Pre-Unit

Getting Started

Welcome to Class



LEARN ABOUT YOUR BOOK

Getting Started

10 minutes

Community Building

From the first class, encourage a supportive, friendly classroom by modeling supportive, friendly behavior yourself. Get to know your students' names and things about them. Make sure they know your name and things about you.

- Set the mood for the class. Say: We're going to meet each other. I'm going to write my name on the board. On the board, write your name as you want the students to call you.
- Say: Hello. My name is _____. Nice to meet you, class.
- Now have students come to the board and write their names. Have them introduce themselves to the class.
- Help each student as needed to say hello and his or her name. When a student says his or her name, encourage the class to say: Hello __ ___. Nice to meet you. You may want to write this on the board for students to read as they say it.

Teaching Tip

If you have more than 15 students in class, break the introductory activity into more than one class meeting. Keep track of which students participated, and call on others to continue at the next meeting. An ideal number of names on the board is between 8 and 15.

• Say: Now let's learn something about our book.

Presentation

5 minutes

A CLASS. Turn to page iii...

- Hold the book up. Say the title. Students repeat.
- Have students turn to page iii.

- Read the questions aloud.
- Write the first question on the board. Read the question aloud. Have students call out what information they see on the page. As they call things out, write the words on the board and point to what they are saying so all students can see.
- Repeat for questions 2, 3, and 4.

Culture Connection

Students come from a variety of educational backgrounds. They may be uncomfortable working together and afraid to take risks. Conduct your classroom so that everyone feels safe to make mistakes. Lead students gently into working in pairs and in groups. As the weeks go on, they will become more and more comfortable with this.

Controlled Practice

10 minutes

B CLASS. Sometimes you will need...

- Hold up your book. Pointing at the chart, say: *Look* at page 248. Do you see the Persistence Activities?
- Tell students to look at the other pages in the chart and to write the activity they see.
- As you walk around and help, you will begin to see which students may be pre-level, which may be at-level, and which may be above-level.
- Call on volunteers to say what is on each page. Write it on the board.

PAIRS. There is additional information...

- Holding up the book, leaf through the back pages. Read the directions out loud.
- Do item 1 together. Read the title. Have students repeat. Tell students to look through the pages and raise their hands when they find it. This is another quick way to begin to identify pre- and above-level
- Form pairs. Have students complete the task.
- Call on volunteers to give their answers.

Presentation

5 minutes

2 MEET YOUR CLASSMATES

- Walk around the class. Stop in front of a student. Say: *Hi. My name is* _____. Hold your hand out to shake hands.
- If the student says hello and says his or her name, continue the conversation. Say: *Nice to meet you*. If the student doesn't say anything, ask: *What's your name*? When he or she answers, say: *Nice to meet you*.
- Talk to five or six more students in this way.

Controlled Practice 10 minutes

A Read and listen...

- Read the directions aloud to the class. Point out that the icon means they will listen to a CD.
- Play CD 1 Track 2 twice. Mime shaking hands when the women say *Nice to meet you*.
- Play Track 2 again. This time pause the CD, read the sentence aloud, and have students repeat.

Communicative Practice 15 minutes

B PAIRS. Practice the conversation...

- Ask for a volunteer. Holding your book up and encouraging the class to follow in the book, model the conversation. Be sure to shake hands with your volunteer.
- Form pairs. Have them practice the conversation.
- Walk around and help as needed.

Expansion: Speaking practice for 2A

 Have pairs walk around together and introduce themselves to other pairs.

Community Building

Before leaving class on the first day, ask volunteers to say the name of a classmate they met. This way the students begin to learn each other's names from the beginning.

3 TALK ABOUT YOUR GOALS

- Ask the class if anyone knows what *goals* are. Accept any answers you get, and then write on the board: *goals* = *I* want to do this.
- Ask: Why do you want to learn English? What is your goal?
- If some students answer appropriately, write their answers on the board. If no one answers, say: For example, *do you want to learn English to get a good job? Or, to communicate with the doctor?*
- State the objective: We're going to think and talk about why we want to learn English.

A Why are you studying...

- Read the directions aloud. Draw two square boxes on the board. Say: *Read. If your answer is yes, check the box*. Make a check mark in one box on the board.
- Explain that students will work on their own and check the information about themselves.
- Walk around and help as needed. You can begin to model the language that is coming up by looking at their information. Say, for example: *Oh*, *you're studying English because you want a better job?*

B NETWORK. GROUPS OF 3. Talk about...

- Write the targeted language on the board. Write: I am studying English because I want to ______. Say a few examples, pointing out how you are filling in the blank with a goal.
- Form groups of 3. Put students sitting near each other together.
- Walk around and help as needed.
- To review, ask questions about each item, asking for a show of hands. For example: *Who is studying English to get a better job?* You can ask volunteers to read the goal they wrote in the last item.

Teaching Tip

End every class by thanking students for coming and participating. Leave a few minutes at the end of every class to review with the class what you learned. For this class, review students' names and some of their goals.

Presentation

5 minutes

Communicative Practice

10 minutes

ASK FOR HELP

- Say: Sometimes we don't understand something. Then we need to ask questions.
- State the objective: We are going to learn some questions to ask when we don't understand something.

Controlled Practice

15 minutes

Teaching Tip

Ask students to use a pencil to write their answers. This allows them to erase an incorrect answer and clearly mark the correct answer.

A Complete the conversations...

- Tell students that in every cartoon box, there is a communication problem. Tell them they will choose a question from the box to ask.
- Read the directions and the questions.
- Hold your book up. Point to the speakers as you read the conversation.
- Check comprehension: What did the first student ask? (where the other student was from) What was the problem? (the other student didn't understand the question) What question did he ask when he didn't understand? (Can you speak more slowly?)
- Do the second cartoon together. Read aloud, mime the actions, and write the answer on the board. Then call on a volunteer to read the conversation with you. Remind students to cross off the phrase they used.

B Listen and check...

- Play CD 1 Track 3. Have students just listen first.
- Play Track 3 again. Have students check and correct their answers.
- To confirm, play Track 3 one more time.

Expansion: Reading practice for 4B

• Form pairs. Have students read each cartoon box, alternating the role they read.

Teaching Tip

Introduce the activity of role play. Explain to students what it is. Tell them that there are many role plays in the book and that starting with Unit 1, you'll evaluate them when they do them. Tell them it is a great way to practice the language they learned. Explain to them that they will see themselves improve as they do more and more of them.

© ROLE PLAY. PAIRS. Choose one conversation...

- Call on a volunteer to model one of the conversations in 4A with you. Write it on the board. Show students how to change the information. Then model the new conversation for the class.
- Walk around and help as needed.
- Call on pairs to role play their conversation for the class.

■ MULTILEVEL INSTRUCTION for 4C

Pre-level You may now have an idea which students need more support, guidance, and practice. Pair these students and have them change the information in cartoon 2 or 5.

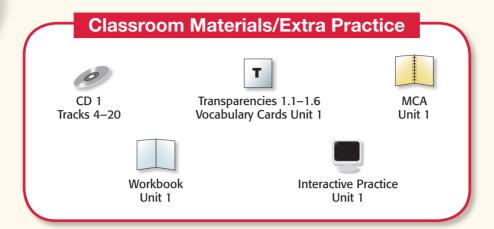
Above-level You may now have an idea which students learn quickly, participate willingly, and need to be challenged. Pair these students and have them change as many conversations as they can in the allotted time.

Teaching Tip

End every unit by reviewing what students did and learned. Tell them briefly the theme of the next unit and some of the things they will learn.

1

Making Connections



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Simple present: *be* + adjective, *have* + object; contractions
- Be: Compound sentences with and / but
- *Be*: Additions with and . . . , too / and . . . not, either
- Simple present tense of *be*: *Yes / No* and information questions

Pronunciation

- Word stress
- Vowel sounds in unstressed syllables
- Sentence stress

Reading

- Read an article about ways people learn
- Reading Skill: Finding the main idea

Writing

- Describe the way people look
- Write about your personality
- Write a list of learning tips for your learning style

Life Skills Writing

• Complete a driver's license application

Preview

- Set the context of the unit by asking questions about people (for example, *Who do you know in the U.S.? Do you spend your free time with family, friends, or co-workers?*).
- Hold up page 5 or show Transparency 1.1. Read the unit title and ask the class to repeat.
- As needed, explain: Making connections *means* getting to know people.
- Say: Look at the picture. Ask the Preview questions: Where are the people? (at a backyard party), What are they doing? (smiling, shaking hands, greeting each other).

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 students to repeat. Explain unfamiliar vocabulary as needed:
 - An application: a form that you complete to get something such as a driver's license or a job
 - *Personality*: how a person acts, feels, and thinks (Give examples: *friendly, optimistic.*)
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

Vocabulary Lesson 1

Getting Started

5 minutes



WHAT DO YOU KNOW?

A CLASS. Look at the pictures. What are some...

- Show Transparency 1.2 or hold up the book. Tell students to cover the list of words on page 7.
- Point to picture 1 and ask: What are some words that describe Bruno? Say: Look at the pictures. What are some words that describe the other people?
- Students call out answers. Help students pronounce physical descriptions if they have difficulty.
- If students call out an incorrect description, change the student's answer into a question for the class (for example, Kwami has a mustache?). If nobody can identify the correct description, tell students they will now listen to a CD and practice descriptions.

Presentation

10 minutes

B Look at the pictures and listen....

- Read the directions. Play CD 1, Track 4. Pause after number 16 (a goatee).
- To check comprehension, say each physical description in random order and ask students to point to the appropriate picture.
- Resume playing Track 4. Students listen and repeat.
- Optional: Say each description and use a gesture or action to indicate its meaning. For example, adjust the height of your hand to show short, average *height*, and *tall*. Ask students to repeat. Use the same gestures or actions in random order and tell students to call out the description.

Controlled Practice

20 minutes

PRACTICE

A Choose one person in the pictures. Write a list...

- Read the directions. Tell students to point to Bruno.
- Ask: What words describe Bruno? As students call out answers, list them on the board (for example, short, thin (or slim), short hair, curly hair, brown hair).

• Tell students to write their lists. Walk around and check that they are using the vocabulary from the lesson. If students are making spelling mistakes, tell them to check the vocabulary list on page 7.

B PAIRS. Student A, read your list to your partner....

- Read the directions. Read the example with an above-level student. Play Student A and model using rising intonation to guess the person.
- Pair students and tell them to take turns playing A and B.

Language Note

Explain: You can change a statement into a *question by making your voice go up at the end.* On the board, write: Bruno. and Bruno? Say *Bruno* as a statement and as a question. Ask the class to repeat. Call on several pairs to read the example and practice rising intonation when B guesses Bruno?

@ WORD PLAY. Look at the underlined words....

- Read the directions and example. Ask: Which word describes hair length? (short) On the board, write: 1. hair length. Continue with hair type and hair color.
- Point to 3. Ask: What words describe hair color? Make a list on the board. Make sure students know blond.
- Tell students to look at the example again. Ask: Where is the comma? (after short / hair length)

D Write four other phrases to describe hair. Add...

- Read the directions. On the board, write: *She has*. Elicit a hair length, type, and color from the class. Complete the sentence without commas.
- Ask: Where do I put the comma? Add the comma to the sentence on the board.
- Walk around and check students' word order and use of commas.

EXPANSION: Listening and speaking practice for 2D

- Ask an above-level student to read one sentence out loud. On the board, draw a simple picture of the hair the student describes.
- Pair students and tell them to take turns reading their sentences and listening to and drawing their partner's sentences.

Vocabulary

Learning Strategy: Personalize

- Read the directions.
- Model the activity. Say: I'm thinking of my (wife / brother / friend). If possible, show a photo. List four vocabulary words to describe that person on the board.
- Walk around as students write their words. If
 misspellings occur, tell students to check the list on
 the board or on page 7. Call on a few students to
 read their descriptions out loud.
- Say: You can remember new vocabulary when you write descriptions that are important to you. Tell students they can use this strategy to remember other new vocabulary.

EXPANSION: Vocabulary practice

- Tell students to bring in a picture of a person from a magazine, or provide magazines for students to cut pictures out of. Tell them that they will make a web diagram with their picture.
- Model the activity. Paste a photo of a person from a magazine on a sheet of paper, and draw lines radiating from the photo. Say: *Look at the vocabulary list. Which words describe this person?* Write the physical descriptions you elicit on your web diagram.
- Tell students to paste or tape their photo on a sheet of paper and write at least four physical descriptions on their web diagram.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Look at the list of physical descriptions....

- Say: Look at the vocabulary list. Which words describe you?
- Tell students to underline all the vocabulary words that describe them.
- On the board, list the vocabulary words that describe you. Include your hair color.
- Ask: Which words describe my hair? Underline them. Then ask the class to put them in the correct order.

- Write this phrase on the board: *long wavy blond hair*. Ask: *Where do I put the comma?* (after *long*)
- Say: Write the words that describe you on a piece of paper. Be sure to write words describing your hair. Walk around and collect the papers.

STEP 2. CLASS. Take a piece of paper from the box....

- Read the directions and model the activity. Take a piece of paper, read the description, and try to identify the student (for example, *Ana?*).
- Pass the box to the student you correctly identify. Tell the student to take a piece of paper and read the description. Ask: *Who is it?* The student passes the box to the classmate he or she correctly identifies. Continue until all students have had a turn
- When a student incorrectly identifies a classmate, point out something about the classmate that doesn't match the description (for example, *David has curly hair, not straight hair.*).

EXPANSION: Vocabulary and writing practice for Step 2

- Tell students to write five sentences describing classmates' hair. Model the activity by eliciting one sentence from the class and writing it on the board. Choose one student to describe and ask: *Do I write* He *or* She?
- Remind students to start sentences with a capital letter, end with a period, and use a comma.



Getting Started

10 minutes

Presentation

25 minutes



BEFORE YOU LISTEN

PAIRS. Read the words in the box. Then complete...

- Tell students to look at the words in the box. Pronounce the words and ask the class to repeat.
- Say: Look at the picture. They are both attractive. *They are both good-looking.*
- Say: Point to the woman in the picture. She's pretty. Pretty describes only women. What other word describes only women? (beautiful)
- Explain the difference between pretty and beautiful. On the board, write: *pretty* = *attractive*, *beautiful* = very attractive.
- Say: Point to the man in the picture. Do we describe *him as* pretty? (No, *pretty* describes only women.) What word describes only men? (handsome)
- Pair students and tell them to complete the chart.
- To review, draw the chart on the board. Ask: Which words describe only women? Which word describes only men? Which words describe both women and men? Complete the chart on the board. Pronounce the words in each column and ask the class to repeat.

EXPANSION: Listening and vocabulary practice for 1

- Tape several magazine photos of attractive women and men (with a variety of features) to the board. Number the photos.
- In random order, describe each person (for example, He is tall. He is average weight. He has short, wavy black hair.).
- Students listen and write the number of the photo you're describing.
- Then tell students to write one of the words from the chart (for example, pretty or beautiful) next to each number.

LISTEN

A Look at the picture. Listen to...

- Ask students to look at the picture. Say: This is Tania and Eva. They're friends.
- Read the directions and the answer choices. Ask: What does Tania want to know more about?
- Play CD 1, Track 5. Students listen and circle the letter of the correct answer.
- Elicit the correct answer from the class.

B Listen again. Answer the questions.

- Tell students to read the questions and answer choices silently.
- Play Track 5 again. Students circle the letter of the correct answer.
- Students compare answers with a partner.
- Call on volunteers to ask and answer the questions.
- Say: Tania thinks Eva's friend is good-looking. What does Eva's friend look like? (He has short black hair.)

Teaching Tip

If students need additional support, tell them to read the Audio Script on page 297 as they listen to the conversation.

G Listen to the whole conversation....

- Play CD 1, Track 6. Students circle the letter of the correct answer. To check the answer, ask students to raise their hands for a, b, or c.
- Ask: What is the name of the guy Tania thinks is good-looking? (Victor) Is Victor Eva's friend? (No, he's Eva's brother.)

EXPANSION: Vocabulary and graphic organizer practice for 2C

- On the board, draw a three-column chart like the one at the top of page 8. Label the columns Tania, *Eva*, and *Victor*. Tell students to copy the chart.
- Pair students and tell them to look again at the pictures, questions, and answers in Exercises 2A, 2B, and 2C. Tell pairs to complete the chart with physical descriptions of Tania, Eva, and Victor and with what they know about each person.

CONVERSATION

A Listen to the words. Then listen and...

- Tell students to close their books. Write the words they will hear on the board. Pronounce each word slowly and ask students to listen for the break(s).
- Pronounce each word again and draw lines between syllables. Explain: Each part of a word is a syllable. Ask: How many syllables does party have?
- Tell students to open their books. Read the Pronunciation Watch note. Pronounce par-ty, stressing the first syllable. Say: *In* party, par *is long* and strong. It is the stressed syllable.
- Play CD 1, Track 7. Students listen to the words.
- Resume playing Track 7. Students listen and repeat.

Language Note

To help students hear stress, tell them to tap the table when repeating the stressed syllable.

Controlled Practice 10 minutes



B Listen to the words. Mark (•)...

- Read the directions out loud. Write item 1 on the board. Pronounce handsome. Ask: Which syllable is long and strong? (the first syllable) Pronounce handsome as many times as needed. Mark the stressed syllable hand- on the board.
- Play CD 1, Track 8. Students listen and mark the syllables. Play Track 8 again if students have difficulty identifying the stressed syllables.
- Write items 2–4 on the board. Ask volunteers to mark the stressed syllables on the board. As needed, play Track 8 again.

G Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 8.
- Tell students to find and circle the four words from the pronunciation activities that are in the conversation (party, tonight, inviting, and handsome). Tell them to underline the stressed syllable in each of these words.
- Play CD 1, Track 9. Students listen and repeat.
- Walk around and help with pronunciation as needed. Pay particular attention to students' pronunciation of party, tonight, and inviting.

Communicative Practice 15 minutes

PRACTICE

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

- 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.
- Copy the conversation onto the board with blanks and read it. Fill in the first two blanks with names from the class. When you come to the next blank, ask what color it is. Point to the box that's the same color and fill in the blank with the first item.
- Point out that students may change he's and he to she's and she in Student A's last line.
- Ask a pair of on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two abovelevel students to make up a new conversation.
- Tell pairs to take turns playing A and B and to use the vocabulary words to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Tell pairs to fill in the blanks in their book and practice from the conversation. **Above-level** After practicing each part, pairs practice without looking at the conversation.

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

- Say: Think of someone you want to know more about. Write three words to describe that person.
- Model the activity. Say: *I'm thinking of* . . . On the board, write three words to describe the person. Play A and practice the conversation in Exercise 4A with an above-level student. Complete A's last line with the information you listed on the board.
- Tell students to practice the conversation in Exercise A with a new partner.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

20 minutes

- Say: We're going to study be and have in descriptions. In the conversation you listened to in Exercise 3C on page 9, Tania used this grammar.
- Play CD 1, Track 9. Students listen. Write on the board: *He's handsome and he has short, black hair.* Underline *he's handsome* and *he has short black hair.*

Presentation

15 minutes

Simple present: be + adjective

- Copy the top grammar chart onto the board or show Transparency 1.3 and cover the exercise. Read the examples. Ask: *What are the adjectives?* Underline *tall* and *heavy*. Say: *Use* be *with adjectives*.
- Tell students to look at the vocabulary on page 7. Ask: What are the other adjectives that describe height? (short, average height) What are the other adjectives that describe weight? (thin/slim, average weight) What's the adjective that describes a person with no hair? (bald) Tell students to draw a line under number 7, bald, dividing the vocabulary box in half, and to write be + adjective in the top half of the vocabulary box.

Simple present: *have* + object

- Copy the bottom grammar chart onto the board or show Transparency 1.3 and cover the exercise.
- Read the examples. Ask: What is the object?
 Underline black hair in both boxes. Say: Use have with objects.
- As needed, explain that black is an adjective but hair is a noun/object. On the board, write: The cat is black. (be + adjective) and The cat has black fur. (have + object)
- Tell students to look at the vocabulary on page 7. Ask: What types of hair do people have? (curly hair, . . .) What lengths of hair do people have? (short hair, . . .) What facial hair do some men have? (a beard, . . .) Tell students to write have + object in the bottom half of the vocabulary box.
- Read the Grammar Watch note. Ask students to come to the board and rewrite the sentences using contractions.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Complete the sentences.

- Read the first sentence. Ask: *Why is the answer* are? (*Good-looking* is an adjective, so the verb is *be*.)
- As needed, review: What's the subject? (My sister and brother) Which pronoun is My sister and brother the same as? (they) They is or They are? (are) Remind students that it uses the same form of the verb as he/she. On the board, write: It is, It has.
- Walk around and help students complete the exercise as needed.
- Students compare answers with a partner.
- Read the paragraph with the correct answers. Students check their answers.

EXPANSION: Speaking practice for 1A

- Ask students to draw a simple picture of the sister and brother described in Exercise A.
- Above-level students can close their books, look at their drawings, and describe the sister and brother to a partner.

EXPANSION: Graphic organizer practice for 1A

• Tell students to complete a chart like the one on page 8 comparing the sister and brother described in Exercise 1A. Students add adjectives that can only be used for men and ones that can only be used for women.

B Complete the sentences. Write the correct forms...

- Write item 1 on the board. Underline *brown hair* and ask: *Is this an adjective or an object?* Write *object*. Read the completed sentence.
- Before they complete the exercise, remind students to look at the words after the blanks and decide if they are an *adjective* or *object*.
- Students compare answers with a partner.
- Call on students to read the completed sentences. For the negative items, write the contractions on the board and tell students to check their spelling.

Communicative Practice 20 minutes

2

PRACTICE

A PAIRS. Look at the picture. Describe the people...

- Tell students to look at the picture but cover the names. Say: *They are famous people. Do you know who they are?* Elicit the names students know.
- Tell students to look at the names in the book. Ask: What do these famous people do? Where are they from? Make statements and ask the class to identify the people (for example, She's an actress and elicit Zhang Ziyi. They're from the U.S. and elicit Venus Williams, Jorge Garcia, and Cee-Lo Green.). Use the following information: Yao Ming—basketball player from China, Venus Williams—tennis player from the U.S., Jorge Garcia—comedian and actor from the U.S., Shakira—singer from Colombia, Cee-Lo Green—singer from the U.S., Zhang Ziyi—actress from China.
- Read the directions and the example.
- Elicit words to describe Yao Ming and list them on the board (for example: *tall*, *black hair*). Point to *tall* and ask whether to use *be* or *have* (*be*). Elicit *Yao Ming is tall* or *He's tall* and write it on the board.
- Pair students and tell them to take turns describing each person in the picture.
- Check student's use of *he* and *have*.

MULTILEVEL INSTRUCTION for 2A

Pre-level Tell students to write two physical characteristics next to the drawing of each person before they do the speaking activity. **Above-level** Students write several physical characteristics for each person.

B WRITE. Write two sentences to describe each...

- On the board, write: *Shakira has long blond hair. Shakira has long blond wavy hair.* Point to the first sentence and ask: *How many adjectives?* Repeat for the second sentence. Write: *2 adjectives = no commas, 3 + adjectives = 1 comma.* Ask the class where to put the commas in the sentences.
- Read the directions. Remind students to start each sentence with a capital letter, end with a period, and use a comma where necessary.
- Check students' verbs and punctuation.

- Pair students and tell them to take turns reading their sentences to each other.
- Ask for volunteers to read their sentences. Tell them to use *He*, *She* or *This person* instead of the name. Ask the class to identify the people.

