on poster board or notebook paper (for example, *Headache: You shouldn't exercise.*).
- Each pair or group can present their list to the class.

Extra Practice



Interactive Practice



pages 108–109



pages 132–133

1 GRAMMAR

Complete the conversation between Ernesto and...

- Read the directions and the example. Ask: *Why is weren't the right answer?* (Because the subject is *You*.)
- Tell students to refer back to the grammar charts on pages 210 (simple present), 216 (past of *be*), and 222 (*should/shouldn't*) as needed. Remind students: *Look at the subject of each sentence. This can help you figure out the answer.*
- Students compare answers with a partner.
- Call on students to say answers.
- *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. GROUPS OF 3. Read the problems. Make...

- Read the directions. With two students, practice the example conversation.
- Form groups of 3.
- Walk around and check that students in each group are discussing suggestions for each problem.
- If students need more guidance, tell them to review the suggestions in Exercise 2A on page 220. Additionally, brainstorm with the class to provide groups with a couple of suggestions to discuss.
- Tell students to take notes while they discuss suggestions for the problems.

MULTILEVEL INSTRUCTION for STEP 1

Cross-ability Each group should have one above-level student who facilitates discussion by making sure that the other two group members each say an opinion.

Expansion: Writing Practice for STEP 1

- For each problem in Step 1, ask students to write two sentences about what each person *shouldn't* do.

STEP 2. Write one suggestion for each problem.

- Tell students to write one complete suggestion sentence for each problem.
- Tell students to look at their notes from Step 1.
- To wrap up, call on several students to write their sentences on the board. If there are mistakes, ask the class to call out corrections while you rewrite the sentences on the board.

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 11, 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 110–111

3 ACT IT OUT**STEP 1.**  **Listen to the conversation.**

- Play CD 4, Track 37. Students listen.
- As needed, play Track 37 again to aid comprehension.

STEP 2. PAIRS. Student A, you are a doctor....

- Read the directions and the guidelines for Student A and B.
- Talk about each picture. Ask students to call out information they see in each picture (for example, *The man has a sore throat. The woman has a stomachache.*).
- Provide a model by asking an above-level student *What's the matter?* and engaging the student in a role play according to the guidelines.
- Pair students. Tell A to begin by asking: *What's the matter?* Students practice at their desk with their partner.
- Walk around and check that A is giving instructions and advice and that B is able to name and describe symptoms or problems.
- Also check that A can offer advice for the problem and give explicit instructions about what B should and shouldn't do.
- Call on pairs to perform for the class. While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency and how well they complete the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

4 READ AND REACT**STEP 1. Read about Genet'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, *What does Genet do?* (She's a cashier.) *What's the matter with Solomon?* (He has a stuffy nose and a sore throat.)

STEP 2. PAIRS. Talk about it. What is Genet's...

- Pair students. Ask: *What is Genet's problem?* (Her son is sick.) *What can Genet do?*
- Read the ideas in the list. Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, *I don't think she can send her son to school because he is sick.*).
- Now tell students to think of one new idea not in the box (for example, *She can ask a co-worker to switch hours with her so she works on Saturday. Then on Saturday she can get a babysitter.*) 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, *She can't stay home because she needs to work.*).

Above-level Pairs discuss the problems with each idea (for example, *If she stays home, maybe she will get fired.*).

5 CONNECT

Turn to page 252 for the Goal-setting Activity and page 271 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 205.

Ask students to turn to page 205 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.