EXPANSION: Speaking practice for 2B

Students bring in magazines and take turns describing the celebrities pictured.

Show what you know!

STEP 1. WRITE. Describe someone in the class....

- Read the directions. Model the activity by asking the class to describe you. Elicit three sentences and write them on the board.
- Tell students to write three sentences about one person in the class, beginning each sentence with *This person is* Tell them not to write the name of the person they're describing.

STEP 2. PAIRS. Student A, read your sentences...

- Read the directions. Play B and model the activity with an above-level student. Direct Student A to read you one sentence at a time and wait for you to guess before reading the next sentence.
- Pair students and tell them to practice the conversation.

■ MULTILEVEL INSTRUCTION FOR STEP 2

Pre-level Perform the activity with pairs to make sure they understand what to do.

Above-level Pairs practice the conversation again. They describe a different person but don't write sentences first.

Progress Check

Can you . . . describe the way people look?

Say: We have practiced describing the way people look. Now, look at the question at the bottom of the page. Can you describe how people look? Tell students to write a checkmark in the box.

Extra Practice Interactive Practice pages 2–3 pages 4–5

Lesson 4

Complete an application

Getting Started

10 minutes

Culture Connection

- As needed, familiarize students with the U.S. system of measurement. Tell them to look at the application in Exercise A. Ask: *How tall is Robert Jones?* (5 feet 9 inches) *How much does he weigh?* (190 pounds)
- Write on the board: 5 feet 9 inches = 175 centimeters.
- Ask: Who in the class is about 175 centimeters tall? Ask a student to stand so the class can visualize 5 feet 9 inches.
- Write on the board: 190 pounds = 86 kilograms. Ask: Who in the class weighs about 86 kilos? Ask a student to stand so the class can visualize 190 pounds.
- Ask: Is Robert Jones short, average height, or tall? (average height) Is he thin, average weight, or heavy? (average weight)

Presentation

15 minutes

1

COMPLETE AN APPLICATION

A PAIRS. Read the application for an identification...

- Ask students to look at the application and find Suffix. Explain Jr., Sr., and III: On the board, write: Father: Robert William Jones, Son: Robert William Jones. Say: The father and son have the same name, so the son is Robert William Jones, Junior. Add a comma and Jr. to the son's name. Say: If Robert's grandfather also had the same name, Robert would be Robert William Jones the Third. Cross out Jr. and write III.
- Tell students to find *Date of Birth* on the application. Write *mm-dd-yyyy* on the board. Label the abbreviations (*mm = month*, *dd = date*, *yyyy = year*). Explain that the number of letters equals the number of digits to write (for example, not *9* for September but *09*, not *78* but *1978*). Tell students to write today's date in this format in their notebooks. Ask a volunteer to come to the board and write the date in this format.
- Pair students. Tell them to ask and answer the questions.
- Read each question and call on volunteers to answer. Write the answers on the board and, as needed, point to where the information is found in the application.

Teaching Tip

When new information is presented through an activity, the activity helps students determine the meaning of new words through context. In most cases, students will be able to figure out the answers even though the words are new. However, don't expect students to already know this information. Tell students it's OK if they can't answer all the questions.

Controlled Practice

5 minutes

B Look at Teresa Santos's identification card. Match...

- Read the directions. Before students do the matching exercise, tell them to find and circle the abbreviations on the identification card.
- Say: Point to F on the card. What's the word before F? (Sex) So what do you think F means? (female) What does female mean? (a girl or a woman)
- Tell students to use the card to figure out the meanings of the abbreviations.
- Students compare answers with a partner.
- To check answers, write the abbreviations on the board. Call on students to say the full words.

Culture Connection

• Optional: You may wish to help students convert their height and weight to the U.S. system of measurement and give them the formulas to convert kilos to pounds and centimeters to feet + inches. The examples use the equivalencies from the Getting Started section.

Weight: Multiply kilograms by 2.2 to convert to pounds.

Examples: 60 kilograms x 2.2 = 132 pounds

90 kilograms x 2.2 =

198 pounds

Height: Multiply centimeters by .3937 to convert to inches. Divide inches by 12 to change to feet; the remainder will be inches.

Examples: 163 centimeters x .3937 = 64 in.

64. in. / 12 = 5 ft. 4 in.

183 centimeters x .3937 = 72 in.

72 in./12 = 6 ft.

Complete an application

Communicative Practice 30 minutes

2 PRACTICE

A PAIRS. Student A, look at Joseph Smith's...

- As needed, review titles. Ask students to look at Joseph Smith's application and to point to *Title*. On the board, write the headings *Male* and *Female*. Say each title and ask: *Male or female*? Write each title under the appropriate heading. Point to the female titles on the board. Ask: *Which one is for married women*? (*Mrs.*) For single (not married) women? (*Miss*) For either married or single women? (*Ms.*)
- As needed, review name order on applications. Write your full name on the board. Label the parts first, middle, and last. Explain: Your last name is your family name. Ask students to point to Name on the application. Tell students that application forms ask for information in a certain order, so they must read them carefully. Ask them to help you write your name in the order shown on the form.
- Point to the application and ask: What information is missing? (title, date of birth, eye and hair color, street address) Write the words on the board. Ask: What questions can you ask to get this information? (What is Joseph's title?) If necessary, have students review the questions in Exercise 1A on page 12.
- Pair students and assign roles of A and B. Read the first paragraph of the directions. Walk around and check that Student A is looking at the application on page 13 and Student B is looking at the identification card on page 245.
- Say: Student A, complete the missing information on Joseph Smith's application. Ask questions. Student B, look at Joseph Smith's identification card and answer your partner's questions.

MULTILEVEL INSTRUCTION for 2A

Cross-ability The above-level student plays the role of Student A.

B SAME PAIRS. Student A. Look at Ana Martinez's...

- Say: Now, Student B, look at Ana Martinez's identification card on page 245. Ask Student A questions and complete the missing information. Student A, look at Ana Martinez's identification card on page 13 and answer your partner's questions.
- To check their work, tell Student A to look at Joseph Smith's identification card on page 245 and Student B to look at Ana Martinez's identification card on page 13.

EXPANSION: Writing practice for 2B

• Tell students to write sentences to describe Ana Martinez or Joseph Smith.

3 LIFE SKILLS WRITING

Turn to page 256 and ask students to complete the driver's license application. See page T-xii for general notes about the Life Skills Writing activities.

Progress Check

Can you . . . complete an application?

Say: We have practiced completing an application. Now, look at the question at the bottom of the page. Can you complete an application? Tell students to write a checkmark in the box.



Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU LISTEN

A GROUPS OF 3. Look at the words to describe...

- Say: Look at the words to describe people. Read the words in the box. Tell students to read the definitions silently.
- Tell students to look at the example. Say: *Someone* who always tells people what to do is . . . (bossy).
- Form groups of 3. Together, students match the words and definitions.
- Optional: Give students a couple of minutes to study the words and definitions. While students are studying, write the words on the board. Pronounce each word and ask the class to repeat. Tell them to close their books. Read the definitions in random order and ask the class to call out the words.

EXPANSION: Graphic organizer practice for 1A

- Pair students and tell them to draw a chart like the one on page 8. Tell them to label the columns Positive, Negative, and Positive or negative. Explain: Positive *means* good *and* negative *means* bad.
- Partners then decide whether each personality trait is positive or negative or could be either. They write each word in the appropriate place on the chart.

Teaching Tip

When words that may be new are presented through a matching activity, teach students the following strategy: Tell students to do the items they're sure of first, cross the words off in the box, and then try to figure out the others.

B Listen and check your answers.

- Play CD 1, Track 10. Students correct their answers.
- Read the answers and ask students to repeat.

LISTEN

A Look at the picture. Listen to more...

- Point to the photo. Ask: Who are they? (Tania and Eva) What do we know about Eva? (She has a brother. His name is Victor. She's having a party tonight.) What do we know about Tania? (She's going to Eva's party. She says Victor is good-looking.)
- Read the directions and answers. Play CD 1, Track 11. Students circle the letter of the correct answer.
- Ask students to raise their hands if they checked a. Repeat for b and c.
- Ask: Why are they talking about Victor? (because Tania is interested in him)

Teaching Tip

Remember that if students need additional support, tell them to read the Audio Script on page 297 as they listen to the conversation.

B Listen again. What is Victor like?...

- Read the directions and the words.
- Play Track 11 again. Student listen and check.
- Check answers by asking a question for each word (for example, Is Victor laid-back? Is he outgoing?).

Listen to the whole conversation....

- Read the directions and items.
- Play CD 1, Track 12. Students listen and circle.
- Read each item and call on students to say answers.
- As a class, change item 2 to make it true. On the board, write: Tania likes talkative guys. Cross out talkative and add who to the end of the sentence. Ask the class to finish the sentence (... *listen*).

EXPANSION: Vocabulary practice for 2C

- Ask students to look at the words in Exercise 1A. Say: Tania likes guys who listen. Which personality traits do you like? Students rank the words in order from 1 (best) to 8 (worst).
- Pair students. Partners compare their lists.
- Say each word and tell students to raise their hands if it's their number 1. Tally on the board.



CONVERSATION



A Listen to the words. Notice...

- On the board, write: a-bout. Pronounce about and ask: *How many syllables does* about *have?* (two) Pronounce about again and ask: Which syllable is stressed? Underline bout.
- Say: The vowel sound in a stressed syllable is long and clear. Mark the stress over the ou in about. Pronounce *about*, drawing out the *ou* sound.
- Point to *a-bout* on the board. Say: -bout is the stressed syllable. What is the unstressed syllable? Circle a-.
- Say: Vowels in unstressed syllables often have a very short, quiet sound. To demonstrate this sound, say "uh" several times and ask the class to repeat. Then pronounce about several times, modeling the "uh" sound of the unstressed syllable.
- Tell students to open their books and read the Pronunciation Watch note silently.
- Read the directions. Point out that the vowel sounds in the unstressed syllables are blue.
- Play CD 1, Track 13. Students listen.
- Resume playing Track 13. Students listen and repeat.

Language Note

Help students articulate sounds they might find difficult to reproduce by having them practice adjusting the position of their tongue. Tell students to place their tongue low, in the middle, and then high in their mouth. Then tell them to place their tongue in the front, center, and back of their mouth. Explain: To say the "uh" sound, place your tongue in the middle, center of your mouth. Make sure your tongue is relaxed.

Controlled Practice 20 minutes



B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 14.
- Tell students to read the conversation silently and look for words that they practiced in Exercise 2B (outgoing, quiet). Tell them to circle the unstressed vowel in *quiet*.
- Play CD 1, Track 14. Students listen and repeat.

PRACTICE

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

- 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 boxes. Say each item and ask the class to repeat.
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with the first pair of words (funny and tells great jokes).
- Ask a pair of on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two abovelevel students to make up a new conversation.
- Tell pairs to take turns playing A and B and to use the vocabulary lists to fill in the blanks.
- Walk around and check students' pronunciation of the unstressed syllable in *quiet*.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

Communicative Practice 10 minutes

B MAKE IT PERSONAL, PAIRS, Talk about...

- Two students read the conversation out loud.
- Play A and practice a conversation with an abovelevel student (for example, My husband's name is *Robert.*). Prompt the student to ask: *What's he like?*
- Pair students and tell them to take turns playing A and B.
- Tell students to stand, mingle, and practice the conversation with several new partners.

MULTILEVEL INSTRUCTION for 4B

Pre-level Before they practice, students list personality traits of a friend or family member. **Above-level** Pairs talk about several people.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: We're going to study be in sentences with and and but. In the conversation you listened to in Exercise 3B on page 15, Eva used this grammar.
- Play CD 1, Track 14. Students listen. Write on the board: *He's outgoing and he has a lot of friends. He's sweet but he's a little quiet.* Underline *and* and *but.*

Presentation

10 minutes

Be: Compound sentences with and / but

- Students close their books. Copy the sentences from the grammar chart onto the board, omitting *and* and *but*.
- Read the first statement in the Grammar Watch note. Ask: *Which two sentences have similar ideas?* Write *and* between the first pair of sentences.
- Read the second statement in the Grammar Watch note. Ask: *Which two sentences have opposite ideas?* Write *but* between the second pair of sentences.
- Tell students to open their books and look at the grammar charts or show Transparency 1.4 and cover the exercise. Read each sentence. Tell students that two sentences joined together with and or but are compound sentences.
- On the board, write: *My friend is good-looking and . . . , My friend is good-looking but . . .* Elicit answers.
- If you are using the transparency, do the exercise with the class.

Controlled Practice 15 minutes

1

PRACTICE

A Complete the sentences. Write and or but.

- Read the directions. Write item 1 on the board. Circle *He's from Brazil* and *now he lives in the U.S.* Ask: *Are these similar ideas or opposite ideas?* (opposite) Write in *but*.
- Walk around and when you spot an incorrect answer, read the two sentences that make up the compound. Ask: *Are these similar ideas or opposite ideas? Should you use* and *or* but?
- Call on students to read the sentences out loud.

B Write sentences. Use the words in parentheses...

- Read the directions. Write item 1 on the board. Underline *Tina / shy*. Ask: What is the correct form of be? Write: *Tina is shy*. Underline her sister / talkative. Ask: What is the correct form of be? Write: her sister is talkative a little to the right of *Tina is shy*.
- Read the two sentences. Ask: *Are these similar ideas or opposite ideas? Do I write* and *or* but? Write *but* to complete the compound sentence.
- Walk around and check that students start each sentence with a capital letter and end with a period.
- Call on students to read the answers out loud.

© Complete the sentences. Write adjectives to make...

- Read the directions. Write items 2 and 3 on the board with adjectives that make the sentences true for you.
- Remind students about the list of adjectives in Exercise 1A on page 14.
- Optional: Elicit other adjectives to describe people and write them on the board. Explain new words as needed.
- Walk around and prompt students as needed.

D PAIRS. Compare your answers.

- Students compare answers with a partner.
- Call on students to read their answers out loud.

EXPANSION: Listening and speaking practice for 1D

- Play a game. Write item 3 on the board. Say: You have to listen and remember your classmates' sentences. Then you will complete the sentence yourself. Procedure:
 - -The first student completes the sentence (for example, *I'm nice*, *but I'm shy*).
 - -The second student describes the first student ([Student 1's name] is nice but she's shy) and then says his or her own sentence.
 - -The third student describes the first student and the second student and then says a new sentence.
 - -Continue until a student cannot repeat everyone else's descriptions. That student then starts over.
 - -Continue until everyone has had a turn.

Presentation

10 minutes

Be: Additions with and ..., too / and ... not, either

- On the board, write: Eva is a student and I'm a student. Underline a student in both parts of the sentence. Say: The same information is repeated in the second part of the sentence. Cross out and I'm a student and write and I am, too.
- Write: Victor isn't a teacher and I'm not a teacher. Underline a teacher in both parts of the sentence. Say: The same information is repeated in the second part of the sentence. Cross out and I'm not a teacher and write and I'm not, either.
- Circle *and I am, too* and *and I'm not, either.* Explain: *These are called* additions.
- Read the first sentence on the board. Say: *Eva* <u>is</u> a student. Is this an affirmative statement or a negative statement? On the board, write: affirmative statements—too.
- Read the second sentence on the board. Say: *Victor* <u>isn't</u> a teacher. Is this an affirmative statement or a negative statement? On the board, write: negative statements—not, either.
- Copy the top grammar chart onto the board or show Transparency 1.4 and cover the exercise. Read the examples. Ask: *Do the affirmative additions use contractions?* (No.) *Where is the comma in the affirmative additions?* (before *too*) Say each affirmative addition and ask the class to repeat.
- Repeat for the bottom grammar chart. Ask: *Do the negative additions use contractions?* (Yes.) *Where is the comma in the negative additions?* (before *either*) Say each negative addition and ask the class to repeat.
- Students read the Grammar Watch note silently.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

5 minutes

2

PRACTICE

Complete the sentences. Write the correct forms...

• Read the directions. Write item 1 on the board. Underline *He isn't tall* and ask if it's affirmative or negative. Write the answer without the comma and ask: *Where do I put the comma?* (before *either*)

- Read completed item 1. To check that students understand the meaning of *not either*, ask: *Is he tall?* (No.) *Is his wife tall?* (No.)
- Students compare answers with a partner.
- Call on students to write the answers on the board.

Communicative Practice 15 minutes

Show what you know!

STEP 1. WRITE. Think about your own personality....

- Read the directions. On the board, write: *My personality*. Then write two sentences with *I am* and two sentences with *I'm not*. Use adjectives from page 14. Circle the sentences with *I am* and label them *affirmative*. Circle the sentences with *I'm not* and label them *negative*.
- Tell students to use the adjectives from page 14 or their own adjectives. Check that students write two affirmative sentences and two negative sentences.

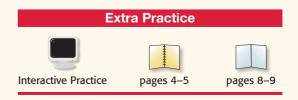
STEP 2. GROUPS OF 5. Tell your partners about...

- Read the directions. Tell students to look at your sentences on the board. Ask an above-level student to read his or her sentences out loud. Write the student's name next to any of your sentences that are the same. Repeat with other students.
- Point to the affirmative sentences and names on the board. Make sentences with *too*. Point to the negative sentences on the board. Make sentences with *either*.
- Form groups of 5. Tell students to take turns reading their sentences out loud, listening for sentences that are the same as theirs and writing students' names.

Progress Check

Can you . . . describe personalities?

Say: We have practiced describing personalities. Now, look at the question at the bottom of the page. Can you describe personalities? Tell students to write a checkmark in the box.



Read about ways people learn

Getting Started

10 minutes



BEFORE YOU READ

PAIRS. What is your learning style? For example...

- Read the directions.
- Say: Think about who you study with, where you study, when you study, and how you study.
- On the board, draw a web diagram. Write *study* in the circle. On the lines radiating out from the circle, write: Who, Where, When, and How. Point to Who and ask: Do you like to study alone or with other people? Point to Where and ask: Do you *like to study in a quiet room or in a noisy place?* Point to When and ask: Do you like to study early in the morning or late at night? Point to How and ask: Do you like to read, talk about, or write new information?
- Tell students to copy the diagram and note their study habits.
- To model the activity, tell the class about your study habits: who you study with and where, when, and how you study. Pair students and tell them to talk about their web diagrams.

Presentation

10 minutes



READ



Listen. Read the article.

- Tell students to look at the article. Say: Look at the photo. What are the people doing? (studying) Do they like to study alone or with other people? (with other people)
- Ask: What is the title of the article? (What Is a Learning Style?) Tell students to look at the icons, or small pictures, in the article. Ask: What are three learning styles? (visual learners, auditory learners, kinesthetic learners) Say each learning style and ask the class to repeat. Ask: How do you think visual learners learn? (by seeing / they look) How do you think auditory learners learn? (by listening / they listen) *How do you think kinesthetic learners learn?* (by touching / they touch)

- Play CD 1, Track 15. Students listen and read along silently.
- Tell students to read the article again silently. Tell them to circle how each type of learner remembers new information best.
- Tell students to underline what each type of learner is good at.

EXPANSION: Graphic organizer practice for 2

- On the board, draw a chart with three columns and three rows. Label the columns: Visual, Auditory, *Kinesthetic.* Label the rows: *learn by . . . , remember* information best when . . . , good at
- Pair students and tell them to complete the chart with the information they underlined in the article.

Controlled Practice

20 minutes

CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea...

- Read the Reading Skill note. Tell students to circle the first paragraph of the article. Tell students to read the first paragraph silently and underline the sentence that tells the main idea, or most important idea, of the article.
- Read the first paragraph. Ask: What sentence did you underline? Elicit the answer and write it on the board: There are many ways to learn new information. Label the sentence: Main Idea.
- Read the directions and answer choices.
- To check the answer, ask students to raise their hands for a, b, or c.

Read about ways people learn

B How do you learn best? Take the quiz.

- Tell students to read and take the quiz silently.
 Walk around and help with unfamiliar vocabulary as needed.
- Read the quiz. Say each answer choice and ask students to raise their hands for the answer they chose
- Tell students to look at item 4 in the quiz. Read the question. Ask: What does a visual learner do? (draw a picture) What does an auditory learner do? (say the word) What does a kinesthetic learner do? (write the word) Elicit answers.
- Say: Now try the three learning styles. Write a new word on the board. It should be a difficult word that's easy to draw. Read item 4 again. Say each answer choice and tell students to do what it says with the new word. Ask: Which way worked best for you? Is it the same as the answer you checked when you took the quiz?

O Look at the quiz. How many responses do...

- Ask: What do you think your learning style is? Tell students to read the article again and circle their learning style.
- Read the directions. Students count their responses for each symbol.
- Ask: What is your learning style? Is it the same as the one you circled in the article? Or is it different? Ask for a show of hands.
- Read the note. Say: Raise your hand again if the learning style you circled in the article is different from your quiz result. Ask: Do you think you use more than one learning style?

Communicative Practice 20 minutes

D PAIRS. Compare your quiz results.

- Model the activity. Ask an above-level student to ask you the questions from the directions. Talk about the learning style you circled in the article and your learning style according to the quiz. Say whether or not the quiz results surprise you (for example, *I thought I was an auditory learner, but my quiz result is visual learner.*).
- Pair students. Tell them to ask each other the questions in the directions.

Show what you know!

PRE-WRITING, NETWORK, Find classmates...

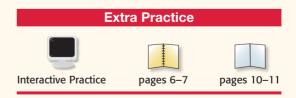
- Tell students to look back at the article and the quiz. Tell them to note some ways to learn English that are good for their learning style (for example, visual learners can draw pictures to remember information).
- Tell students to stand, mingle, and ask classmates: What is your learning style? Tell students to form small groups with classmates who have the same learning style.
- Model the activity. Talk about your learning style and how you learn English best.
- Tell groups to share their notes.

WRITING. Write a list of learning tips for your...

 Ask students to turn to page 268 and write a list of learning tips for their own learning style. See page T-xii for general notes about the Writing activities.

EXPANSION: Vocabulary practice

- Group students with the same learning style. Tell them to identify ways to learn new information that are good for their learning style. Tell them to use these ways to practice the vocabulary on page 7. Suggest that students look at the article and quiz for ideas.
- Visual learners can draw pictures of vocabulary words and make vocabulary cards. Auditory learners can talk about their classmates' physical descriptions and close their eyes and say the words over and over again. Kinesthetic learners can play charades and say the words as they write them over and over again.



Get to know someone

Getting Started

10 minutes



BEFORE YOU LISTEN

CLASS. Imagine that you are meeting someone...

- Read the directions. Students read and check the questions silently.
- Read each question. Ask: *Is it OK to ask this here?*
- Introduce yourself to several students. Ask each student one or two of the appropriate questions (for example, *Hi*, *I'm* _____. *What's your name? Nice to meet you,* _____. *Where are you from?*).

Culture Connection

- On the board, write: *How old are you?* Reinforce that in the U.S. it's not polite to ask a person's age.
- Ask: What other questions are not OK to ask when you are meeting someone for the first time in the U.S.? (How much money do you make? How much is your rent? How much did *you pay for your car?*) Write the questions on the board under the heading *Not OK*. For emphasis, cross them out.
- Ask: What questions are not OK to ask in your home country? Add students' questions to the list on the board.

Presentation

25 minutes



LISTEN

A CLASS. Look at the picture. Who are the people?...

- Ask students to look at the picture. Ask: Who are the people? Tell students to label Eva, Victor, and Tania. Write their names on the board. Ask: Who are Eva and Tania? (friends) Who is Victor? (Eva's brother)
- Ask: Where are they? (at Eva's party) Who's meeting for the first time? (Victor and Tania)

B Listen to the conversation. Answer...

- Read the directions and answer choices.
- Say: Look at the picture. What do you think is happening? Which questions do you think Victor asks Tania? Now listen and see if you're right.
- Play CD 1, Track 16. Students mark the answers.

- For item 1, ask students to raise their hands if they circled a. Repeat for b and c.
- For item 2, say: Victor and Tania are meeting for the first time. What does Victor ask Tania?

Teaching Tip

Remember that if students need additional support, tell them to read the Audio Script on page 297 as they listen to the conversation.

G Listen again. Read the sentences....

- Read the directions and the sentences. Play Track 16 again. Students listen and circle.
- Call on students to read the sentences and say
- On the board, write: *Tania is a student, and Eva* _. Ask the class to complete the sentence. (is, too)
- Write item 3 on the board. Say: Rewrite the sentence to make it true. (*Tania* is from Ecuador.)

D Listen to the whole conversation....

- Read the directions and the question. Play CD 1, Track 17. Students listen and write the answer.
- Ask: *Is Victor a student?* (No, he's not.) *What is* his job? (He's a cook.) Where does he work? (at a restaurant)

EXPANSION: Speaking practice for 2D

• Pair students and tell them to role-play a conversation between Victor and Tania. The student playing Victor reads the checked questions in Exercise 2B. The student playing Tania answers.

EXPANSION: Speaking practice for 2D

• Ask: What will happen next with Tania and Victor? Play Track 17 again. On the board, write:

Victor: No, I'm not. I work at a restaurant. I'm a cook. Tania:

Victor:

Tania:

Victor:

- Elicit students' ideas to continue the conversation. Write the new lines on the board.
- Ask two above-level students to read the conversation on the board.
- Pair students and tell them to practice the practice the new conversation.

Get to know someone

CONVERSATION



A Listen to the sentences. Then listen...

- Read the directions. On the board, write: Are you a student, too? without the stress marks. Read the Pronunciation Watch note. Ask: What are the important words? Underline you, student, and too. Ask: Which words are not stressed? (Are, a)
- Tell students to close their books. Say: *I'm going* to read only the stressed words in the sentence. See if you can still understand the basic meaning. Say: vou, student, too.
- Point to the sentence on the board. Pronounce each underlined word and ask: How many syllables? Draw a line separating the two syllables in *stu/dent*. Say: *In words with more than one syllable, only one* syllable is stressed. Pronounce student and ask: Which syllable is stressed? Double underline stu.
- Read the sentence on the board. Exaggerate the stress on you, stu-, and too.
- Tell students to open their books and look at the stressed words in the sentences. Pronounce each stressed word and ask: How many syllables? On the board, write: I work at a restaurant. Draw lines separating the three syllables in *res/tau/rant*. Pronounce restaurant and ask: Which syllable is stressed? Double-underline res.
- Play CD 1, Track 18. Students listen.
- Resume playing Track 18. Students listen and repeat.

Controlled Practice 15 minutes

B Listen to the sentences. Mark (•)...

- Ask students to look at items 1-3. Ask: What are the important words?
- Read the directions and play CD 1, Track 19.
- Write items 1–3 on the board. Call on students to mark the stressed words on the board. Correct as needed.

G Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2D on page 20.
- Say: Underline the sentences in the conversation that you practiced in Exercises 3A and 3B (Nice to meet you. So, are you a student? Where are you from?). *Now mark the stressed words or syllables.*

- On the board, write: *I want to introduce you to my* friend. Ask: What are the important words in this sentence? Underline want, introduce, and friend. Pronounce each underlined word and ask: How many syllables? Draw a line separating the three syllables in in/tro/duce. Pronounce introduce and ask: Which syllable is stressed? Double-underline tro. Tell students to underline the first sentence in the conversation and then mark the stress.
- Play CD 1, Track 20. Students listen and repeat.

PRACTICE

A GROUPS OF 3. Practice the conversation.

- Form groups of 3. Tell students to practice the conversation in Exercise 3C, taking turns playing each person.
- Walk around and model the correct sentence stress as needed.

Communicative Practice 10 minutes

B ROLE PLAY. GROUPS OF 3. Student A,...

- Read the directions. Play A and model the activity with two above-level students. Prompt B to continue the conversation by asking a question from Exercise 1 on page 20. Prompt C to answer and ask another question.
- Form groups of 3. Tell students take turns playing each person. Walk around and help as needed.

MULTILEVEL INSTRUCTION for 4B

Pre-level Students playing the roles of B and C ask one question each from Exercise 1 on page 20. Before students role-play the conversation, tell them to write answers to each question in Exercise 1 on page 20.

Above-level Students playing the roles of B and C ask several questions and ask partners to elaborate on their answers. They can ask, for example, What's it like? What's your wife's name? How old are your children?

Extra Practice



Interactive Practice

Get to know someone

Getting Started

5 minutes

- Say: We're going to study questions with the verb be. In the conversation you listened to in Exercise 3C on page 21, Victor used this grammar.
- Play CD 1, Track 20. Students listen. Write on the board: *Are you a student? Where are you from?* Underline *are* in each question.

Presentation

10 minutes

Simple present tense of be: Yes / No and information questions

• Copy the grammar charts onto the board or show Transparency 1.5 and cover the exercise.

Yes/No questions with be

- Read the *Yes / No* question and short answers from the top chart. Ask a few students: *Are you a student?* Elicit: *Yes, I am.* Ask a few students: *Are you a cook?* Elicit: *No, I'm not.*
- On the board, write: *Tania is from Ecuador*. With the class, change the statement to a *Yes / No* question. Draw arrows to indicate changing the order of the subject and verb. Write: *Is Tania from Ecuador?* Ask the question and elicit the short answer. Write: *Yes, she is.*

Information questions with be

- Read the information question and short answer from the bottom chart. Ask a few students: *Where are you from?* Elicit a short answer.
- On the board, write: *Is Tania from Ecuador?*With the class change the *Yes / No* question to an information question. Cross out *Ecuador* and draw a blank at the beginning of the question. Ask: *What question word do I use?* Write *Where* in the blank and change *Is* to *is*. Read the question and elicit the answer.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes



PRACTICE

A Match the questions and answers.

- Read the directions. Tell students to cross out the letter of the answers as they use them.
- Read each question and call on a student to answer.

B Read the answers. Write questions about...

- Tell students they will write information questions for A from B's answers. Help them understand the changes they need to make when they write questions from the answers, as follows:
 - -Write item 1 on the board and read B's answer. Point to A's question and ask: *Is this a* Yes / No *question or an information question?* (information question) Read the answer again. Ask: *What is the question word?* Write *What* on the line. Circle *My last name* and *is* in the answer and draw arrows to indicate students should change the order of the subject and verb.
 - -Ask students to look at item 3. Read the answer. Ask: *What's the verb?* On the board, write: *They are from Cuba*. Draw arrows to indicate that students should change the order of the subject and verb.
- Read each question and call on a student to answer.

Communicative Practice 10 minutes

© PAIRS. Ask your partner three questions...

• Pair students and tell them to take turns asking and answering questions from Exercises A and B. Each partner should ask three different questions.

MULTILEVEL INSTRUCTION for C

Cross-ability Lower-level students ask questions first. Before switching roles, higher-level students can help lower-level students write answers to three questions.

Extra Practice Interactive Practice pages 8–9 pages 12–13

REVIEW

Show what you know!

1

GRAMMAR

A Complete the conversations. Write the correct...

- Tell students to review the grammar charts on pages 10 (*have* + object) and 22 (*be*: *Yes* / *No* and information questions).
- Read the directions.
- Ask students to look at item 1. Ask: Why is Are you the answer? What form of be goes with you? On the board, write: you are. Ask: Is item 1 a question or a statement? Draw arrows to indicate that students should change the order of you and are. Write the answer without the capital letter (are you Anthony Jenkins?) and ask: Is this correct? (No.) Capitalize
- Walk around and, as needed, ask students what the subject is or whether the item is a question or a statement.
- Call on a pair of above-levels students to read each conversation. Write the answers on the board as the students say them.
- *Optional*: Pair students and ask them to practice the conversations. Call on pairs to perform the completed conversations for the class.

B Complete the information. Underline the correct...

- Tell students to look at the photo. Hold up your book, point to the girl on the left, and ask: *What does she look like?* (She has long, straight, brown hair) Point to the girl on the right and repeat. Ask: *Do they look alike?* (Yes.) *Why?* (They're twins.)
- Complete the first sentence with the class. Ask: *Why is* is *the answer?* (We use *be* when we talk about someone's name.)

- Tell students to refer back to the grammar charts on pages 10 (*be* + adjective, *have* + object), 16 (compound sentences with *and* / *but*), and 17 (*be* + additions) as needed as they do the rest of the exercise.
- Students compare answers with a partner.
- Read the paragraphs with the correct answers and tell students to check their work.

EXPANSION: Graphic organizer and speaking practice for 1B

- Tell students to use the information from Exercise 1B to complete a chart, like the one on page 8, comparing Ellen and Isabel.
- Pair students. Tell them to close their books, look at their charts, and talk about how Ellen and Isabel are alike and how they're different.

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 1, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.



EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review the Lesson 8 conversation...

- Tell students to review the conversation in Exercise 3C on page 21.
- Tell them to read the conversation silently and then practice it with a partner.
- Play CD 1, Track 16. Students listen.
- As needed, play Track 16 again to aid comprehension.

STEP 2. ROLE PLAY. GROUPS OF 3. Imagine you...

- Read the directions. Model the activity with two above-level students. Introduce the two students to each other. After the students say *Nice to meet you / Nice to meet you, too*, prompt them to make small talk. Remind them that they can ask any of the checked questions from Exercise 1 on page 20.
- Form groups of three and assign roles.
- Walk around and observe students interacting.
 Check that one student is introducing the other two. Then check that the two who were introduced continue to talk, for example, about what they do and where they are from.
- Tell groups to switch roles so that the student who played A can now play B or C.
- Call on all groups to perform for the class. Each group should perform twice, switching roles as above.
- While groups are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each group finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3

READ AND REACT

STEP 1. Read about Victor's problem.

• Say: We are going to read about a student's problem, and then we need to think about a solution.

• Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple Wh- questions to check comprehension (for example, Where is Victor? Who is Jim? What do Victor and Jim talk about first? What does Jim ask Victor? What is Victor's problem?).

STEP 2. PAIRS. What is Victor's problem? What...

- Ask: *What is Victor's problem?* (A new co-worker asked him a personal question / a question about money / "How much money do you make?")
- Pair students. Read the list of ideas. Give pairs a couple of minutes to discuss possible solutions for Victor.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas (for example, S: I think he can say, "I'd rather not say" because Jim's question is not polite.).
- Now tell pairs to think of one new idea not in the box (for example, *He can make a joke and say, "Not enough."*) and to write it in the space. 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

Cross-ability If possible, pair students with the same first language. The higher-level partner helps the lower-level student to say his/her idea in English.

4

CONNECT

Turn to page 248 for the Community-building Activity and page 274 for the Team Project. See page T-xi for general notes about these activities.

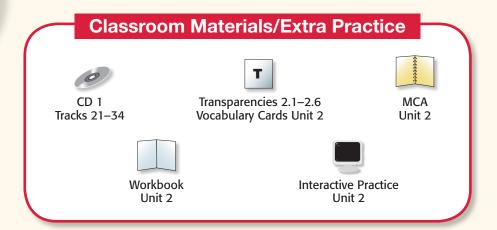
Progress Check

Which goals can you check off? Go back to page 5.

Ask students to turn to page 5 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.

2

All in the Family



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Simple present affirmative and negative: *have / live / work*
- Simple present: Additions with and . . . , too / and . . . not, either
- Simple present: *Yes / No* and information questions

Pronunciation

- Sentence stress
- Strong and weak pronunciations of do

Reading

- Read an advice column about managing responsibilities
- *Reading Skill:* Retelling information

Writing

- Write about your life and family
- Describe how people are similar
- Write a list of your responsibilities

Life Skills Writing

• Complete a post office customs form

Preview

- Set the context of the unit by asking questions about family (for example, *Do you have a big family or a small family? Where do your family members live?*).
- Hold up page 25 or show Transparency 2.1. Read the unit title and ask the class to repeat.
- Say: *Look at the picture*. Ask the Preview question: *What do you see?* (a family / a father, mother, son, and daughter)

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:
 - *Customs form:* a form that you complete when you send mail to another country
- Tell students to read the goals silently and then to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

Lesson 1 Vocabulary

Getting Started

10 minutes

1 WHAT DO YOU KNOW?

A CLASS. Look at the pictures of Marta's family....

- Show Transparency 2.2 or hold up the book. Tell students to cover the list of words on page 27.
- Point to the first picture and ask: Where is Marta? Who are the other family members in the pictures? Which family relationships do you know?
- Students call out answers. Help students with pronunciation if needed.
- If students call out an incorrect family member, change the student's answer to a question for the class (for example, *Number 3 is Marta's brother?*). If nobody can identify the correct family relationship, tell students they will now listen to a CD and practice the words for family members.

Presentation

5 minutes

B Look at the pictures and listen....

- Read the directions. Play CD 1, Track 21. Pause after number 25 (*grandchildren*).
- Say each family word in random order and ask students to point to the appropriate picture.
- Resume playing Track 21. Students listen and repeat.

Language Note

Write on the board: *Ben is Marta's fiancé. Marta is Ben's fiancée.* Underline *fiancé* and *fiancée.* Ask: *What is the difference in spelling?* (the word for a woman has an extra *e*)

Controlled Practice

20 minutes

2 PRACTICE

A PAIRS. Student A, ask a question about...

- Read the directions. Play A and model the example with an above-level student.
- Read each line in the example and ask the class to repeat. Model correct intonation.

• Pair students and tell them to take turns asking and answering questions.

Community Building

Show students how to correct each other's mistakes by modeling the activity again with an above-level student. Ask the student to play A and ask a new question. Play B, as follows:

A: Who are Marta's grandchildren?

B: Mary and Sue.

A: No. [Points to Benny]

B: Mary and Benny.

A: Yes. Good!

B PAIRS. Look at the pictures....

- Read the directions.
- Play A and model the example with an above-level student. Point to Ben and Ann in the third picture.
- Pair students and tell them to take turns playing A and B. Tell A to point to two people in the same picture.
- Walk around and check that B is saying what the family members' relationships are to each other, not to Marta.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Direct the lower-level student to play A. The higher-level student plays B several times to check that Student A understands the vocabulary before they switch roles.

G WORD PLAY. PAIRS. Look at the list of family...

- Copy the diagram and examples onto the board. Say: Mother *is for females*. Father *is for males*. Parent *is for both females and males*.
- Read the directions. Categorize the first five items on the vocabulary list as a class. Say each word and ask: *Is it female, male, or both?* Write each word in the appropriate place on the diagram.
- Pair students. Tell them to draw their own diagrams and write all the vocabulary words in the appropriate place.
- Tell students to switch partners and compare their charts with another classmate.

EXPANSION: Vocabulary practice for 2C

• Tell students to look at their diagrams and underline the words that describe them.

Lesson 1 Vocabulary

Learning Strategy: Personalize

- Teach brother-in-law. Point to number 16 in the pictures. Say: Ann is Ben's brother. She's Marta's sister-in-law. Who is Ben's sister-in-law? (Tina) Who is Ben's brother-in-law? (Manny) Tell students to write brother-in-law at the end of the vocabulary list.
- Read the directions and the examples.
- Say: To remember the words for family members, write the names of your family members and their relationship to you. Write the names of five people in your own family and their relationship to you.
- Walk around as students work. If misspellings occur, tell students to check the list on page 27.
- Say: You can remember new vocabulary when you apply it to your own life. Remind students to use this strategy to remember other new vocabulary.

Communicative Practice 20 minutes

Show what you know!

STEP 1. GROUPS OF 3. Talk about your own...

- Tell students to look at the lists they made in the Learning Strategy activity and to circle the family members who live in this country.
- Model the conversation with two above-level students. Tell one of the students to play A and ask you the question from the example. Point to your list of family members on the board and answer. Say: *Yes, I have* Then ask the other student the question from the example.
- Form groups of 3 and tell them to take turns asking and answering the questions.

STEP 2. Tell the class about your partners'...

- Read the directions and the example. On the board, write: *Andrea's sister lives here*. Underline the 's in *Andrea's* and the -s in *lives*. Say the sentence and ask the class to repeat.
- Model the activity with the same two abovelevel students as in Step 1. Tell the class what you remember about the second student's family. Talk about each family member separately.
- Call on students to tell the class about two members of each partner's families. Listen for the possessive 's, the correct possessive pronoun (*his* or *her*), and the simple present verb ending -s.

Teaching Tip

Correcting students' grammar indirectly is a good way to model correct usage without making students feel self-conscious about errors or inhibiting them from speaking freely in class. In Step 2 of "Show what you know!", if a student uses the possessive 's or the simple present verb ending -s incorrectly, rephrase the student's statement as a question, as if asking for clarification. For example, S: Andrea sister live here. T: Andrea's sister lives here?

EXPANSION: Vocabulary practice

- Tell pairs to create a family tree for Marta's family. (Draw your own family tree on the board as an example. Start with your mother and her siblings at the top of the chart.) Tell them to start with Isabel and Maria at the top of the tree and label the tree with Marta's family members' names and each member's relationship to Marta.
- To make the activity more difficult, tell students to label each family member with books closed. Then students open their books to check their answers (including spelling) and fill in missing labels.

EXPANSION: Writing practice

• Tell students to write sentences about relationships in Marta's family (two sentences about each picture). First, write two sentences about picture 1 as a class (for example, *Manuel and Isabel are Marta's parents. Carlos is Tony's son.*).

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Before they report to the class, students practice talking about their partners' families in groups and write two sentences about each partner under the example.

Above-level Students extend the conversation in Step 1 by asking: What does your [family member] look like? What is your [family member] like? In Step 2, students can report this additional information to the class. For example: Lily's mother lives here. She's short and thin. She has short, straight black hair. She's cheerful and interesting.

Extra Practice





Interactive Practice

pages 14-15

_esson 2 Talk about your life and family

Getting Started

10 minutes



BEFORE YOU LISTEN

A READ. Look at the picture. Read about the...

- Tell students to look at the picture. Ask: *What do you see*? (a family/a father, a mother, and two children) *Where is the family*? (in a park)
- Read the paragraph while students read along silently. Then ask students to read it again silently.
- Ask the questions from the directions: Which members of the Garcia family live together? (the mother, father, and two children) Who did they live with in Mexico? (Mrs. Garcia's mother and father)

B CLASS. In your country, which family members...

- At the top of the board, draw a two-column chart with the headings *In my country* and *In the U.S.*
- Ask: In your country, which family members usually live together? In the U.S., which family members usually live together? Write students' answers on the chart.

Culture Connection

- Say: In the U.S., parents and their children usually live together—like the Garcia family in Los Angeles. In some families in the U.S. and in many other countries, parents, children, grandparents, aunts, uncles, and cousins may live together—like the Garcia family in Mexico.
- Optional: Ask: Who did you live with in your country? Who do you live with in the U.S.?

Presentation

25 minutes

2

LISTEN

A CLASS. Look at the picture of two new co-workers...

- Tell students to look at the picture. Ask: What are they doing? (eating) Where do you think they are? (at work)
- Read the directions. Ask: Are Babacar and Amy old friends? (No, they're new co-workers.) Do they know a lot about each other? (No.) What do people talk about when they're getting to know each other? (work, family, where they're from)

B Listen to the conversation. Answer...

- Read the directions. Read the questions and the answer choices. Play CD 1, Track 22.
- Students compare answers with a partner. Tell them to take turns asking and answering the questions.
- Ask a student to read each question and call on a classmate to answer.
- Optional: Ask the class: How many sisters does Babacar have? (two) Where does Babacar's brother live? (here)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 297 as they listen to the conversations.

G Listen to the whole conversation....

- Read the directions. Play CD 1, Track 23.
- Explain far from and with. Draw two simple houses with one stick figure each on opposite sides of the board. Label the figures Babacar's brother and Babacar. Say: Babacar's brother lives far from Babacar. Then draw one simple house with two stick figures inside. Label the figures Babacar's brother and Babacar. Say: Babacar's brother lives with Babacar.
- Ask a student to come to the board, read the completed sentence, and point to the corresponding picture.
- Optional: Ask the class: Do Babacar and his brother live in a house or an apartment? (an apartment) Where does Babacar's brother work? (in a hospital)

EXPANSION: Graphic organizer practice for 2C

- As a class, make a web diagram for Babacar. On the board, draw a circle with lines radiating out from it. Write Babacar in the middle of the circle.
- Ask: What do we know about Babacar? Write information about him at the end of each line (for example, from Senegal, small family, one brother, two sisters). Circle one brother and two sisters.
- Ask: What do we know about Babacar's brother and sisters? Draw lines radiating out from these circles and write information about Babacar's siblings at the end of the lines (for example, for one brother: lives here, works in a hospital, lives with Babacar).

Talk about your life and family



CONVERSATION



A Listen. Then listen again and...

- Say: *Important words in a sentence are stressed.* On the board, write: *I have a brother and a sister.* Read it and ask: What are the important words? Underline brother and sister.
- Say: *Short "grammar" words—for example* a, the, and and—are usually short and weak. Read the sentence again and ask: What are the weak words? Circle *a*, *and*, and *a*.
- Say: Weak words often have the short, quiet vowel sound "uh." Pronounce the "uh" sound several times. Read the sentence modeling the "uh" pronunciation of the vowel sounds in the blue "grammar" words.
- Tell students to read the Pronunciation Watch note silently.
- Play CD 1, Track 24. Students listen.
- Resume playing Track 24. Students listen and repeat.

Controlled Practice

10 minutes



B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 28.
- Tell students to read the conversation silently. Tell them to look for and circle a, the, and and.
- Read Babacar's first line and ask students to repeat.
- Play CD 1, Track 25. Students listen and repeat.

PRACTICE

A PAIRS. Practice the conversation.

- Ask two above-level students to role-play the conversation. Then ask them to switch roles.
- Pair students and tell them to take turns playing
- Walk around and help with pronunciation as needed.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. PAIRS. Talk about your...

- Tell students to look at the picture. Ask: *Is this a big* family or a small family? (a big family) Do you have a big family or a small family?
- Read the directions.
- Play B and model the conversation with an abovelevel student. Use real information to complete B's
- Pair students and tell them to take turns playing

MULTILEVEL INSTRUCTION for 4B

Pre-level Before they practice the conversation, tell students to write how they will finish B's response.

Above-level Tell students to also talk about where their family members live.

Teaching Tip

Ask students to bring photographs of their families to class. Bring in your own family photos and use them to model Exercise 4B. Tell partners to show each other their photos as they talk about their families. As pairs practice, walk around and ask questions about the photos (for example, Who's this? Are they your parents? What's your cousin like? Where does [your partner's] sister live?). Ask students to keep their family photos in their notebooks for use throughout Unit 2.

EXPANSION: Speaking and listening practice for 4B

- Students will use their family photos to play a guessing game.
- Form new pairs. Tell students to lay out their photos.
- Tell A to describe the physical characteristics and personality of a family member. Tell B to point to a photo to guess who it is.
- Students switch roles and repeat.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study the simple present of the verbs have, live, and work. In the conversation on page 29, Babacar used this grammar.
- Play CD 1, Track 25. Students listen. On the board, write: I don't have a very big family. I have a brother and two sisters. My sisters live in Senegal. My brother lives here. Underline don't have, have, live, and lives.

Presentation

10 minutes

Simple present affirmative and negative: have / live / work

- Copy the grammar charts onto the board or show Transparency 2.3 and cover the exercise.
- Read the sentences across both grammar charts, for example, I have two sisters. I don't have a big
- Ask: When does the simple present verb end in -s? On the chart on the board, underline the -s in has, lives, and works and tell students to do the same on the chart in their books. Then read the first item from the Grammar Watch note.
- Ask: How do you make a simple present sentence *negative?* On the chart on the board, underline don't and doesn't and tell students to do the same on their chart. Then read the second item from the Grammar Watch note.
- On the board, write: I live in the United States. He *lives in Senegal.* Ask the class to make the sentences negative. Elicit *don't* and *doesn't* and then draw a blank after each. Ask: What verb form do I use with don't? What verb form do I use with doesn't? Fill in the blanks and read the third item from the Grammar Watch note.
- On the board, write: *I, we, they work / don't work* and he, she, it works / doesn't work.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Complete the sentences. Underline...

- Read the directions.
- Write item 1 on the board. Ask: Why is the answer has? (because *My cousin* is the same as *he*, and we say he has)
- Walk around. If you see an incorrect answer, circle the subject of the sentence and ask the student which pronoun it is the same as.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

B Complete the sentences. Write the correct forms...

- Read the directions.
- Write item 1 on the board. Ask: Why is the answer works? (because *Clara* is the same as *she*, and we say she works)
- Write item 2 on the board. Ask: *Why is the answer* doesn't have? (because His sister-in-law is the same as she, and we say she doesn't have)
- Walk around. If you see an incorrect answer, circle the subject of the sentence and ask the student which pronoun it is the same as.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

EXPANSION: Grammar and writing practice for 1B

• Give pairs a magazine photo of an anonymous (not famous) person. Tell pairs to make up information about their person. Tell them to write three affirmative and three negative sentences with *have*, live, and work. Write some examples on the board.

Talk about your life and family

Controlled Practice

15 minutes



PRACTICE

A Look at the Mendez family tree. Complete...

- Read the directions. Write items 1 and 2 on the board.
- Read item 1. Tell students to point to Alba on the Mendez family tree. Ask: *Does Alba live in Los Angeles?* (No.) Say: *So, the answer is* doesn't live.
- Walk around and check that students are using the family tree to determine whether sentences are affirmative or negative.
- Students compare answers with a partner.
- Call on students to read the completed sentences.
- *Optional:* As a class, change each negative sentence to an accurate affirmative sentence (for example, for item 1, *Alba lives in Chicago.*).

EXPANSION: Vocabulary practice for 2A

- Tell students to choose one member of the Mendez family and to circle the family member on the family tree.
- Then students write the names of all the other family members and their relationship to the person they chose (for example, a student who chose Celia would write *Arturo: grandfather*, *Sandra: grandmother*, *Elena: mother*, etc.).

B PAIRS. Make three new sentences about...

- Read the directions and the example.
- Pair students. Walk around and help as needed.
- Tell each student to write a sentence on the board.
- Read each sentence. Ask the class: Is this correct?
 Circle any incorrect sentences and number them.
 Tell students to rewrite them in their notebooks.
- Elicit the corrections and make them on the board. Reread the corrected sentences.

Communicative Practice 15 minutes



STEP 1. Complete the sentences about your family....

• Read the directions.

- On the board, complete two sentences with real information about you and one sentence with made-up information. Don't tell the class which sentence is false.
- Walk around and help as needed. Students shouldn't discuss their sentences with each other.

STEP 2. GROUPS OF 3. Play a guessing game...

- Read the directions. Ask two above-level students to read the example out loud.
- Play A and model the conversation by reading your sentences to the class. Prompt the class to play B and guess which of your sentences is false.
- Form groups and tell students to take turns reading their sentences and guessing. Walk around and, as needed, help students guess.

STEP 3. Tell the class about one of your partners.

- Read the directions and the example.
- Tell the class to look at your sentences on the board. Change the false sentence to make it true.
- Tell students to change their false sentence to make it true.
- Point to each sentence on the board and call on an above-level student to say a sentence about you.
- Call on students to tell the class about one of their partners.

■ MULTILEVEL INSTRUCTION for STEP 3

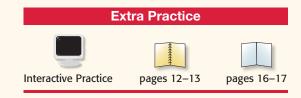
Pre-level In Step 3, tell students to first write sentences about their partner.

Above-level In Step 3, tell students to also tell the class what's not true about their partner. Tell them to say a fourth sentence with *doesn't* and *have*, *live in*, or *work in*.

Progress Check

Can you . . . talk about your life and family?

Say: We have practiced talking about our lives and families. Now, look at the question at the bottom of the page. Can you talk about your life and family? Tell students to write a check in the box.



Read about managing responsibilities

Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU READ

PAIRS. Look at the picture. What is the man...

- Tell the class to look at the picture. Ask: What is the man doing? On the board, write: juggling. Ask: How many balls is the man juggling? (four)
- Ask: Can you juggle? How many balls can you keep in the air?
- Optional: Bring in several small balls (or use objects in your classroom) and ask a couple of students to demonstrate juggling. Start students off with three balls. Add a ball at a time until students can't keep the balls in the air anymore. Ask: Is *juggling easier or harder with more balls?* (harder)
- Tell the class to look at the picture again. Ask: What are the words on the balls? (work, fun, school, family) Explain that juggling also means trying to fit two or more jobs or activities into your life.
- Pair students and tell them to look at the man in the picture and to ask and answer the questions next to the picture.
- Ask the class: *How does he feel?* (tired) *Why?* (He has a lot of activities/responsibilities.) Ask: Do you have a lot activities or responsibilities? Do you ever feel like the man in the picture? Call on volunteers to answer.

READ



Listen. Read the letters in a...

- Tell the class to look at the advice column. Ask: Who is the woman in the picture? (Kate) What does she do? (She gives advice.) Who needs advice? (Tania) What is Tania's problem? (She's tired.)
- Play CD 1, Track 26. Students listen. Pause at the end of Tired Tania's letter.
- Tell students to draw a stick figure juggling three balls. Ask: What three balls is Tania juggling? Tell students to write Tania's responsibilities in the circles/balls. Review as a class. Check that students write work, kids/family, and housework.
- Resume playing Track 26. Students read and listen.
- Tell students to draw a fourth ball. Ask: What other activity does Kate think Tania should try to fit into her life? Tell students to write the activity in the fourth ball. Review as a class. Check that students write: time for herself.

Read about managing responsibilities

Controlled Practice

15 minutes

3

CHECK YOUR UNDERSTANDING

A Read Tania's letter to Kate. Then read...

- Tell students to read the first letter again silently.
- Read the directions and have students complete the activity.
- Students compare answers with a partner.
- Ask students to read the sentences and call on classmates to say the answers.
- Optional: Tell students to change the false sentences to make them true. Call on students to read the revised sentences. (1. Tania has one job.
 2. Tania is not a student. 4... in the evening.).

B Read Kate's letter to Tania. Check the...

- Tell students to read the second letter again silently.
- Read the directions and have students complete the activity.
- Students compare answers with a partner.
- Call on students to read the checked items.

© PAIRS. Student A, what is Tania's problem?...

- Read the Reading Skill note.
- Read the directions. Pair students and assign roles.
- Say: Student A, what is Tania's problem? Look at the picture you drew of Tania on page 32. Review Exercise 3A. Read the true sentences about Tania.
- Say: Student B, what is Kate's advice? Review Exercise 3B. Read the checked sentences.
- Pairs cover Exercises 3A and 3B and explain Tania's problem and Kate's advice in their own words.
- Remind students to switch roles and practice both parts.
- Call on a couple of pairs to retell Tania's problem and Kate's advice for the class. For example, Student A: Tania's husband has two jobs. Tania works. They have three children. The children have a lot of activities, and Tania has a lot of housework. She can't do everything. She needs help!

 Student B: Kate's advice is to do the important things, to ask the children to help, to say no, and to take time for herself.

D GROUPS OF 3. Do you agree with Kate's advice...

- Form groups of 3. Ask: *Do you agree with Kate's advice?* Tell groups to discuss each of Kate's four suggestions from Exercise 3B.Tell them to say, *I agree* or *I don't agree* and explain why.
- Model the activity. For example, T: *Kate's advice is to ask for help. I agree. The children are 8, 10, and 14. They can help with the housework. My son is 9, and he takes out the garbage and washes dishes.*
- Ask: Do you have any other advice for Tania? Ask one student from each group to write one idea on the board (for example, limit the children's activities, make a housework chart with each family member's responsibilities, prepare meals for the week on the weekend and freeze them.).
- Read the ideas on the board. Discuss as a class.

Communicative Practice 15 minutes

Show what you know!

PRE-WRITING. PAIRS. What are your family,...

- Tell students to look at Tania's letter. Ask: What are her family responsibilities? On the board, write: three kids, help them with homework, take them to school activities, take them to sports events.
- Tell students to draw a stick figure juggling three balls and write *family*, *school*, and *work* in the balls. Say: *This person is you. What are your family*, *school*, *and work responsibilities*? Tell students to draw lines radiating out from the balls and note their responsibilities.
- Pair students. Pairs talk about their diagrams.
- Ask: Are you juggling too many responsibilities? Are you trying to do too much? Is Kate's advice helpful to you? Tell pairs to discuss. Tell each partner to note one of Kate's suggestions that they want to try.

WRITE. Write a list of your responsibilities....

Ask students to turn to page 268 and write a list of their responsibilities. See page T-xii for general notes about the Writing activities.



Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

CLASS. Look at the picture of three brothers...

- Tell students to look at the picture. Ask: What does this family have in common? As needed, explain: Some things that people can have in common are interests, physical characteristics, and personalities.
- Write students' responses on the board. For example, They look alike. They like soccer.

Presentation

15 minutes



LISTEN

A CLASS. Look at the picture of two neighbors...

- Read the directions. Tell students to label Ming and Tina in their books.
- Ask: What are they looking at? What do you think they are talking about? Write students' ideas 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 1, Track 27.
- Ask: Was your guess in Exercise A correct? Circle the correct answers on the board. (Answers: They are looking at photographs and talking about Tina's family.)
- Ask: Whose family are they talking about—Tina's or Ming's? (Tina's family) Play Track 27 again as needed.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 297 as they listen to the conversations.

G Listen again. Read the sentences...

- Read the directions. Tell students to read the items silently.
- Play Track 27 again. Students circle *True* or *False*.
- Students compare answers with a partner.
- Read each sentence and ask the class to call out True or False.
- Optional: As a class, rewrite the false items to make them true (2. Tina has a sister named Lilli. 5. Tina's sister has a new baby.).
- To review, ask: What do Tina and her sister Lilli have in common? Elicit and write on the board: They look alike. They work in a bank. They have new babies.

D Listen to the whole conversation...

- Say: Now Tina is asking about Ming's family. Read the directions and the questions.
- Play CD 1, Track 28. Students listen and write the answers.
- Students compare answers with a partner. Walk around and look at students' answers. If you see a lot of incorrect answers, play Track 28 again.
- Read the questions and call on students to answer. Then ask: How many sisters does Ming have? What do Ming and her sisters have in common? Elicit and write on the board: *They have two sisters*. *They don't* have any brothers.
- Ask: Do you think what Ming says is funny? Why?

CONVERSATION



A Listen. Then listen and repeat...

- Tell students to look at the examples and underline
- Say: Do has two pronunciations—a weak one and a *strong one.* Write *do* on the board. Draw two lines branching out from *do* and write *weak* and *strong*.
- Play CD 1, Track 29. Pause after the first pair of sentences. Ask: Which one has a strong, clear pronunciation of do? Which one has a short, weak pronunciation of do? Write Yes, I do. under strong in the diagram on the board. Write *Do you have* any sisters? under weak. Say the sentences and ask the class to repeat. Say: "D'ya" have any sisters?
- Read the first two sentences of the Pronunciation Watch note. Say "D'ya" several times and ask the class to repeat.
- Read the last sentence of the Pronunciation Watch note. Say a strong, clear do several times and ask the class to repeat.
- Tell students to look at the second pair of sentences. Ask: Which ones have a strong, clear pronunciation of do? Write Actually, we do. and She works in a bank, and I do, too. under strong in the diagram on the board.
- Tell students to look at the second pair of sentences again. Ask: Which one has a short, weak pronunciation of do? Write Do you have a lot in common? under weak.
- Resume playing Track 29. Students listen to the second pair of sentences and then listen and repeat all of the sentences.

Controlled Practice 20 minutes

B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 34.
- Tell students to read the conversation silently and underline each do.
- Tell students to circle the word or punctuation that comes after each do. Ask: Which one is weak? (Do you have a lot in common?) Which ones are strong? (Actually, we do. She works in a bank, and I do, too.). Tell students to write "D'ya" over Do you in the conversation.
- Play CD 1, Track 30. 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. Tell them to take turns playing each role.
- Then, in Exercise 4A, ask students to look at the words in the boxes. Say each one and ask the class
- 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 (niece, niece, restaurant, two kids).
- 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 different information from the boxes.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Walk around and listen to students' pronunciation of do. As needed, say the sentences and ask students to repeat.
- Call on pairs to perform for the class.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. PAIRS. Talk about your...

- Pair students and tell them to think of a family member that they have a lot in common with.
- Read the directions. Tell the class about a family member that you have a lot in common with. For example, say: I have a lot in common with my cousin Kerry. She lives in Philadelphia, and I do, too . . .

MULTILEVEL INSTRUCTION for 4B

Cross-ability Write on the board: *She / He* _____, and I do, too. And we both have ___. Under the blank in the first sentence, write: works in . . . / lives in. . . . Before pairs practice, higher-level students help lower-level students choose a family member and complete the sentences.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: We're going to study additions with and . . . , too and and . . . not, either in the simple present. We use additions to combine two sentences. In the conversation on page 35, Tina used this grammar.
- Play CD 1, Track 30. Students listen. On the board, write: *She works in a bank, and I do, too*. Underline *and I do, too*.

Presentation

10 minutes

Simple present: Additions with and ..., too / and ... not, either

- On the board, write four sentences about the same family member you talked about in Exercise 4B on page 35. Write a pair of affirmative statements and a pair of negative statements with *have*, *live*, or *work*. The statements should show two things you have in common. For example, *Kerry lives in Philadelphia*. *I live in Philadelphia*. *Kerry doesn't have a sister*. *I don't have a sister*.
- Copy the grammar charts onto the board or show Transparency 2.4. Read some sentences from each chart.
- Point to your examples on the board. Elicit the class's help in combining the pair of affirmative statements. On the board, write: *Kerry lives in Philadelphia and I...* Ask the class to complete the sentence. Write *do too*. Then ask where to add commas (before *and* and *too*).
- Point to your examples on the board. Ask for the class's help in combining the pair of negative statements. On the board, write: *Kerry doesn't have a sister and I . . .* Ask the class to complete the sentence. Write *don't either*. Then ask where to add commas (before *and* and *either*).
- Point to the sentence with *too* in the chart. Elicit the class's help in changing the order of the subjects. On the board, write: *I work in a bank and Lili...*. Ask the class to complete the sentence. Write *does too*. Then ask where to add commas (before *and* and *too*).
- Point to the sentence with *not*, *either* in the chart. Elicit the class's help in changing the order of the subjects. On the board, write: *I don't live in Denver*, *and Trang*. . . . Ask the class to complete the sentence. Write *doesn't either*. Then ask where to add commas (before *and* and *either*).

- Read the Grammar Watch note while students read along silently.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes

1

PRACTICE

(A) Complete the sentences. Match the sentence...

- Write item 1 on the board. Underline *speak* and ask: *Affirmative or negative*? Too *or* not, either? Then underline *my husband* and ask: *What pronoun is* my husband *the same as*? (he) *So, do we say* do, too *or* does, too? Read the completed sentence. Explain that Farsi is the language spoken in Iran, Afghanistan, Tajikistan, and Uzbekistan. It is also called Persian.
- Walk around and if students have difficulty, take them through the same steps as above. As needed, pronounce *Pablo* and *Ursula* and ask students to repeat.
- Tell students to compare answers by reading the completed sentences.
- Read each sentence beginning and ask the class to call out the ending.

B Complete the sentences. Use the words in the box.

- Write item 1 on the board. Underline *has* and ask: *Affirmative or negative?* Too *or* not, either? Then underline *Jason* and ask: *What pronoun is* Jason *the same as?* (he) *So, do we say* do, too *or* does, too? Read the completed sentence.
- Walk around and if students have difficulty, take them through the same steps as above.
- Students compare answers by reading the completed sentences out loud.
- Read each sentence beginning and ask the class to call out the ending.
- Tell students to check their answers for commas.

PRACTICE

A PAIRS. Look at the Nash family. How are the....

- Read the directions. To explain *similar*, point out two students who have something in common. For example, say: Ismail has a goatee, and Cesar does, too. They are similar.
- Tell students to look at the picture. Ask: What cities do the family members live in? (Tampa, Vancouver, and Seattle)
- Optional: Post a map of the U.S. and Canada and ask students to point out Tampa, Vancouver, and Seattle. Ask: What state is Tampa in? (Florida) What state is Seattle in? (Washington) Has anyone been to Tampa, Vancouver, or Seattle? Which city is not in the U.S.? (Vancouver) Where is Vancouver? (in Canada)
- Tell students to point to Douglas and Emily. On the board, write: Douglas, Emily, gray hair. Elicit two affirmative sentences from the class and write them on the board: *Douglas has gray hair. Emily has gray* hair. Ask: Are the sentences affirmative or negative? (affirmative) How do we combine them? Elicit the example in Exercise 2B.
- Repeat with the second example.
- Pair students and tell them to take turns pointing out similarities. Walk around and check that students say both affirmative and negative sentences.

MULTILEVEL INSTRUCTION for 2A

Pre-level Direct pairs to first say two names and what's similar (for example, James and Grace, brown hair). Then ask them to say a sentence about each person (for example, James has brown hair. Grace has brown hair.). Ask: Are the *sentences affirmative or negative?* (affirmative) Tell them to combine the sentences.

Above-level Tell students to use compound subjects (for example, Brian and Michelle have a daughter, and Brad and Sarah do, too.).

B WRITE. Write six sentences about the people...

- · Read the directions.
- Walk around. As needed, tell students to say the similarity as a pair of statements; then take them through the steps to combine the statements. Check that students use commas correctly.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Complete the questions. Use your own ideas.

- After students complete the questions, write the questions on the board. Call on students to come to the board and fill in the blanks.
- Read each question with the "d'ya" pronunciation of Do you and ask the class to repeat.

STEP 2. GROUPS OF 5. Student A, read one...

• Form groups. Each student asks one question from Step 1. All the other students in the group answer. Tell students not to repeat a question that a partner has already asked. Tell students to take notes with their group members' names, questions, and answers and to include their own name and answers.

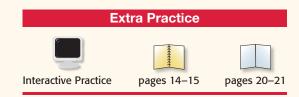
STEP 3. Tell the class about what the people in...

- Read the directions and the example.
- Tell students to use their notes to write sentences about the people in their group.
- Walk around and check that students are using too and either. As needed, remind students to use the third-person singular -s.
- Tell each student to choose one sentence to tell the class. Say: Talk to your group. Make sure each person says something different.
- Call on students to say one sentence each about what two people in their group have in common.

Progress Check

Can you . . . talk about what people have in common?

Say: We have practiced talking about what people have in common. Look at the question at the bottom of the page. Can you talk about what people have in common? Tell students to write a checkmark in the box.



Lesson 7 Ask about sending mail

Getting Started

5 minutes

• Write *mail* on the board. Ask: *Do you write letters* to friends and family in your country? Do you send them packages? Where do you go to mail packages? (to the post office or other parcel service) What does the clerk do with the package before he or she tells you the cost to mail it? (weigh it)

Culture Connection

- Help students understand the English system of weight measurement. Tell students to look at the chart of mailing services in Exercise 1B. Ask: What weights do you see? Write 13 ounces and 70 pounds on the board.
- If possible, bring in an empty cereal box. Point out the weight and say: *This box of* cereal is a little more / less than 13 ounces. Ask: What else weighs about 13 ounces? List students' ideas on the board.
- On the board, write: 16 ounces = one pound. Say: A student's desk weighs about 35 pounds. A teacher's desk weighs over 140 pounds (adjust or use different classroom objects as needed). Ask: What do you think weighs about 70 pounds? List students' ideas on the
- Ask: *In your country, what unit of weight is used for boxes of cereal?* (probably grams) What unit of weight is used for desks? (probably kilograms)
- *Optional*: On the board, write: *ounces x* 28.35 = grams and pounds x.45 = kilograms. Ask students to convert 13 ounces to grams and 70 pounds to kilograms. Elicit and write on the board: 13 ounces = about 369 grams; 70 pounds = 32 kilograms. Say: The weight in kilograms is about half the weight in pounds.

Presentation

5 minutes

ASK ABOUT SENDING MAIL

A PAIRS. Match the pictures with words from the box.

• Pair students. Hold up the book and point to the envelope. Ask: What type of mail is it? Is it a large envelope, a letter, a mailing tube, a package, or a postcard? Elicit the answer and say: Match the other numbered pictures with words from the box.

• Say each item in the box and tell the class to call out the correct number.

Teaching Tip

When new words are presented through an activity, tell students to match the items they know first and cross out the words they use. Direct them to then look for clues to meaning in the words that are left—for example, tube in mailing tube and card in postcard—and use the clues to make good guesses.

Controlled Practice

15 minutes

- **B** Look at the chart of post office mailing services....
- Say: Look at the chart of mailing services. Ask: How many different ways are there to send a letter or package? (four)
- Draw a continuum from *slow* to *fast* on the board. Make three marks on the continuum. Point to each mark and ask the class to say the name of the service and the number of days it takes. Label the marks: Parcel Post: 2–9 days; Priority Mail / First-Class Mail: 1–3 days; Express Mail: 1–2 days.
- Read the directions and the example. Tell students to point to *Priority Mail* on the chart. Ask: *Can you* send a package by Priority Mail? (Yes.) What weight package can you send? (70 pounds or less) Is 30 pounds less than 70 pounds? (Yes.)

© PAIRS. Compare your answers.

- Form pairs. Say: *Student A, read the true sentences.* Student B, read the false sentences.
- *Optional:* For each false sentence, ask pairs to change the information and say as many different true sentences as they can. Model the activity with item 3. For example, elicit and write on the board: You can send a 20-pound package by Express Mail. You can send a large envelope by First-Class mail. Etc.
- Call on students to read the sentences and answers. For each false sentence, elicit a variety of sentences with correct information from the class.

Lesson 7 Ask about sending mail

Presentation

20 minutes

D PAIRS. Look at the list of extra mailing services....

- Say: First, you decide how to send your letter or package, for example, by Express Mail or Priority Mail, and you tell the clerk. Then the clerk might ask if you want any extra services. You pay extra for
- Tell students to look at the chart. Ask: *How many* different services are there? (six) Say the name of each service and ask the class to repeat.
- Tell students to read the descriptions of each service silently and to underline the most important words in the descriptions.
- Read the description of Certified Mail and explain signs for. Say: With Certified Mail, the mail carrier won't leave a letter or package unless someone signs their name to show they received it.
- Read the description of Insurance and explain lost and damaged. Say: With Insurance, you get your money back if something bad happens to your package—if it doesn't arrive or it arrives broken.
- Read the directions. Pair students. Say: *Student A*, read what the first customer wants. Student B, say which mailing service is the best for the customer. *Switch roles and repeat with the second customer.*
- Call on two pairs to read what each customer wants and suggest a mailing service (for the man: Certificate of Mailing and Delivery Confirmation or Certified Mail; for the woman: Insurance).

EXPANSION: Graphic organizer practice for 1D

- Draw a chart on the board. The column headings are the first five services; the row headings are receipt, know when item arrives, know who signs for item, and get money back if item is lost/damaged. Draw lines to separate the five columns and four rows and to create boxes. Pairs read about the extra mailing services again and check boxes to show what each service provides.
- Tell students to think of something they want to mail. Tell them to look at the left side of the chart and note what they want (receipt, when item arrives, etc.). Say: Student A, tell your partner what type of mail you're sending and what you want. Student B, use your chart to say which mailing service is the best for your partner. Switch roles and repeat.

Teaching Tip

Enhance the activities on pages 38 and 39 with realia, authentic materials from the real world. Bring in shipping labels for Express Mail, Priority Mail, First-Class Mail, and/or Parcel Post and forms for extra mailing services. In the Expansion activity for Exercise 1D, Student B can suggest a mailing service and hand Student A the correct shipping label and form to fill out.

Controlled Practice

15 minutes





Listen to a conversation between a...

- Read the directions. Tell students they will listen to the conversation twice. The first time they will just listen; then they will listen and fill in the blanks.
- Play CD 1, Track 31. Students listen.
- Play Track 31 again. Students listen and fill in the blanks. If necessary, pause the CD to allow students more time.
- Now tell students to listen again and check their answers. Tell students to capitalize the names of mailing services. Play Track 31 again.
- Ask one pair to role-play the completed conversation for the class. Correct as needed.

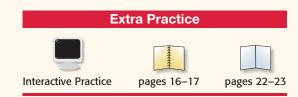
LIFE SKILLS WRITING

Turn to page 257 and ask students to complete the post office customs form. See p. T-xii for guidelines.

Progress Check

Can you . . . ask about sending mail?

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



Lesson 8 Ask about family members

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

CLASS. Do you watch game shows? Which...

- As needed, explain: A game show is a television program. People play games or answer questions to win money and prizes.
- Read the directions. Say: Raise your hand if you watch game shows. Ask several students: Which show do you watch? Write the names on the board.
- Ask: Do you know these game shows? What do people do? Play games? Answer questions? Elicit simple descriptions of a few of the shows.

Presentation

15 minutes



LISTEN



A Listen to the game show. What is...

- Tell students to look at the picture. Ask: What's the name of this game show?
- Write *They're Your Family Now!* on the board. Say: On this game show, people answer questions. What do you think they answer questions about? Write students' ideas on the board.
- Tell students to point to the man with the microphone. Say: He is the host. He asks the questions. Tell students to point to Trevor. Say: He *is the contestant. He answers the questions.* Write host and contestant on the board and tell students to label their pictures.
- Play CD 1, Track 32. Students listen.
- Ask: What do contestants on They're Your Family Now! *answer questions about?* Read the ideas on the board. Circle any that are correct. As needed, add their in-laws or their wife's or husband's family.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 298 as they listen to the conversations.

Listen again. Match the name and the...

- Read the directions and the names. Tell students to listen for these names.
- Play Track 32 again. Students listen and write the letter of the relationship on the line next to the appropriate name. Play Track 32 as many times as needed.
- Students compare answers with a partner.
- Say each item in the form of a sentence for students to complete. For example, Ann is Trevor's. . . . Ask the class to call out the answer.

Compare the questions. Output Description:

- Read the directions. Tell students to read the questions and answer choices silently.
- Ask: Where is San Antonio? (in Texas) If possible, point out the location of San Antonio on a U.S.
- Tell students to look at item 3. Say artist, engineer, and accountant and ask the class to repeat. Say a description of each job and ask the class to call out the job. Say: designs roads, bridges, machines, etc. (an engineer); paints, draws, or sculpts (an artist); and keeps records of the money spent or received by a person or company (an accountant).
- Play Track 32 again. Students listen and circle the correct answers.
- Students compare answers with a partner. Tell them to take turns asking and answering the questions.
- Call on students to ask one question each and then choose a classmate to answer.
- Optional: Ask: Which question did Trevor not answer correctly? (item 3) How much money has *Trevor won so far?* (\$300)

EXPANSION: Grammar and writing practice for 2C

- Tell students to write complete sentences to answer the questions in Exercise 2C. For example, 1. Trevor's wife's grandparents live in San Antonio.
- Tell students to underline the verb in each sentence and check that it's in the correct form.

Lesson 8 Ask about family members

Presentation

5 minutes

CONVERSATION

A CLASS. Look at the pictures. What are some....

- Read the directions.
- Explain that *keep in touch* means to speak or write to someone when you cannot see them often.
- Say the words in the box and ask the class to
- Students compare answers with a partner.
- Hold up the book and point to each picture. Ask the class to call out the word.

Controlled Practice 10 minutes

B Listen and repeat the conversation.

- Tell students to read the conversation silently.
- Ask: How does Adela keep in touch with her family? How does Emil keep in touch with his family? Elicit and write on the board She calls and He e-mails.
- If students don't use the -s at the end of the verbs. circle the pronouns, point to the end of the verbs, and ask: What's missing?
- Tell students to underline *Do* twice in the conversation. Ask: What comes after Do? (you) So, is do strong or weak? (weak) Tell students to write *D'ya* above *Do you* in the conversation.
- Play CD 1, Track 33. Students listen and repeat.

PRACTICE

A PAIRS. Practice the conversation.

- Pair students and tell them to take turns playing A and B.
- Walk around and check students' pronunciation, especially of "D'ya" for Do you.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. PAIRS. Do you keep....

- Read the directions.
- Say: Look at the pictures in Exercise 3A. How do you keep in touch with your family? Circle the items.

- Tell students to look at the conversation in Exercise 3B. Ask: How often does Adela call? (once a week) Use a calendar to illustrate the meaning of once a week and other phrases students can use to talk about how often, such as every night, every week, a few times a month, on holidays, and a lot. For example, hold up a calendar, point to and say each day of the week; then say every day and write it on the board.
- Tell students to look at the item numbers they circled in Exercise 3A and to draw lines to those pictures. At the end of each line, tell students to write the name and relationship of someone they keep in touch with in that way and to note next to each name how often they communicate with that person.
- Tell students to look at the conversation in Exercise 3B. Tell them to highlight or underline: *Do you* keep in touch with your family?, How often?, and How about you?
- Play B and model the conversation with an abovelevel student. Prompt A to ask you the first two highlighted questions. Respond and then ask How about you? and repeat A's two questions (Do you keep in touch with your family? How often?).
- Pairs use the highlighted questions in Exercise 3B and their notes from Exercise 3A to practice the conversation. Walk around and help as needed.
- Tell students to stand, mingle, and form new pairs to practice the conversation.

MULTILEVEL INSTRUCTION for 4B

Pre-level Before they practice, students write answers to the questions Do you keep in touch with your family? and How often?

Above-level Pairs practice the conversation several times. Each time, they talk about different family members and different ways they keep in touch.

Extra Practice



Interactive Practice

Lesson 9 Ask about family members

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study Yes / No questions and information questions in the simple present. In the conversation on page 41, Emil and Adela used this grammar.
- Play CD 1, Track 33. Students listen. On the board, write: *Do you call your family a lot?* Underline *do*

Presentation

10 minutes

Simple present Yes / No and information questions

- Copy the grammar charts onto the board or show Transparency 2.5.
- Read each Yes / No question and its corresponding affirmative and negative short answers. For example, Do you visit your family? Yes, I do. / No, I don't.
- On the board, write: Danielle works at night. Elicit the class's help to change the statement to a *Yes / No* question. Circle *Danielle* and ask: *What* pronoun is Danielle the same as? (she) Do we use do or does? Add Does to the beginning of the sentence. Then cross out the -s at the end of works and add a question mark. Rewrite the question: Does Danielle work at night? Read the question and elicit the correct short answer. Write: Yes, she does.
- Tell students to cover the information questions on the grammar chart and look only at the answers. Read the information questions in random order. Ask the class to call out the answers. Then tell students to uncover the questions and read the information questions and answers silently.
- Point to the question on the board: *Does Danielle* work at night? Elicit the class's help to change the *Yes / No* question to an information question. Cross out at night and draw a blank at the beginning of the question. Ask: What question word do I use? Write When in the blank and change Does to does. Read the question and elicit the
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Complete the questions. Underline the correct....

- Read the directions.
- Write item 1 on the board. Ask: *Why is the answer* Do? (because the subject is *you*) Circle *you*. Then read the question and elicit the answer.
- Tell students to circle the subject in each question before completing the item.
- *Optional*: Tell them to label the subjects in items 3–5 with the corresponding pronoun.

B Listen and check your answers.

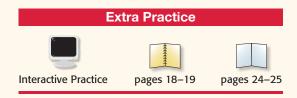
- Read the directions.
- Play CD 1, Track 34. Students listen and make corrections as needed.
- Optional: Pair students. Tell partners to take turns asking and answering the questions. Tell them to practice the weak pronunciation of do ("D'ya") in the questions and the strong pronunciation of do in the short answers.

© Complete the questions. Use the correct form...

- Read the directions.
- Write item 1 on the board. Point to *do* in the first blank and ask: Why is the answer do? (because the subject is *your brothers*) Point to *do* in the second blank and do in parentheses. Ask: Does the word in parentheses change? (No.) Read the question.
- Students compare answers with a partner, taking turns reading the questions.
- Call on students to read the questions.

EXPANSION: Writing and grammar practice

- Tell students to write made-up answers to the questions in Exercise C.
- Then tell them to take turns reading the questions and their answers with a partner.



REVIEW

Show what you know!

1

GRAMMAR

A Complete the questions. Use do or does and...

- Read the directions. Tell students to refer back to the grammar charts on page 42 (Simple present: *Yes / No* questions and answers).
- Tell students to read the chart in Exercise A silently.
- To check comprehension, ask: Where does Ji-Na work? (at a hospital) How many children does Nu have? (two) Where does Rahim live? (in his own house)
- Read the directions.
- Say the subject in each item and ask the class to call out do or does. Tell students to check their answers.
 Tell students to look at the second blank in each item. Ask: Does the word in parentheses change? (No.)

B PAIRS. Answer the questions in Exercise A. Use...

- Read the directions. Tell students to refer back to the grammar charts on page 30 (Simple present affirmative and negative: *have / live / work*).
- Tell students to look at Exercise A. Read item 1. Tell students to point to Nyoro and Rahim and look at the number of children they have. Repeat the question and elicit the answer: *Yes, they do.*
- Complete item 2 together as a class in the same way. Remind students to add -s to the verb or use *has* when they answer information questions about one person.
- Say the names in the chart and ask the class to repeat.
- Pair students and tell them to take turns asking and answering the questions.
- Walk around and check for third-person singular
 -s in answers to information questions. Check for
 commas in short answers.
- Call on different pairs to ask and answer each question.

G Complete the sentences. Use the information in...

- Read the directions. Tell students to refer back to the grammar charts on page 36 (Simple present: Additions with and . . . , too / and . . . not, either).
- As students complete the task, walk around, and if students have difficulty, take them through steps to arrive at the answer. For example, for item 2, underline *has* and ask: *Is* has *affirmative or negative? Do we use* too *or* not, either? Then underline *Rahim* and ask: *Do we say* do, too *or* does, too?
- Students compare answers with a partner, taking turns reading the sentences.
- Call on students to read the sentences.

EXPANSION: Graphic organizer, grammar, and speaking practice for 1C

- Tell students to make their own chart like the one at the top of page 43 and to complete it by asking five classmates information questions.
- First, tell students to look at the chart. Ask: What questions do you need to ask? Form the questions as a class and write them on the board (Where do you work? How many children do you have? Where do you live?).
- Tell students to stand, mingle, ask five classmates the questions, and fill in their charts.
- Extend the activity by having students write *Yes / No* and information questions about their charts. Then tell partners to exchange charts and ask each other their questions.
- Extend the activity further by having students compare classmates by writing sentences with additions.

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 2, 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 20–21

EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review the conversations in Lessons...

- Play CD 1, Tracks 22 and 27. Students listen and read along silently.
- As needed, play the CD again to aid comprehension.

STEP 2. ROLE PLAY. PAIRS. You are co-workers...

- Read the directions and the guidelines for A and B.
- Pair students. Tell A: Start the conversation by saying Tell me about your family. Then ask about where B's family members live and work. Ask whether B and different family members look alike or have a lot in common.
- Tell B: Answer with I have and the members of your family. Say lives and works when you talk about one family member. Use and . . . , too / and . . . not, either to talk about how family members look alike or what they have in common.
- Walk around and observe partners interacting. Check that A forms simple present *Yes / No* and information questions correctly. Check that B uses third-person singular -s when answering information questions about one person. Check that B uses additions with and . . . , too / and . . . not, either correctly.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- Optional: After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

Teaching Tip

This is another activity that can be enhanced by the use of students' real family photos.

3

READ AND REACT

STEP 1. Read about Jin-Hee'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, How often does Jin-Hee's mother-in-law visit? What does Jin-Hee's mother-in-law do? Does Jin-Hee like her mother-in-law's advice?).

STEP 2. PAIRS. What is Jin-Hee's problem? What....

- Ask: *What is Jin-Hee's problem?* (She doesn't like her mother-in-law's advice.)
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Jin-Hee.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the box (for example, S: I think she can ask her husband to talk to his mother because she will listen to him.).
- Now tell pairs to think of one new idea not in the box (for example, *She can talk to her mother-in-law.*) 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 own solutions. Write them on the board and ask: *Do you think this is a good idea? Why or why not?*

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Students work in groups of 4 to come up with an idea.

Above-level Tell pairs to cover the list of ideas and to come up with three of four of their own ideas first. Then they can look at the list in the book to compare.

4

CONNECT

Turn to page 248 for the Community-building Activity and page 275 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 25.

Ask students to turn to page 25 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.

3

Lots to Do

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

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Simple present: *want / need* + infinitive
- Be going to + verb
- Adverbs of degree: very / too

Pronunciation

- Weak pronunciation of *to*; "wanna" for *want to* in informal conversation
- "Gonna" for *going to* in informal conversation

Reading

- Read an article about ways to pay for things
- *Reading Skill*: Identifying purpose

Writing

- Write about clothes you need or want
- Write about some people's errands
- Write about how you will pay for your next big purchase
- Write reasons that people return clothes

Life Skills Writing

• Write a personal check

Preview

- Set the context of the unit by asking questions about shopping (for example, *Do you like to shop?* What do you like to shop for?).
- Hold up page 45 or show Transparency 3.1. Read the unit title and ask the class to repeat.
- Explain: Lots has the same meaning as a lot.
- Say: *Look at the picture*. Ask the Preview questions: *Where are the people?* (in a store) *What are they doing?* (shopping / looking at clothes)

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:

Purchases: things that you buy

- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

Lesson 1 Vocabulary

Getting Started

5 minutes



WHAT DO YOU KNOW?

A CLASS. Look at the pictures. Which clothes do you...

- Show Transparency 3.2 or hold up the book. Tell students to cover the list of words on page 47.
- Say: Look at the pictures. Which clothes do you know? Elicit a clothes item (for example, number 5 is jeans.).
- Students call out answers. Help students pronounce clothes if they have difficulty.
- Repeat with: Which materials do you know?
- If students call out an incorrect clothes item or material, change the student's answer to a question for the class (for example, Letter C is leather?). If nobody can identify the correct clothes item or material, tell students they will now listen to a CD and practice the words for clothes and materials.

Presentation

10 minutes



B Look at the pictures and listen....

- Read the directions. Play CD 1, Track 35. Students look at the pictures and listen. Pause after item 9. (boots)
- To check comprehension, say each clothing item in random order and ask students to point to the appropriate picture.
- Resume playing Track 35. Pause after item I. Say each material on the list, tell students to look at the picture, and enlist students' help to find an example of each material in the classroom.
- Say each material in random order and ask students to point to the appropriate picture.
- Resume playing Track 35. Students listen and repeat.

Controlled Practice

20 minutes

PRACTICE

A PAIRS. Talk about the clothes.

• Read each line in the example and ask the class to repeat. Model correct intonation.

- Play A and model the example with an above-level student. Point to picture 1.
- Continue the conversation. Prompt B to point to a clothes item and say: I like this . . . Respond: It's nice. What's it made of?
- Write the first two lines of the example on the board. Cross out *coat* and write *jeans*. Ask: *What* other changes do I need to make? Elicit the changes from the class and make them on the board. Then read the new lines: A: I like these jeans. B: They're nice. What <u>are they</u> made of?
- Tell students to look at vocabulary words 1 to 9. Ask: What other clothes words are plural? Write gloves and boots on the board next to the revised example.
- Pair students and tell them to talk about two pictures each.
- Walk around and check that students make the necessary changes for plural clothes words.

MULTILEVEL INSTRUCTION for 2A

Pre-level Before they practice, students label each picture. Tell them to write this or these + the clothing item next to each number and the material next to each letter.

Above-level Students can vary the language they use to talk about the clothes. Tell them to point out items they like and don't like. B can respond: *I do, too.* or *I don't, either.*

B WORD PLAY, PAIRS. What clothes are made of...

- Read the directions. Write *Wool* and the example on the board. Tell students to look at vocabulary words 1 to 9. Ask: What other clothes are sometimes made of wool? Add a scarf and gloves to the list.
- Explain that *corduroy* and *denim* are made from cotton. Pair students and tell them to choose three common clothes items for each material.
- Tell students to switch partners and compare their charts with another classmate.
- To check answers, copy the chart onto the board and complete the chart as a class.

EXPANSION: Vocabulary and pronunciation practice for 2B

• Tell students to look at their clothes. Ask: What materials are you wearing? Say the materials in random order. Tell students to stand, point to the item, and repeat if they are wearing the material.

Learning Strategy: Use pictures.

- Read the directions.
- Bring in (or ask students to bring in) clothing catalogs and fashion magazines.
- Distribute the catalogs and magazines. Tell students to cut out five pictures that represent clothes or material from the vocabulary list.
- Provide each student with five index cards or tell students to cut up notebook paper. Tell students to paste the pictures first and then write the words.
- Walk around, and if misspellings occur, tell students to check the list on page 47. Students who finish early can quiz one another with their cards.
- Say: You can make cards with pictures to remember new words. Remind students to use this strategy to remember other new vocabulary.

Teaching Tip

If possible, bring in fabric swatches to class. This will help kinesthetic learners to associate the feel of different fabrics with the vocabulary for materials.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Think about your clothes. Make a list...

- Read the directions and the examples.
- Write the first example on the board. Underline *black* and ask: *What comes first?* Under *black*, write: *1. color.* Repeat with *wool* and *coat.* Label them: *2. material*, *3. clothes item.*
- If possible, hold up or point to your own clothing item from the vocabulary list. Ask: *What color is it? What material is it? What is it?* Write the words on the board as the class says them. If the item is singular, add *a* or *an*.
- Say: Now I'm thinking about the clothes in my closet at home. Write another description on the board. If your first example was singular, make this one plural (for example, black leather boots) and vice versa.
- Walk around and check students' word order.
- Encourage students to use clothes and materials from the vocabulary list. Write any other language students use on the board and explain meanings.

STEP 2. PAIRS. Describe your clothes to your...

- Read the directions and ask two above-level students to read the example.
- On the board, write *I have* in front of your own two examples from Step 1. Play A and model the conversation with an above-level student. Read one of your sentences from the board. On the board, write: *I don't* and *Me, too* and prompt B to choose a response. Then ask B to say *I have* and an item from his or her list.
- Pair students and tell them to take turns playing A and B. Say: *Circle any items on your list that your partner also has.*
- Say: Do you and your partner have any of the same clothes? If not, stand, mingle, and practice the conversation with other partners until you find a classmate who has one of the items on your list.

STEP 3. Report to the class.

- Read the directions. Ask the student who played Clara in Step 2 to read the example.
- Say: *Look at the circled items on your list*. Call on students to report.

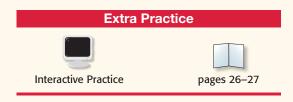
MULTILEVEL INSTRUCTION for STEP 3

Pre-level In Step 3, direct students to underline *Charles* and *black wool coat* in the example. Tell them to substitute their partner's name and the clothes item they both have.

Above-level In Step 3, ask students to use additions with *and* . . . *too* to report (for example, *I have a red fleece jacket, and Sung does, too.*).

EXPANSION: Speaking and writing practice for STEP 3

- Tell students to stand, mingle, and practice the conversation in Step 2 until they find three clothing items they have in common with classmates.
- Then students sit and write three sentences using additions with *and* . . . *too*.
- Call on students to read their sentences.



Describe your wants and needs

Getting Started

5 minutes



BEFORE YOU LISTEN

CLASS. What is a summer clearance sale? What...

- Tell students to look at the picture. Ask: What does the sign say? Write SUMMER CLEARANCE SALE on the board. Point to SUMMER and ask: What clothes do you see? Write shorts under SUMMER. Point to *SALE* and ask: *Are prices high or low* during a sale? Write low prices under SALE.
- Ask: Are there usually low prices for shorts at the beginning of summer or at the end of summer? Under *CLEARANCE* write end of summer. Say: Look at the words on the board. What is a summer clearance sale? (low prices on summer clothes at the end of summer) *Stores have summer clearance* sales to make room for fall clothes.
- Write *clearance sale* on the board. Ask: *What other kinds of sales are there?* Write students' responses on the board. If students have difficulty, provide some examples: pre-season sale, holiday sale, preferred customer sale, grand-opening sale, going*out-of-business sale.* Explain the meaning of each.
- Ask: Do you look for sales when you shop? Ask for a show of hands.

Presentation

10 minutes



LISTEN



A Listen to an interviewer talking to...

- Read the directions.
- Tell students to look at the picture again. Say: An *interviewer is someone who asks people questions*. Point to the interviewer in the picture and ask: What does she have in her hand? (a microphone)

- Tell students to look at the exercise. Read the names. Then say each letter and tell the class to call out the clothes.
- Play CD 1, Track 36. Students listen and write the letter of each person's clothes on the appropriate
- Students compare answers with a partner.
- To check answers, say: *Alicia Duran wants to buy* . . . Gladys Flores needs to return . . . John Nichols *needs to buy* . . . Students call out the clothes to complete the sentences.

Controlled Practice 15 minutes



B Listen again. Look at the chart. Check...

- Read the directions.
- To make sure students understand the vocabulary in the chart, ask: *If something is convenient, does it* make things easy or difficult for you? (easy) When you return something to a store, do you trade it for another item or get your money back? (get my money back)
- Play Track 36 again. Students complete the chart.
- Students compare answers with a partner.
- To check answers, ask: Why does Alicia Duran shop at Big Deals? Repeat with the other two shoppers.

Teaching Tip

If students need additional suport, tell them to read the Audio Script on page 298 as they listen.

EXPANSION: Graphic organizer practice for 2B

- Tell students to make their own chart like the one in Exercise 2B. Instead of names of people, tell students to write the names of three stores.
- Students rate each store's convenience, prices, and return policy by checking the boxes.
- On the board, write: *Where do you shop? Why?* Pair students. Tell them to take turns asking one another the questions and to use their charts to answer.

Lesson 2 Talk about your life and family

Presentation

10 minutes



CONVERSATION



A Listen. Then listen and repeat.

- Tell students to look at the examples on the left. Say the verb phrases with a strong pronunciation of to.
- Read the first sentence of the Pronunciation Watch note. Tell students to look at the sentences and circle to. Ask: Does another word come after to? (Yes.) Does to have a strong or a weak pronunciation in the sentences? (weak)
- Play CD 1, Track 37. Students listen. Pause after I don't like to shop.
- Read the second sentence of the Pronunciation Watch note. Resume playing Track 37. Students finish listening and then listen and repeat.

B Listen and repeat the conversation.

- Ask students to read the conversation silently. Then tell them to circle to in the conversation.
- Ask: *Does another word come after to?* (Yes.) *Does* to have a strong or a weak pronunciation? (weak) Say the sentence with a weak pronunciation of to and ask the class to repeat.
- Play CD 1, Track 38. Students listen and repeat.

Controlled Practice

10 minutes



PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role. Walk around and help with pronunciation as needed.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each clothing item and ask students to repeat. Ask: Which one is for hot weather? (some shorts) Which one is for cold weather? (some gloves) Which one is for cool weather? (some jeans)
- Read the directions.
- Copy the conversation onto the board with blanks. Read it and fill it in with information from the same row in the boxes (hot, summer, some shorts).

- 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 words in the boxes to fill in the blanks.
- Walk around and check that students use the weak pronunciation of to in *I need to buy some shorts*. As needed, say the sentence and ask students to repeat.
- Tell students to stand, mingle, and practice the conversation with several new partners.

■ MULTILEVEL INSTRUCTION for 4A

Pre-level Students write the words in the blanks before they practice the conversation. Tell them to use a pencil so they can erase and practice two different conversations.

Above-level After pairs practice the conversation twice, tell them to make a new conversation with warm, spring, and an appropriate clothes item.

Communicative Practice 20 minutes

B MAKE IT PERSONAL. PAIRS. Talk about...

- Write the current season on the board. Ask: What clothes do you need or want this season? Tell students to write a short list.
- Ask: Where do you shop for clothes? Tell students to write the name of a store. Ask: Why do you shop there? Tell students to look at the chart on page 48 and write a reason from the chart or their own reason.
- Read the directions. Ask two students to read the example. Ask the class: What question can Student A ask next? (Where do you shop?)
- Pair students. Tell them to look at the example and underline the words they need to change to make their own conversation. Ask: What words did you *underline?* (fall, a new sweater)
- Walk around and check that A asks all three questions: What clothes do you need this fall? Where do you shop? and Why do you shop there?

Extra Practice



Interactive Practice

Describe your wants and needs

Getting Started

5 minutes

Controlled Practice

20 minutes

- Say: We're going to study want and need plus an infinitive. In the conversation on page 49, Maryan used this grammar.
- Play CD 1, Track 38. Students listen. On the board, write: *I need to buy a raincoat*. Underline *need to buy*.

Presentation

10 minutes

Simple present: want / need + infinitive

- Point to the following sentence on the board: *I* need to buy a raincoat. Underline need. Ask: What's the infinitive? Circle to buy.
- Read the Grammar Watch note. Say: You can also say I need a raincoat.
- Copy the grammar charts onto the board or show Transparency 3.3 and cover the exercise.
- Tell students to look at the grammar charts. Ask: What are the infinitives? (to buy, to exchange, to return, to get) Can you think of any other infinitives? Elicit other infinitives and list them on the board.
- Read the sentences in the chart and ask the class to repeat. Remind students to use *wants* and *needs* with *he*, *she*, or *it*. Remind students to use the weak pronunciation of *to*.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Complete the conversations....

- Read the directions and the verbs in the boxes. Ask: What form are the verbs in? (base form) How do you make them infinitives? (add to)
- Write A's first line in item 1 on the board and read it. Point to the second blank and ask which verb to use. Write *come* in the blank. Underline *want* and ask: *What do we need to add?* Write *to* before *come*.

EXPANSION: Grammar and writing practice for 1A

- Tell students to give names to A and B in each conversation in Exercise 1A.
- Then tell them to write a couple of sentences summarizing each conversation. For example, for Conversation 1: Amy and Denise want to go shopping later, and Beth does, too. She needs to return something. For Conversation 2: Alex wants to go downtown tomorrow morning, and Brett does, too. He needs to buy a birthday present for his mom.

B Listen and check your answers.

- Play CD 1, Track 39. Students listen and check their answers.
- Tell students to look at their answers and double check that each one includes to.
- Optional: Pair students and ask them to practice the conversations. Call on pairs to perform the completed conversations for the class.

Lesson 3 Describe your wants and needs

2

PRACTICE

(A) Look at the pictures. Write a sentence...

- · Read the directions.
- Write item 1 on the board. Tell students to look at the first picture. Ask: *What does Mary need or want to do?* Elicit two possible answers with *go (Mary needs to go . . . , Mary wants to go . . .)* and write them on the board.
- Walk around and check that students are using the third-person singular -s and to.

Teaching Tip

If you notice that students are omitting the third-person singular -s, do a mini-review by using examples from the grammar chart on the board.

EXPANSION: Grammar and speaking practice for 2A

• Tell pairs to play the roles of the people in the pictures and say what they need or want to do in the first person (for example, Mary: *I need to go to the shoe store*. Jim: *I want to go to the library*.).

B PAIRS. Compare your answers.

- Pair students and tell them to take turns reading the sentences. Remind them that there may be more than one right answer.
- To check answers, call on students to read sentences.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Complete the sentences about your clothing...

- · Read the directions.
- Write your own clothes shopping needs and wants on the board as an example.
- Review the difference between *return* and *exchange*.

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

- Read the directions.
- Ask three students seated in a row to role-play the example.
- Ask four above-level students to model the game with you. Read one of your sentences from the board. Prompt the first student to change your sentence to the third person and then read one of his or her own sentences. Continue in this manner with the second and third students. If a student has difficulty, elicit help from the class.
- Form groups. Remind students to say *needs* and *wants* when they talk about each group member.
- If time permits, form new groups and play the game again.

■ MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Ask one of the above-level students who helped model the game to lead each group. This student should take the last turn and say all group members' clothes shopping needs and wants. You may also want to ask this student to report the group's needs and wants to the class. Pre-level students can take the first turn and read one of their sentences from Step 1.

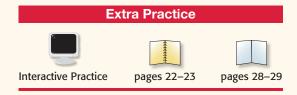
EXPANSION: Grammar and writing practice for STEP 2

• Ask: Do you remember your classmates' clothes shopping needs and wants? Tell students to write as many sentences as they can. As an example, point to one of your own shopping needs or wants. Elicit a sentence and write it on the board.

Progress Check

Can you . . . describe your wants and needs?

Say: We have practiced describing our wants and needs. Now, look at the question at the bottom of the page. Can you describe your wants and needs? Tell students to write a checkmark in the box.



Getting Started

10 minutes

Controlled Practice

25 minutes

• Tell students to look at the bills in Exercise 1. Point to each denomination and say: a twenty-dollar bill, a ten-dollar bill, etc. Explain that in informal

speech, people say: a twenty, a ten, etc.

• Ask: *Do you usually pay for things in cash?*

Culture Connection

- *Optional*: Hold up actual U.S. bills. Ask: Who is pictured on each bill? List the denominations on the board. Elicit the names students know. Provide the names they don't know: \$1: George Washington (1st president of the U.S.), \$5: Abraham Lincoln (16th president), \$10: Alexander Hamilton (1st secretary of the treasury), \$20: Andrew *Jackson* (7th president).
- Ask: Who's pictured on the money in your country? What are they famous for?

Presentation

15 minutes

COUNT YOUR CHANGE

Calculate the change for each purchase. Write...

- Tell students to look at the first purchase. Ask: *How* much is the purchase? (\$3.79) How much money did the customer give the cashier? (\$4.00) How much money does the customer get back? (\$0.21)
- Tell students to look at the first transaction again. Say the amounts in each column and ask the class to repeat. Say: Three seventy-nine / three dollars and seventy-nine cents, four dollars, twenty-one cents.
- If students have difficulty, review subtraction or bring in play money and demonstrate how to count back change.

EXPANSION: Speaking practice for Exercise 1

 Bring in play money and ask pairs to practice counting back change for each sale. For example, A: *Three seventy-nine*, *please*.

B: [hands A \$4]

A: Three eighty [hands B a penny] three ninety [hands B a dime], four dollars [hands B another dime].

READ A STORE AD

PAIRS. Read the store ad. What's on sale? How...

- Tell students to look at the ad. Ask: What kind of sale is this? (a summer sale) What's the name of the store? (Mayfield Department Store) When is the sale? (Wednesday, July 24–Sunday, July 28)
- Read the directions. Explain that *discount* is the money taken away from the price.
- To model the activity, point to the first item in the ad and ask an above-level student: What's on sale? (swimwear) How much is the discount? (30%) Write 30% on the board. Label the % symbol. Say thirty percent and ask the class to repeat.
- Tell students to underline the questions What's on sale? and How much is the discount on each item? in the directions. Pair students and tell them to take turns asking one another the questions about the other two items in the ad.
- Optional: Show students how to calculate the discount. On the board, write: \$40 - 30% discount = . Under that, write: \$40 x .30 = _ Ask: *How much is the discount?* Write \$12 on the line. Ask: What is the sale price? On the board, write: \$40 - \$12 = \$28. Tell pairs to calculate the discount on the other two items (sunglasses, \$12; flip-flops, \$2.50).

EXPANSION for Exercise 2

- Bring in clothing store ads.
- Tell students to circle the clothes they need or want in the ads.
- Hold up your ad. Circle items you want and say: I need / want to buy . . .
- Tell students to show their ads to a partner and say: I need / want to buv \dots
- Walk around and, when appropriate, ask: What's it made of? or Why do you need / want to buy it?

Progress Check

Can you . . . count your change and read a store ad?

Say: We have practiced counting change and reading store ads. Now, look at the question at the bottom of the page. Can you count your change and read a store ad? Tell students to write a checkmark in the box.

Pay for things

READ A SALES RECEIPT

PAIRS. Read the store sales receipt. Answer...

- Tell students to look at the receipt. Ask: What is the name of the store? (Mayfield Department Store)
- Tell students to read the questions and circle the answers on the receipt.
- Point out the difference between *What's the* discount? (30%) and How much is the discount? (\$9). Explain that *subtotal* is the purchase amount before tax.
- Pair students and tell them to take turns asking and answering the questions.
- Tell students to write the answers next to the auestions.
- Ask: How much is the sales tax? (6%) What state is Mayfield Department Store in? (Florida) How much is sales tax on clothes in our state?

PRACTICE

A PAIRS. Read the store ad on page 52 again....

- Pair students. Tell them to look at the items and discounts on the receipts and compare them with the discounts in the ad.
- Tell pairs to compare their answers with another

EXPANSION: Vocabulary practice for 4A

- Ask students to bring in receipts—for clothes, if possible.
- Give them a list of things to find: the name of the store, the date of the purchase, the item(s) purchased, the discount(s), the purchase cost before tax, the tax, the cash paid, the change.

Controlled Practice 5 minutes

B Read and listen to the conversation....

- Play CD 1, Track 40. Students read along silently.
- Ask: Which receipt goes with this conversation? (Receipt 1) What's the mistake? (The ad says all swimwear is 30 percent off. The receipt says 20 percent off.)
- Resume playing Track 40. Students listen and repeat.

Communicative Practice 10 minutes

PAIRS. Make new conversations. Use the...

- Pair students and tell them to practice the conversation in Exercise 4B and to take turns playing each role.
- Read the directions for Exercise 4C.
- Copy the conversation onto the board. Substitute blanks for the underlined information. Read through the conversation. When you come to a blank, fill it in with information from the receipts (for example, *all flip-flops are* \$5.00 / \$85.00).
- 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 information in the incorrect sales receipts.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4C

Pre-level Before they practice, each student chooses a different receipt and fills in A's lines. When it's their turn to play A, students read the lines from their books.

Above-level Pairs practice the conversation again. Tell them to cover the conversation and look only at the receipts.

LIFE SKILLS WRITING

Turn to page 258 and ask students to complete the personal check. See page T-xii for guidelines.

Progress Check

Can you . . . read a sales receipt?

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



Talk about shopping plans

Getting Started

5 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures of someone...

- Say: Look at the pictures of someone running errands. On the board, write run errands and elicit a definition (for example, go places and do things *you need to do).*
- Say: Look at the pictures again. Where did the man go to buy meat and cheese? (the deli) Where did he go to get money? (the ATM) Where did he go to wash clothes? (the Laundromat) Where did he go to buy paint and a ladder? (the hardware store)
- Say the names of the places and ask students to point and repeat.
- Ask: What other errands do people run? Write students' ideas on the board (for example, go to the supermarket, go to the post office, go to the bank).
- Optional: Ask: What errands do you like to run? What errands do you not like to run?

Presentation

10 minutes



LISTEN



A Listen to the conversation between...

- Read the directions.
- Say: Point to Debbie. Point to Antonio. Ask: What is their relationship? (Antonio is Debbie's son. / Debbie is Antonio's mother.)
- Tell students to read the sentences and answer choices silently.
- Play CD 1, Track 41. Students listen and complete the sentences.
- Call on students to read the completed sentences.
- Ask: Who needs to run a lot of errands tomorrow? (Debbie)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 299 as they listen to the conversations.

Controlled Practice

10 minutes



B Listen again. Number Debbie's...

- Read the directions and the items.
- Play Track 41 again.
- Say: First, she needs to . . . Then she needs to . . . Then she's going to . . . and tell the class to call out the errands.
- Ask: What does Antonio want to do tomorrow? (nothing, relax)

G Listen to the whole conversation....

- Tell students to read the sentence and answer choices silently.
- Play CD 1, Track 42. Students listen and complete the sentences.
- Ask: *Is Antonio going to relax tomorrow?* (No.) What is he going to do? (help his mother)
- Read the item and elicit the answer from the class. Ask: *Why?* (He got tired just thinking about tomorrow.) Do you think Antonio's answer is funny?

EXPANSION: Listening and writing practice for 2C

- Play Track 42 again.
- Tell students to listen and write a list of errands for Antonio (1. go to the laundromat, 2. go to the deli, 3. go to the drug store).
- Students compare lists with a partner.

Talk about shopping plans

CONVERSATION

A Listen. Then listen and repeat.

- Read the Pronunciation Watch note. Tell students to look at the examples and underline *going to*.
- Tell students to look at what comes after *going to*. Ask: Is there another verb? Tell students to circle the verbs.
- Check that students circled *relax* and *stop*.
- Tell students to look at the first pair of examples. Ask: *Does* going to *come before another verb?* (Yes.) Say each sentence twice, once with going to and once with "gonna." Tell students that both are correct.
- Tell students to look at the second pair of examples. Ask: *Does* going to *come before another verb?* (No.) Say the sentence with *going to*. On the board, write and then cross out: I'm "gonna" the post office.
- Say "gonna" several times and ask the class to repeat. Tell them to use "gonna" when they repeat the first pair of examples and *going to* when they repeat the second pair of examples.
- Play CD 1, Track 43. Students listen.
- Resume playing Track 43. Students listen and

Controlled Practice 20 minutes

B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 54.
- Tell students to read the conversation silently and underline *going to*, and then tell them to look at the words after *going to* and circle any verbs.
- Check that students circled *relax* and *stop*. Ask: Can these sentences use the pronunciation "gonna"? (Yes.) Tell students to write "gonna" in parentheses above the two sentences.
- Play CD 1, Track 44. 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. Tell them to take turns playing each role.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or expression and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- 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 listen to students' pronunciation of "gonna" relax and "gonna" stop. As needed, pronounce the words and ask students to repeat.
- 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 MAKE IT PERSONAL. PAIRS. Talk about...

- Tell students to write a list of errands they need to run this week. Write your own list on the board as an example. Remind students that they can use the places in the pictures in Exercise 1 on page 54 and in the boxes in Exercise 4A.
- At the top of your list on the board, write: *I need to* go to . . . Play B and model the conversation with an above-level student. Point to the errands on your list as you answer A's question. Then switch roles and ask the student: What errands do you need to run?
- Pair students and tell them to take turns playing A and B.

MULTILEVEL INSTRUCTION for 4B

Cross-ability The above-level student plays B first. After both partners have practiced both roles, the above-level student closes his or her book and the pre-level student asks A's question again.

Extra Practice Interactive Practice

Lesson 6 Talk about shopping plans

Getting Started

5 minutes

Controlled Practice

30 minutes

- Say: We're going to study be going to to talk about the future. In the conversation on page 55, Antonio and Debbie used this grammar.
- Play CD 1, Track 44. Students listen. On the board, write: *I'm going to stop at the supermarket*. Underline *'m going to*.

Presentation

15 minutes

Be going to

- Copy the grammar charts onto the board or show the charts on Transparency 3.4 and cover the exercise.
- On the board, write: be going to + base form of a verb. Say: Use be going to to talk about the future. Say the future time expressions from the charts (tomorrow, on Thursday, next week) and ask the class to repeat.
- Circle *be* in *be going to* on the board. Ask: *What are the forms of* be? Elicit and write *am*, *is*, and *are*. Say the contractions in the affirmative chart and ask the class to repeat. On the board, write: You + are =_____ and It + is =____. Elicit and write You're and It's.
- Read the sentences in the affirmative chart and ask the class to repeat.
- Write *be* + *not* + *going to* on the board. Say the contractions in the negative chart and ask the class to repeat.
- Read the Grammar Watch note. On the board, write: You are not = _____ and It is not = _____. Elicit two contractions for each and write them on the board: You're not / You aren't, It's not / It isn't. Say: You can review all of the contractions with be on page 286.
- Read the sentences in the negative chart and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Complete the sentences. Use the correct...

- Read the directions. Tell students to circle *be* in *be going to* in the directions. Say: *Be is the only word you need to change.*
- Write item 1 on the board. Circle 's and ask: Why is this the answer? (because is / 's is the form of be that goes with she)
- Tell students to use contractions when the subject is a pronoun. Ask: *Which items do not have pronoun subjects?* (items 4 and 5)
- Students compare answers with a partner. Tell them to take turns reading the sentences out loud.

EXPANSION: Grammar practice for 1A

- Tell students to rewrite the sentences in Exercise 1A in the negative (for example, *She's not going to stop* . . .).
- Then tell students to read their negative sentences to a partner. The partner has to restate the sentence using the other way to construct the contraction with *not* (for example, *She isn't going to stop*...).
- Point out that there is only one way to make item 2 negative (*I'm not going to* . . .).

EXPANSION: Writing practice for 1A

- Pair students and tell them to underline the future time expressions in Exercise 1A.
- Tell them to choose three of the expressions and write their own sentences with *be going to* (for example, *I'm going to make dinner after work*.).
- Students read their sentences to their partner.

B Complete the sentences. Use the correct forms of...

- Read the directions.
- Write item 1 on the board. Point to *take* in the answer and in parentheses and ask: *Does the verb after* to *change?* (No.)
- Remind students to use contractions when the subject is a pronoun.
- To check answers, write the numbers from 2 to 6 on the board. Ask students to write only the answers on the board, and ask the class to check them. Make and discuss any necessary corrections.

Lesson 6 Talk about shopping plans

2 PRACTICE

A PAIRS. Look at the pictures. Talk about what...

- Tell students to look at the pictures. Say each place and ask the class to repeat.
- Read the directions. Pair students and tell them to first brainstorm ideas for each picture (for example, for grocery store: *buy milk, shop for food, pick up something for dinner*).
- Ask an above-level student to read the example.
 Model continuing the activity by saying another
 sentence about picture 1 (for example, *He's going to buy stamps*.).
- Form new pairs. Tell partners to take turns saying sentences about each picture and to say as many sentences as they can.
- For each picture, call on a pair to say their sentences.

MULTILEVEL INSTRUCTION for 2A

Pre-level Tell students to look at the example and underline the words they need to change to talk about the other pictures. Check that they underline: *1, man, send a package.* (In picture 3, *is* also changes to *are.*)

Above-level Tell students to say where the person is going (*The woman is going to the ATM*.) and what the person is going to do (*She's going to get cash*.). Tell students to say *going to* in the first sentence and "*gonna*" in the second.

B WRITE. On a separate piece of paper, write a...

- Point to picture 2 in Exercise 2A. Elicit a sentence from the class and write it on the board.
- Walk around and check for the correct form of *be going to* + the base form of a verb.
- Ask students to write any one of their sentences on the board. Read each sentence and ask the class to make any necessary corrections. Then the class guesses the picture by calling out the place.

Communicative Practice 15 minutes

Show what you know!

STEP 1. Think of an errand. Don't tell your classmates....

- Read the directions.
- Brainstorm errands and write them on the board.
 For ideas, tell students to look at Exercise 2A on page 51, Exercise 1 on page 54, Exercise 4A on page 55, Exercise 1A on page 56, and Exercise 2A on page 57. Begin each errand with the base form of a verb.
- Say the errands on the board and ask the class to repeat.
- Tell students to choose an errand from the board and think about how to act it out.

STEP 2. GROUPS OF 5. Play charades. Student A,...

- Choose an errand from the board to act out (not *stop at the bank*). Act out the errand and then read the example. Play A. Ask an on-level student to play B and an above-level student to play C and make a guess by completing C's line.
- Tell students to highlight or underline *You're going to* . . . in the conversation.
- Form groups of 5. Tell students to take turns acting out an errand. Tell them to use *You're going to* . . . to make guesses and to play three rounds.
- Ask each group to act out an errand for the class to guess.

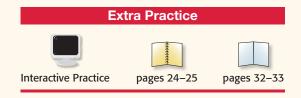
EXPANSION for STEP 2

• After Step 2, call on students to report what a group member is going to do (for example, *Usman is going to take the car to the car wash.*).

Progress Check

Can you . . . talk about shopping plans?

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



Lesson 7

Read about ways to pay for things

Getting Started

5 minutes



BEFORE YOU READ

PAIRS. What are the different ways to pay...

- Tell the class to look at the picture. Ask: What is the customer buying? (a flat-screen TV)
- Pair students and tell them to answer the question in the directions.
- Ask the class: What are the different ways to pay for large purchases, such as a TV or furniture? Write students' ideas on the board (for example, cash, check, credit card, store credit, financing).
- Explain terms as needed. For example, *financing* means the store or another company such as a bank lends you money and charges you interest.
- Ask: What are some other large purchases? Write students' ideas on the board, for example, appliances (refrigerator, washer and dryer, etc.), a computer, a cell phone. As needed, point out that large refers to the cost, not the size of the product.

Presentation

20 minutes



READ



Listen. Read the article.

- Read the title of the article. Ask: *Who says* How would you like to pay for that? (a cashier)
- Play CD 1, Track 45. Students listen and follow along silently.

- Ask: What did each shopper buy? (a Sonpanic TV) How much does a Sonpanic TV cost? (\$475) How much is the sales tax? (\$23.75) What's the total cost of a Sonpanic TV? (\$498.75)
- Say: Point to Brian. How did he pay for the TV? (credit card) What does he like about paying with credit? (It gives him a month to pay the bill.) Does he pay the whole balance or make the minimum monthly payment? (He pays the whole balance.) So, when Brian gets his credit card bill with the TV on it, how much does he pay? (\$498.75)
- Say: Point to Cindy. How did she pay for the TV? (credit card) Why does she like to pay with a credit card? (She never has enough money for big purchases.) Does she pay the whole balance or make the minimum monthly payment? (She makes the minimum monthly payment.) So, when Cindy gets her credit card bill with the TV on it, how much does she pay? (\$10) How many payments does she need to make? (98) How much does the TV cost her? (\$980.00)
- Say: Point to Craig. How did he pay for the TV? (rent-to-own) Why did he buy his TV at the rent-to-own store? (because he doesn't have a lot of money and he doesn't have a credit card) How much does he pay every week? (\$24) How many payments does he need to make? (\$2) How much does the TV cost him? (\$1,248)
- Ask: What's the least expensive way to pay for the TV? (pay the whole balance on your credit card) What's the most expensive way? (rent-to-own)

Read about ways to pay for things

Controlled Practice

20 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article again. What's the purpose of...

- Read the Reading Skill note. Ask: What are some reasons that authors write articles? Write students' ideas on the board (for example, to give information, to express an opinion, to tell a story, to compare and contrast).
- Ask: Why did the author write this article? Students circle the number of the correct answer.
- Read each answer choice. Tell students to raise their hands for the answer they chose.
- Ask: How do you know? How many different ways to pay does the author write about? (three) What do the calculations show? (the real cost of each way to pay)
- Ask: What is the real cost of the \$498.75 TV when you make the minimum monthly payments on your credit card bill? (\$980) What is the real cost of the \$498.75 TV when you rent-to-own? (\$1,248)

B Underline the advantages and disadvantages of...

- Read the directions. Tell students to look at the chart.
- Ask: What's good about paying the whole balance on your credit card? What's bad about paying the whole balance on your credit card? Tell students to write good above Advantages and bad above Disadvantages.
- Tell students to read the article again and, if possible, underline the advantages in one color and the disadvantages in another. Students can also underline the words *Advantages* and *Disadvantages* in the chart in their corresponding colors.
- Students compare the advantages and disadvantages they underlined with a partner.
- Say: Complete the chart. Read the information you underlined in the article. Write notes on the chart. To model, ask a student to read the advantages he or she underlined for *Credit card (pay the whole amount)*. Elicit notes to write in the chart from the class.
- Draw the chart on the board. Call on students to write the advantages and disadvantages. Review as a class.

© PAIRS. Which is the best way to pay for the...

- Tell students to look at the chart and circle the best way to pay for the TV.
- Pair students. Say: Student A, ask the questions in the directions. Student B, answer with the way to pay that you circled and its advantages.
- Walk around and help students form sentences from their notes as needed.

Communicative Practice 15 minutes

Show what you know!

PRE-WRITING. PAIRS. Think about an expensive...

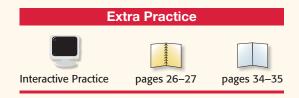
- Say: *Think about something expensive you want to buy.* Tell students to note the item they want to buy.
- Ask: How will you pay for it? Will you use one of the ways to pay from the chart? Or will you save up and pay cash? Will you use another way?
- Pair students. On the board, write: the purchase you want to make, how you're going to pay for it, and the advantages/disadvantages of your way to pay.
- Model the activity. Name an expensive purchase you want to make. Talk about the points on the board.
- Tell partners to talk about the points on the board.
- Call on two above-level students to tell the class about the purchase their partners want to make.

MULTILEVEL INSTRUCTION for PRE-WRITING

Cross-ability The higher-level student asks questions to prompt the lower-level student: What is the product? How are you going to pay for it? What are the advantages of your way to pay? What are the disadvantages?

WRITE. Write about how you are going to pay...

Ask students to turn to page 269 and complete the activity. See page T-xii for general notes about the Writing activities.



Describe problems with purchases

Getting Started

10 minutes

Presentation

15 minutes



BEFORE YOU LISTEN

PAIRS. Look at the pictures. What's the problem...

- Tell the class to look at the photos. Elicit the name of each item of clothing (*a jacket, pants, a shirt, a scarf, a sweater, a dress*).
- Read the directions. Ask: When you return something, where do you take it? (back to the store where you bought it) What do you get? (your money back)
- Read the reasons for returning clothes and ask the class to repeat.
- If necessary, use clothing in the classroom to explain new words such as *hole*, *loose*, *tight*, *zipper*, *broken*, *button*, *missing*, *seam*, and *ripped*.
- Tell students to look at picture 1. Ask: *What's the problem?* (The zipper is broken.)
- Tell students to match as many pictures and reasons for returning clothes as they can.
- Students compare answers with a partner.
- Ask: What's the problem with each piece of clothing? Call on students to say the reason for each picture.
- Optional: Elicit other reasons that people return clothes and write them on the board (for example, It's / They're too big. It's / They're too small. The hem is ripped. There's a spot on it / them.).

Culture Connection

- Ask: Do you sometimes return clothes or other purchases? Do you feel comfortable taking something back to the store where you bought it?
- Explain: In the U.S., it's usually not a problem for customers to return purchases. Most stores have a return policy, or rules for returning purchases, posted near the cash registers.
- Ask: What kinds of rules about returns do stores have? Write You need to . . . on the board. Brainstorm and list students' ideas. Then read the sentences out loud (for example, You need to have a receipt / return items in a certain amount of time / keep tags on the item / keep the item sealed).
- Ask: Is it easy to return purchases in your country? Do stores have similar rules?

2 LISTEN

(A) CLASS. Look at the picture of two roommates....

- Read the directions. Say: *Point to Shu-Chi. Point to Kelly. What is their relationship?* (They're roommates.)
- Read the directions. Ask: What are they talking about? Guess. Write students' ideas on the board (for example, a sale, what Kelly bought, a problem with a jacket).

B Listen to the conversation. Was your...

- Read the directions. Play CD 1, Track 46.
- Ask: *Was your guess correct?* Circle the correct answer on the board.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 299 as they listen to the conversations.

G Listen again. Read the sentences....

- Read the directions. Tell students to read the sentences silently.
- Play Track 46 again. Students listen and circle *True* or *False*. Play the CD as often as necessary to aid students' comprehension.
- To check answers, ask students to read the sentences and call on classmates to say *True* or *False*.
- Optional: Tell students to rewrite the false sentences to make them true. (1. Kelly needs to return a jacket 3. Su-Chi wants to return a dress.)
- Ask: What's the problem with Kelly's jacket? (The zipper is broken.) As needed, play Track 46 again.

D Listen to the whole conversation....

- Read the directions and the sentence.
- Ask: What's the problem with Shu-Chi's dress? (It's too short.) As needed, play Track 46 again.
- Play CD 1, Track 47.
- Call on a student to read the completed sentence.

Describe problems with purchases

Controlled Practice

20 minutes

Communicative Practice 15 minutes



CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 60.
- Tell students to read the conversation silently.
- Play CD 1, Track 48. Students listen and repeat.

EXPANSION: Writing practice for 4A

• Before students do Exercise 4A, tell them to close their books. List A's lines and B's lines on the board in random order. Pair students and tell them to write the conversation in order. Tell them that A speaks first.

PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Tell students to look at the information in the boxes in Exercise 4A. Say each word or expression 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 a student's name or information from the boxes. As you fill in each blank, say the color of the answer space and point to the same-color word or phrase you choose from the boxes.
- Ask the student whose name you used and another on-level student to read the conversation on the
- Tell pairs to take turns playing each role and to use different information from the boxes to fill in the
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

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

- On the board, draw a two-column chart with the headings Singular and Plural. Tell students to look at the reasons in Exercise 1 on page 60. Ask: Which reasons are only for singular clothing words? In the left-hand column, write: There's a hole in it. It's too tight. Ask: Which reason is only for plural clothing words? In the right-hand column, write: They're too
- As a class, rewrite the singular sentences to make them plural and vice versa. Write the new sentences across from the original ones on the chart.
- Tell students to look at the conversation in Exercise 4A. Tell them to write *shorts* in B's first blank and jeans in A's next blank. Ask: What other words need to change? Tell students to circle the words (this, a, it, and It's in the conversation; it in the green box). Elicit the plural equivalents and tell students to write them above the circled words (these, some / a pair of / them, They're, them).
- Model the conversation with *shorts* and *jeans* with an above-level student. Make sure the reasons are also plural.
- Pair students and tell them to take turns playing A
- Walk around and check for correct use of singular and plural.
- Call on pairs to role-play for the class. After a pair performs, ask the class: What does [name] need to return? Why?

■ MULTILEVEL INSTRUCTION for 4B

Pre-level Before practicing each part, students write the item of clothing and reason in the conversation. If the clothing word is plural, they also make any necessary changes to other words in the conversation.

Above-level After practicing both parts, each partner thinks of a clothing item and a reason to return it. Then partners close their books and practice the role play again.

Extra Practice



Interactive Practice

Describe problems with purchases

Getting Started

5 minutes

- Say: We're going to study very and too. In the conversation on page 61, Shu-Chi used this grammar.
- Play CD 1, Track 48. Students listen. On the board, write: *It's too short*. Underline *too*.

Presentation

5 minutes

Adverbs of degree: very / too

- Copy the grammar chart onto the board or show Transparency 3.5.
- Circle *expensive* in both examples and write the label *adjective*. Tell the class that *very* and *too* come in front of adjectives.
- Read the Grammar Watch note.
- Read the first sentence in the grammar chart. Say: But it's possible for me to buy it. Read the second sentence. Say: It's impossible for me to buy it.
- To convey that *too* has negative implications, give several examples: *This skirt is too tight. It doesn't fit. I can't wear it. This food is too hot. I can't eat it.*
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes



A Complete the sentences. Underline *very* or *too*.

- Read item 1. Ask: *Is it possible to buy the raincoat?* (Yes.) *Is the answer* very *or* too? (*very*)
- Read item 2. Ask: *Is it possible for her to wear the dress?* (No.) *Is the answer* very *or* too? (too)

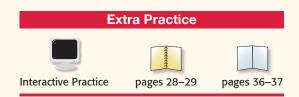
- Students compare answers with a partner. Tell them to take turns reading the sentences.
- To check answers, call on students to read the sentences for the class.

B Complete the conversations. Write *very* or *too*.

- Write item 1 on the board and read it. Ask: *Can they go to the store? Is it possible?* (No.) *Is the answer* very *or* too? (*too*)
- Students compare answers with a partner. Tell them to choose roles and read the conversations out loud.
- To check answers, call on pairs to read the conversations for the class.

EXPANSION: Grammar and writing practice for Exercise B

- Brainstorm adjectives and list them on the board.
- Pair students and tell them to choose one adjective and write sentences with *very* and sentences with *too*. For example, for *cold*: *It's very cold today*. *I'm going to wear my wool coat*. / *I don't want to go to the beach today*. *It's too cold*.
- Call on pairs to say their sentences for the class.



REVIEW

Show what you know!

1

GRAMMAR

(A) Complete the conversation. Use the correct....

- Read the directions. Tell students to refer back to the grammar charts on page 50 (Simple present: *want / need* + infinitive) and page 56 (*Be going to*) as needed.
- On the board, write: want / need + *infinitive*; be going to + *base form of the verb*.
- Tell students to underline the subjects if they have difficulty. Remind them that an *infinitive* is *to* + base form of the verb.
- Students compare answers with a partner. Tell them to read the conversation out loud.
- To check answers, call on a pair to read the conversation for the class. Tell the pair to stop before A's last line. Ask the class: What's A going to do? (He's/She's going to run errands.) What's B going to do? (He's/She's going to relax at the swimming pool.) Tell A to read the last line and ask: What's A going to do now? (He's/She's going to relax at the swimming pool, too.)

B WRITE. Look at the picture of customers....

- Read the directions. Tell students to refer back to the reasons for returns in the box on page 60 and the grammar chart on page 62 (Adverbs of degree: *very / too*).
- Tell students to look at what each customer is returning. Tell them to write the clothing word in parentheses next to each item number.
- Remind students to pay attention to whether the clothing word is singular or plural when they write the customer's reason.
- Walk around and check that students wrote singular reasons for items 2, 5, and 6 and plural reasons for items 3 and 4.

© PAIRS. Compare your answers.

 Pair students and tell them to take turns pointing to each customer and saying the reason for the return.

Expansion for 4C

• Tell pairs to role-play returning the items. On the board, write:

Customer:

Clerk:

Customer:

• Elicit a model conversation and write it on the board. For example:

Customer: I want to return this / these _____.

Clerk: What's wrong with it / them?

Customer: [Reason]

- Tell students to take turns playing the customer.
- Call on a pair to role-play each return for the class.

CD-ROM Practice



Go to the CD-ROM for more practice.

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

Extra Practice



pages 30-31

EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review the Lesson 2 conversation...

- Play CD 1, Track 38. Students listen.
- As needed, play Track 38 again to aid comprehension.

STEP 2. ROLE PLAY. PAIRS. Talk about the....

- Read the directions. Ask: What's the weather like? What season is it? What clothing materials are good for this season?
- Tell students to look at the pictures and circle the clothes they want or need. Tell them to use the clothes they circled and their own ideas to make a list of *clothes they want* and *clothes they need*. Tell them to add materials before some of the clothes on their lists.
- Pair students. Tell A to talk about the weather. Tell B to respond with clothes he or she needs or wants to buy for this season. Tell A to ask about the color or material of the item B is going to buy.
- Walk around and check that B is using want / need + infinitive correctly. Check that A is asking What color are you going to buy? or What material are you going to buy?
- Call on pairs to perform for the class. While pairs are performing, use the scoring rubric on page Txiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- Optional: After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3

READ AND REACT

STEP 1. Read about Lan's problem.

- Say: We are going to read about a student's problem, and then we need to think about a solution.
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple Wh- questions to check comprehension (for example, Where does Lan's son live? What does he send her for Mother's Day? What's the problem with the flowers?).

STEP 2. PAIRS. What is Lan's problem? What....

- Ask: What is Lan's problem? (Lan's son sent her a gift of flowers, but there was a problem with the flowers.)
- Pair students. Read the ideas on the list. Give pairs a couple of minutes to discuss possible solutions for Lan.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the box (for example, S: I think she can call the flower shop because they made a mistake.).
- Tell pairs to think of one new idea not in the box (for example, *She can call the flower shop and ask for new flowers.*) 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 own solutions. Write them on the board and ask: *Do you think this is a good idea? Why or why not?*

MULTILEVEL INSTRUCTION for STEP 2

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

4

CONNECT

Turn to page 249 for the Goal-setting Activity and page 276 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

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

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

4

Small Talk

Classroom Materials/Extra Practice T CD 1 Transparencies 4.1–4.6 Vocabulary Cards Unit 4 Workbook Unit 4 Unit 4 Unit 4

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Adverbs of frequency with action verbs and with *be*
- Questions with *How often* / frequency time expressions
- Simple present: *like / love / hate* + infinitive
- Modal: have to

Pronunciation

- Words with one unpronounced syllable
- "Hafta" and "hasta" for *have to* and *has to* in informal conversation

Reading

- Read about rude and polite behavior
- Reading Skill: Identifying topics

Writing

- List your weekend plans
- Write about your likes and dislikes
- Write about what is rude or polite in your country

Life Skills Writing

• Complete a library card application

Preview

- Set the context of the unit by asking questions about being social (for example, *Do you like to spend time with friends? What do you talk about? What do you like to do?*).
- Hold up page 65 or show Transparency 4.1. Read the unit title and ask the class to repeat.
- Explain: Small talk is polite, friendly conversation about unimportant subjects.
- Say: *Look at the picture*. Ask the Preview questions: *Where are the people?* (at a party, at a friend's house) *What are they doing?* (eating, drinking, talking)
- Ask: What subjects do people talk about when they make small talk? (the weather, movies, TV shows, sports, hobbies, weekend plans)

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 the following vocabulary as needed:
 - When you accept an invitation, you say "Yes." When you decline an invitation, you say "No."
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

Vocabulary Lesson 1

Getting Started

10 minutes



WHAT DO YOU KNOW?

A CLASS. Look at the pictures. Which free-time activities...

- Show Transparency 4.2 or hold up the book. Tell students to cover the list of words on page 67.
- Read the directions. Elicit a free-time activity (for example, Number 4 is go fishing.).
- Students call out answers. Help students pronounce free-time activities if they have difficulty.
- If students call out an incorrect activity, change the students' answer to a question for the class (for example, *Number 2 is* go to the beach?). If nobody can identify the correct activity, tell students they will now listen to a CD and practice the names of the activities.

Presentation

10 minutes



B Look at the pictures and listen....

- Read the directions. Play CD 1, Track 49. Pause after number 12 (go for a bike ride).
- To check comprehension, say each free-time activity in random order and ask students to point to the appropriate picture.
- Resume playing Track 49. Students listen and repeat.

Teaching Tip

To make sure students are connecting the new words with their meanings, tell them to point to the pictures as they listen / listen and repeat.

Controlled Practice

15 minutes

PRACTICE

A GROUPS OF 5. Play charades. Student A,...

- Read the directions.
- Model the game: Act out a free-time activity (for example, going jogging). Ask the class to guess the activity.

- Form groups of 3. Students take turns playing the role of Student A.
- Walk around and check that students who are guessing use question intonation. Model as needed (for example: Go jogging?).
- To wrap up, call on a few individual students to act out a free-time activity while the class guesses.

MULTILEVEL INSTRUCTION for 2A

Pre-level Direct students to look at the pictures and the list of activities on page 67 for the first couple rounds of charades. Then tell them to look only at the list of activities and not the pictures when they guess.

Above-level After one round of charades, ask students to close their books when they guess.

B WORD PLAY. GROUPS OF 3. Look at the...

- Read the directions.
- Draw the chart on the board. Point to picture 1 and ask: What activity is this? (go hiking) Is it an indoor activity, an outdoor activity, or can it be both indoor and outdoor? (outdoor) Write go hiking on the right side of the diagram.
- Repeat with pictures 2 and 5 (go swimming, go dancing).
- Group students. Tell them to draw their own charts, talk about where people do each activity, and write the activities in the chart.
- To review, assign students numbers from 3 to 12 (skipping 5) and tell them to write the corresponding vocabulary item in the chart on the board.
- Ask the class if the activities are in the correct places in the chart. Point out that there may be different opinions about where to write the activities.

EXPANSION: Vocabulary and speaking practice for 2B

- Extend Exercise 2B. Ask the same groups of 3 to categorize the vocabulary in other ways. For example, ask: Which activities are good exercise?
- Give groups a minute to discuss, and then ask another question. Some possible questions: Which activities are usually free? Which activities are sometimes expensive? Which activities do you like to do alone? Which activities do you like to do with friends or family?

Communicative Practice 20 minutes

Learning Strategy: Make connections

- Read the directions.
- On the board, rewrite the examples, using the names of places in your community. Tell students to copy these examples into their notebooks. Say: *Thinking about places you know to* go hiking *and to* go swimming *helps you to remember this new vocabulary*.
- Tell students to add five different activities and places to their lists.
- Walk around, and if students misspell activities, tell them to check the list on page 67. Remind students that they can check the spelling of places in the community by asking you or one another: *How do you spell...?*
- Call on students to read their sentences.
- Say: You can remember new vocabulary when you think about places you know. Remind students to use this strategy to remember other new vocabulary.

Community Building

- Extend the Learning Strategy activity. Tell students to stand, mingle, and compare the places they wrote.
- Tell them to add the names of other places to their lists. Suggest that students may learn about new places in the community to do the activities they enjoy.

Show what you know!

STEP 1. Look at the list of free-time activities....

- Read the directions.
- Model the step. On the board, write two activities from the list on page 67 that you do in your free time
- Tell students to write two activities from the list or their own activities.
- Walk around and check spelling of students' own activities. As needed, help students to begin each activity with *go* or the base form of another verb.

STEP 2. GROUPS OF 4. Ask your group members...

- Read the directions. On the board, write *What do you do in your free time?* Say the question and ask the class to repeat.
- Model the step with three above-level students. Point to the question on the board and direct a group member to ask you the question. Answer with *I* + the activities you wrote on the board.
- Ask another group member the question. Write the student's name and activity on the board. Prompt that student to ask the last group member and the last group member to ask the first. Write the two students' names and activities on the board.
- Say: Make sure each group member takes a turn asking and answering the question.

STEP 3. Report to the class. What are the three...

- Read the directions.
- Tell students to look at list of people and activities on the board. As a class, decide which three activities are the most popular.
- Write on the board: *The three most popular activities in my group are.* . . . Elicit the complete sentence from the class.
- Ask one member of each group: What are the three most popular activities in your group? Students reply using the sentence on the board.

Community Building

- Tell students to stand, mingle, and ask classmates: What do you do in your free time?
- Say: Look at your activities in Step 1. Write down the names of classmates who do the same activities in their free time.
- *Optional:* Suggest that students make plans to spend free time with classmates who have the same interests.

Extra Practice Interactive Practice pages 38–39

Getting Started

5 minutes



BEFORE YOU LISTEN

A CLASS. Look at the pictures of people...

- Say: Sometimes people take classes in their free time. Look at the pictures of people taking classes. What kinds of classes are they? (a guitar class, a computer
- Ask: What other kinds of classes do people take? List students' ideas on the board (for example: an English class, a Spanish class, a photography class, an exercise class, a swimming class).

B CLASS. What classes do you take?

- Tell students to look at the list on the board.
- Ask: What classes do you take?
- Students who are not taking a class can talk about a class they would like to take.

EXPANSION: Speaking practice for 1B

- Tell students to choose one class they would like to take in the future. As homework, tell them to research a place in the community that offers the class. Suggest that students ask people, search online, or look in the phone book or newspaper.
- Tell students to contact the place and find out when the class meets, how much it costs, and what students need to bring to class. Tell students to write the information and bring it to class.
- At a later date, follow up by grouping students according to their interests and telling them to share the information they found.

Presentation

25 minutes



LISTEN



A Look at the picture of Mario...

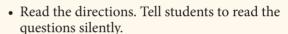
- Read the directions.
- Say: Point to Mario. Point to Bi-Yun. What is their relationship? (friends)

- Play CD 1, Track 50. Students listen and circle the letter of the correct answer.
- Ask: What are they talking about? Direct the class to call out the answer.
- Ask the class: Are they talking about something serious or making small talk? (small talk)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 299 as they listen to the conversations.

B Listen again. Answer the questions.



- Tell students to look at the answer choices. Ask the class to identify the activities in the photos. (go to the beach, play the guitar / take a guitar class)
- Play Track 50 again. Students circle the letter of the correct answer.
- Students compare answers with a partner. Read the questions and ask the class to call out the answers.

Listen to the whole conversation....

- To make sure students understand the meaning of the answer choices, ask: *Is our English class* beginning, intermediate, or advanced? As a class, discuss and decide whether the class is for students with little or no English, some English, or a lot of English.
- Play CD 1, Track 51. Students listen and circle the letter of the correct answer.
- To review, ask: Does Mario have little or no guitar experience, some guitar experience, or a lot of guitar *experience?* (little or no experience)

EXPANSION: Speaking practice for 2C

- Tell students to think of something they do at a beginning, an intermediate, and an advanced level.
- Group students and tell them to talk about their activities. Model the activity by telling the class about an activity you do at each level (for example: I play the piano a little. I'm beginning. I take a yoga class. It's intermediate. I'm a great swimmer. I'm advanced.).

CONVERSATION



A Listen. Notice that one syllable...

- Read the Pronunciation Watch note. Write family on the board. Say: Most people don't say fa-mily with three syllables. They say fam-ly with two *syllables.* Cross out the *i* in *family* on the board.
- Play CD 1, Track 52. Tell students to listen and notice that one syllable is not pronounced.
- Write every on the board. Say: Most people don't say ev-e-ry with three syllables. They say ev-ry with two syllables. Cross out the second e in every on the board. Repeat with usually and interesting.
- Resume playing Track 52. Students listen and repeat.

Controlled Practice 15 minutes



B Listen to the words. How many...

- Tell students to look at the words. Say: These words have syllables that are not pronounced.
- Play CD 1, Track 53. Tell students to listen and cross out the vowel that's not pronounced (evening, favørite, difførent).
- Play Track 53 again. Tell students to listen and write the number of syllables they hear.
- To review, tap on the desk to indicate each syllable as you pronounce ev-ning, fa-vrite, dif-frent.

C Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 68.
- Tell students to read the conversation silently and underline the words family, usually, and every. Tell students to cross out the vowel that's not pronounced in each word.
- Play CD 1, Track 54. Students listen and repeat.

PRACTICE

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

- 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 each word or expression and ask the class to repeat.

- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- 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.
- 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 Think about your plans for this weekend....

- Read the directions. On the board, list three things you plan to do this weekend.
- Remind students to look at the vocabulary on page 67 for ideas and help with spelling.
- After students list their weekend plans, tell them to note when they are going to do each activity: Friday, Saturday, or Sunday and morning, afternoon, or evening.

MAKE IT PERSONAL. PAIRS. Talk about...

- Tell students to look at the activities they listed in Exercise 4B, circle an activity that they usually do on weekends, and write usually. Tell them to draw a box around activities they do every weekend and write every.
- On the board, write:

| I'm going | to |
|-------------|-------|
| I usually _ | on |
| I | every |

- Practice the conversation with an above-level student. Tell the student to use Speaker A's first two lines from Exercise 4A. Answer using the fill-in sentences and one of your plans from the board. Point to the information on the board as you say it. Then ask the student *What about you?* and prompt him or her to complete the sentences on the board with one of his or her plans.
- Pair students and tell them to take turns starting the conversation.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study adverbs of frequency. In the conversation on page 69, Mario and Bi-Yun used this grammar.
- Play CD 1, Track 54. Students listen.
- On the board, write: We usually go to the beach on Sundays. Underline usually.

Presentation

10 minutes

Adverbs of frequency

- Copy the *never-always* continuum onto the board or show Transparency 4.3. Pronounce the adverbs of frequency and ask the class to repeat.
- Point to *never* and *always* on the continuum and say: If you never do something, you don't do it, not at any time. You do it 0% of the time. If you always do something, you do it all the time, or 100% of the time.
- Pair students. Say: Never is 0% of the time. Always is 100% of the time. With your partner, write the percentages for the other adverbs of frequency on the continuum (hardly ever-20%, sometimes-40%, often-60%, usually-80%).
- Tell students to look at the grammar charts in their books or show Transparency 4.3. Point to the left chart. Ask: What is the verb? (go) Where are the adverbs of frequency? (before the verb) Read the first point of the Grammar Watch note.
- Point to the right grammar chart. Ask: What is the verb? (be) Where are the adverbs of frequency? (after be / after the verb) Read the second point in the Grammar Watch note.
- Call on students to read examples from the left chart. Tell them to choose one word from each row (for example, *She always goes to the beach.*).
- Call on students to read examples from the right chart. Tell them to choose one word from each row (for example, *We are hardly ever at the beach.*).
- If you are using the transparency, do the exercise with the class.

EXPANSION: Vocabulary and grammar practice

- For each adverb on the continuum, tell students to write one activity that they do with that frequency.
- To model the activity, write an activity you never do under *never* on the continuum (for example, *go fishing*). Write an activity you always do under *always* (for example, *eat breakfast*).

PRACTICE

A Complete the sentences. Underline the...

- Ask a student to read item 1. Ask: What does she do on Saturday mornings? (She works.) Can she sleep late? (No.) So, the answer is . . . ? (never)
- Tell students to read each item and underline the correct adverb.
- Students compare answers with a partner.
- Call on students to read the completed items.
- Tell students to circle the verb in each sentence. Ask: *Are they action verbs* or be? (action verbs) *Are the frequency adverbs before or after the verbs*? (before)

EXPANSION: Writing and grammar practice for 1A

- List action verb phrases from Exercise 1A on the board: sleep late, go to the movies, go out to eat, do homework, go swimming, spend hours
- Tell students to write sentences about how often they do each activity (for example, *I usually sleep late on weekends*.).
- Tell students to read their sentences to a partner. The partners listen and check that the adverbs of frequency come before the verbs in their partners' sentences.

Rewrite the sentences. Use the adverbs...

- Read item 1. Tell students to circle the verbs (*are*, *get*).
- Ask: *Is* are *an action verb or a form of the verb* be? (be) *Does* always *go before or after* are? (after) Read the first sentence of the example.
- Ask: *Is* get *an action verb or a form of the verb* be? (action verb) *Does* usually *go before or after* get? (before) Read the second sentence of the example.
- Tell students to circle the verbs in items 2–4 before they rewrite the sentences.
- Walk around and check for correct placement of the adverbs of frequency.
- Students compare answers with a partner.
- Call on students to read their answers.

Presentation

5 minutes

Communicative Practice 15 minutes

Questions with How often / frequency time expressions

- Copy the grammar charts onto the board or show Transparency 4.3 and cover the exercise.
- Write *exercise* on the board. Say: *Ask me if I exercise*. Elicit and write on the board: *Do you exercise*? Answer: *Yes, I do.*
- Say: Now you know that I exercise, but you don't know how often I exercise. Do I exercise every day or once a month? To ask about frequency, use How often. On the board, write How often in front of Do you exercise? and change D to d. Answer with a frequency time expression.
- Post a calendar. Use it to point out the meanings of the frequency time expressions in the right chart.
- Point to the question on the board and ask the class: *How often do you exercise?* Tell students to circle one of the time expressions in the right chart or write an answer next to the chart.
- Call on several students and ask: *How often do you exercise*? Then call on different students and ask them to recall their classmates' answers: *How often does* [Name] exercise?
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

2

PRACTICE

PAIRS. Look at Felipe's calendar. Ask and...

- Tell students to look at the calendar but to cover the example. Ask: *How often does Felipe have dinner at his grandma's?* Tell students to circle *have dinner at grandma's* each time it appears on the calendar. Elicit the answer: *Once a week*.
- Pair students and tell them to take turns playing
 A and B and ask five questions each. Tell them to
 start each question with *How often does Felipe*...
 and complete it with an activity from the calendar.
- To check answers, call on five students to ask a question. Tell them to call on a classmate to answer. Possible questions and answers: How often does Felipe play soccer? (twice a month) How often does Felipe have a computer class? (every Monday) How often does Felipe go jogging with Hong? (twice a week) How often does Felipe rent a DVD? (every Saturday)

Show what you know!

STEP 1. Write three questions with *how often*...

- Read the directions and the example.
- Tell students to begin their questions with *How often do you* . . . and end with an activity. They can use the activities on page 67 or their own ideas.

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

- Read the directions. Ask three students to say a question and write each on the board.
- Model surveying the class. Ask a student one of the questions. Write the student's name and answer on the board under the question you asked. Repeat with different students and different questions.
- Tell students to try to ask every classmate a question.

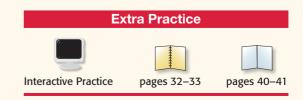
STEP 3. Tell the class about one of your...

- Read the directions.
- Tell students to look at the example. Ask: What's the verb? (goes) What does it end in? (-s) Tell them to underline the -s. Ask: What's the frequency time expression? (once a month) Where is it? (at the end of the sentence)
- Point to one name and answer on your chart. Tell the class about this student's activity.
- Tell students to choose one name and answer on their charts. Remind students to use thirdperson singular -s and to place the frequency time expression at the end of the sentence.
- Call on every student to tell the class about one classmate's activity.

Progress Check

Can you . . . talk about your weekend activities?

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



Plan activities using a calendar

Presentation

15 minutes

Controlled Practice

20 minutes



PLAN ACTIVITIES

A Look at the calendar for the...

- Tell students to look at the calendar. Tell them to find and circle *swim team* every time it appears on the calendar. Ask: *How many times does the swim* team meet in the month? (four) Repeat with the dance class and the ESL class.
- Read the directions. Play CD 1, Track 55. Students listen and read along silently.
- Resume playing Track 55. Students listen and repeat.
- Tell the class to look at the first sentence. Say: *After* every, *use singular days of the week*—*every* Saturday, every Tuesday and Thursday.
- Tell the class to look at the second sentence. Say: Point to Friday on the calendar. The 5th is the first Friday of the month. What is the date of the second Friday of the month? (the 12th) On the board, write: first, second, third, fourth. Ask a few more questions with ordinal numbers, for example, What's the date of the third Wednesday of the month? (the 17th)
- Optional: Say the ordinal numbers from 1 to 30 and ask the class to repeat. Then count from 1 to 30 in ordinal numbers as a class.
- Tell the class to look at the last sentence. Say: *Use* plural days of the week after on when you are talking about an event that happens every week on a certain day—on Mondays and Wednesdays, on Sundays.

| • | On the board, write: at | / from to |
|---|-------------------------|----------------------------|
| | Say: <i>Use</i> at | $_$ with a beginning time |
| | <i>Use</i> from to | $_$ with a beginning and |
| | end time | |

Community Building

- Tell students to look at the calendar and circle an activity they are interested in.
- Ask: Are there places that offer activities like these in your community? Elicit places and costs from the class and write the information on the board.
- Tell students to write the names of any places they are interested in finding out more about. Tell them to ask the classmate who mentioned them how to get a schedule.

B PAIRS. Look at the community calendar...

- Read item 1. Tell students to point to the first Saturday of the month on the calendar. Ask: What date are you pointing to? (June 6th) Is Hiking Club on the calendar for this day? (No.) Say: So, the answer is false.
- Say: Now we need to correct the false information. Find Hiking Club on the calendar. When does it meet? (on the first Sunday of the month) Cross out Saturday and write Sunday.
- Pair students. Walk around and remind students to use singular days of the week with *every* and plural days of the week with *on*.
- · Ask the class which items are false. Call on students to read the corrected sentences.

© PAIRS. Ask and answer questions about the...

- Read the directions.
- Tell students to find *swim team* on the calendar.
- Ask two above-level students to read the example.
- Pair students and tell them to take turns asking and answering questions about the other activities on the calendar. Walk around and check for singular days of the week with every, plural days of the week with on, from . . . with time frames, and at with beginning times.

■ MULTILEVEL INSTRUCTION for 1C

Cross-ability The lower-level student plays Speaker A first. Direct the student to underline swim team in the example, substitute different activities on the calendar, and then ask four questions about the calendar. Partners then switch roles. When it's the lower-level student's turn to play Speaker B, he or she will have heard the higher-level student say when most of the activities meet.

EXPANSION: Speaking practice for 1C

- Form small groups and tell them to look at the calendar.
- Say: Which activities are you interested in? Tell your classmates. On the board, write:
 - A: I'm interested in the [dance class]. How about you? B: I'm interested in . . .
- Model the activity with an above-level student. Play A and elicit a response from B.

Plan activities using a calendar

Controlled Practice

20 minutes



A Listen to the schedule of events....

- Tell students to listen and write the events on the calendar on all the days each event meets. Tell students to print in small letters, as some days have two events and they will have to add the time later. Suggest that students use pencil so they can correct answers more easily.
- Play CD 1, Track 56. Pause between events to allow students to write the events on multiple days.
- For help with spelling, tell students to check the calendar on page 72. Write *concert* on the board.
- Play Track 56 again. Students listen again and write the times of each event on the calendar.
- As needed, play Track 56 again and allow students to check their own answers before they compare with a partner.

B PAIRS. Compare your answers.

- Tell students to look at Exercise 1C on page 72 and to read the example again.
- Pair students and tell them to not to show each other their calendars. Tell them to check their answers by asking and answering questions. Write an example on the board: A: When does the Lunch Club meet in September? B: It meets on the second Friday of the month at 12:00 P.M.
- Direct students to circle any answers that are different from their partner's.
- If needed, Play CD 1, Track 56 again. Tell students to listen again and correct their answers.

MULTILEVEL INSTRUCTION for 2B

Pre-level Allow students to look at each other's calendars as they compare answers.

Above-level Tell students to add two activities and times to the calendar and not show their calendar to their partner. Partners take turns telling each other what the activities are and when they meet. They write each other's activities on their calendars.

3 LIFE SKILLS WRITING

Turn to page 259 and ask students to complete the library application. See page T-xii for general notes about the Life Skills Writing activities.

Progress Check

Can you . . . plan activities using a calendar?

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



Getting Started

5 minutes



BEFORE YOU LISTEN

A CLASS. Look at the pictures. What are...

- Tell students to look at the pictures. Say the activities and ask the class to repeat.
- Ask: What are some other activities that people have to do? Elicit answers from the class and write them on the board (for example, clean the house, wash clothes, do dishes, do homework, work).

EXPANSION: Writing and Speaking Practice

- Form groups of 4. Tell groups to assign one of the pictured activities to each member. Students form a question with how often for their activity (for example, How often do you cook?).
- Explain that each group member should ask all group members his or her question and note their responses.
- Remind students to answer with adverbs of frequency or frequency time expressions (for example, I hardly ever cook. or I cook twice a month.).
- Then tell students to write sentences about their group members' activities (for example, [Name] hardly ever cooks.). Remind students to use thirdperson singular -s.

B CLASS. Which activities do you have to do?

• Ask several students: Which activities do you have to do? Do you like to do those activities?

Presentation

10 minutes



LISTEN



A Listen to an interview on a radio...

- Read the directions. Ask a student to read the answer choices.
- Play CD 1, Track 57. Students circle the letter of the correct answer.
- To check the answer, ask students to raise their hands if they checked a. Repeat for b.

Read the ideas from the interview....

- Read the directions. Ask three students to read the answer choices.
- Play Track 57 again. Students number the ideas in the order they hear them.
- Call on students to read the items again, this time in the correct order.
- Optional: Ask: Do you think these are good ideas? Why or why not?

Teaching Tip

If students need additional support, tell them to read the Audio Script on page 300 as they listen.

Controlled Practice

5 minutes

• Read the examples from the interview....

- Ask a student to read item 1. Say: Look at Exercise 2B. Is this the example for idea a, b, or c? (c) Read idea c and ask: What is the activity people often hate to do? (wash dishes) What is the activity people often love to do? (watch TV) According to Dr. Goldberg, when should people do them? (at the same time)
- Tell students to compare answers with a partner.

EXPANSION: Writing and speaking practice for 2C

- On a sheet of paper, tell students to write three activities they have to do but don't enjoy and several activities they love to do. Write your own answers on the board.
- Tell students to look at the examples in Exercise 2C and underline the activities.
- Say: Exchange papers with a partner. Use the language from Exercise 2C and your partner's activities to write advice for your partner. Then read your advice to your partner.
- To model the activity, read item 1 in Exercise 2C. Substitute two of your own activities on the board for the activities in the sentence.

Communicative Practice 10 minutes

D GROUPS OF 3. Look at the picture...

- Read the directions. Ask a student to read the man's problem.
- Form groups of 3. Tell each student to create a solution for the man
- Ask a student to stand and play the role of the man in the photo. The student says his line and calls on each group to report one solution to the class.

Presentation

5 minutes



CONVERSATION



Listen and repeat the conversation.

- Tell students to look at the photo. Ask: Where are Jane and Karen? (in a laundromat) What are they doing? (talking, doing laundry)
- Tell students to read the conversation silently. On the board, draw a chart:

Do laundry Iron

Jane hates . . .

Karen hates . . .

- Tell students to check the activities each woman hates (Jane: do laundry; Karen: do laundry, iron).
- Play CD 1, Track 58. Students listen and repeat.

Controlled Practice 15 minutes



PRACTICE

A PAIRS. Practice the conversation. Then...

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat.
- Read the directions.

- Tell students to circle one activity in each box that they really don't like to do.
- Copy the conversation onto the board and complete it with words from the boxes.
- Play B and model the conversation with an abovelevel student. Prompt A to insert the circled activity in the blue box. Ask A if he or she really likes the activity you chose from the green box.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.
- Walk around and remind students to switch roles and practice both parts.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice 15 minutes

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

- On the board, brainstorm things people need to
- On a sheet of paper, tell students to draw a twocolumn chart with the headings *Hate* and *Like*. Tell them to choose the activities from the board that they need to do and write them in one of the columns on their chart.
- Pair students and tell them to talk about the activities on their charts. Tell them to use Exercise 3 as a model. Remind students that they can say *Me, too* or *I do, too* to agree with their partner.
- Call on pairs to practice for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Before they practice, tell students to choose an activity from the Hate column of their chart. Tell them to write the activity in the conversation in Exercise 4A.

Above-level Tell pairs to continue the conversation by giving each other tips about how to make the things they hate to do more enjoyable.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

30 minutes

- Say: We're going to study the simple present with like / love / hate and the infinitive. In the conversation on page 75, Jane and Karen used this grammar.
- Play CD 1, Track 58. Students listen. On the board, write: *I really hate to do the laundry*. Underline *hate to do the laundry*.

Presentation

10 minutes

Simple present: *like / love / hate* + infinitive

- Tell students to look at the faces. Say the verbs and ask the class to repeat. Ask: *What are your likes and dislikes*? Tell students to write one activity next to each face.
- Say: To talk about activities you like and dislike, you use hate, not like, like, or love + an infinitive. Ask a student: What activity do you hate? Write the student's response on the board (for example, vacuum). Ask: How do you make this an infinitive? Add to to the example on the board.
- Copy the grammar charts onto the board or show Transparency 4.4 and cover the exercise.
- Tell students to look at the left grammar chart. Ask: *How do you feel about doing the laundry?* Tell students to circle the verb that expresses how they feel about doing the laundry.
- Ask a few students: *How do you feel about doing the laundry?* Tell students to use words from the left side of the grammar chart (for example, *I don't like to do the laundry.*).
- Tell students to look at the right grammar chart. Read the sentences and ask the class to repeat.
- Write the names of the students who gave their opinions about laundry on the board. Ask the class to recall their answers. As a class, write a sentence about each person (for example, [Name] doesn't like to do the laundry.).
- Tell the class to look at the sentences on the board. Ask: *Do any students have the same opinion about doing the laundry?* As a class, write a new sentence with *they* as the subject (for example, [Name] and [Name] don't like to do the laundry.).
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Write sentences. Use the correct form of the verbs...

- Read the directions. Remind students an *infinitive* is *to* + base form of a verb.
- Tell students to look at item 1. Ask: What form of not like goes with My brother? (doesn't like) What do you add to eat to make it an infinitive? (to) Ask a student to read the example.
- Walk around, and if students have difficulty, repeat the steps from the example.
- Ask students to write the sentences on the board. As a class, correct as needed.

EXPANSION: Grammar and speaking practice for 1A

- Tell students to underline the activities in Exercise 1A.
- Pair students. Say: *Tell your partner whether you* like, don't like, love, *or* hate *each activity*.
- Model the activity by telling the class how you feel about the first activity (for example, *I love to eat vegetables.*).

B WRITE. Look at the pictures. Write a sentence...

- Tell the class to look at picture 1. Say: *Point to the face at the top of the page that matches the kids' faces*. Ask a student to read the example. Ask: *Is there another possible answer?* (The kids like to play soccer.)
- Walk around and help as needed. Check for subject-verb agreement and use of *to* before the verb. If you spot an incorrect answer, ask the student to read the answer, identify the error, and correct it.

© PAIRS. Compare your answers.

- Form pairs. Tell students to take turns reading their sentences. Say: *Listen for* to *in your partner's sentences*.
- Say: If you and your partner have the same sentence, think of a second sentence together. Write the sentence under Exercise 1C.
- To review, elicit a couple of sentences for each picture.

2

PRACTICE

A READ AND WRITE. Read the information...

- Read the directions.
- Ask: *What is a survey?* Explain that in a survey, you ask a large number of people questions to find out what they think or do.
- Tell students to read the information in the yellow box silently. Ask the class: *What question did the survey ask?* (What's your favorite activity?) *How many people answered the question?* (500)
- Tell students to look at the bar graph to the right of the yellow box. Ask: What is the title of the bar graph? (Favorite things to do in the U.S.) Say: The bar graph shows the results of the survey. Ask: What is the most popular thing to do in the U.S.? (read) What percentage of people like to read? (34%) What is the least popular thing to do? (use a computer) What percentage of people like to use a computer? (7%)
- Tell students to point to the first bar in the bar graph. Ask a student to read the example. Tell students to choose three other activities in the bar graph and write sentences.
- To review, elicit a sentence for each bar on the graph.

B PAIRS. What do people in your country...

- Ask two above-level students to read the question and response.
- Tell students to think about popular activities in their country. Partners then take turns asking and answering the question.
- Ask a few pairs to practice in front of the class.

EXPANSION: Graphic organizer and speaking practice for 2B

- Ask: What do you think a bar graph of favorite things to do in your country would look like? Tell students to list favorite free-time activities in their country, rank them in order, guess a percentage for each activity, and then create a bar graph like the one in Exercise 2A.
- Tell students to explain their bar graph to a partner by pointing to each bar and saying a sentence.

Communicative Practice 15 minutes

Show what you know!

STEP 1. What activities do you like? Love? Hate?...

- Model the activity. Say four sentences about your likes and dislikes. Use *like*, *love*, and *hate*.
- Encourage students to review the free-time activities on page 67.
- Walk around and help as needed. If students ask how to say or spell an activity that's not in the unit, write the activity on the board. Explain the meanings of any activities on the board. Say the activities and ask the class to repeat.

STEP 2. PAIRS. Compare your answers...

- Ask two students to read the example.
- Call on an above-level student to read one sentence from Step 1. Respond truthfully. Say: *Not me* or *Me, too*. Then say one of your sentences from Step 1. To prompt the student to respond to your like or dislike, you can say: *What about you?*
- Call on a few students to report one of their partner's likes or dislikes.

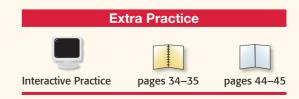
■ MULTILEVEL INSTRUCTION for STEP 2

Cross-ability The lower-level student reads each sentence from Step 1, and the higher-level student responds. When partners switch roles, the lower-level student has had appropriate responses modeled.

Progress Check

Can you . . . communicate likes and dislikes?

Say: We have practiced communicating likes and dislikes. Now, look at the question at the bottom of the page. Can you communicate likes and dislikes? Tell students to write a checkmark in the box.



Read about rude and polite behavior

Getting Started

5 minutes

Presentation

15 minutes



BEFORE YOU READ

PAIRS. Look at the picture of people...

- Write a definition for *polite* on the board: *acting* or speaking in a way that is correct for the social situation you are in, and showing that you are careful to consider other people's needs and feelings.
- Read the definition. Tell students to look at the picture. Ask: *Is the young man being polite?* (No.) Say: He's not being polite. He's being rude.
- Draw a two-column chart with the headings *Polite* and *Rude* on the board. Describe polite and rude actions in the classroom and ask students where to place them on the chart (for example, coming to class late, raising your hand to speak, talking when someone else is talking). Brainstorm other actions to add to the chart.
- Tell the class to look at the picture. Ask: Where is the man? (in a movie theater) What is he doing? As students identify his actions, write them on the board: putting his feet up on the seat in front of him, eating popcorn, drinking soda, talking on his cell phone.
- Point to the actions on the board. Ask: Which of these things is rude / not polite in a movie theater? Elicit and circle: putting his feet up on the seat in front of him, talking on his cell phone. Label these actions rude.
- Read each circled action and ask: Do you think this behavior is rude in all countries? Ask students to raise their hands for *yes* or *no*. Ask any students who raise their hands for no where the behavior is not rude.
- Ask: What other things are rude to do in a movie theater? (talking during the movie, coming in late, bringing small children to adult movies)

READ



Listen. Read the online message...

- Tell the class to look at the message board. Ask: Where do you find message boards? (the Internet)
- Ask: What is a message board? Explain that a message board is a website where people from all over the world can post messages that other people can read and reply to.
- Ask: Do you ever read message boards? Do you ever post messages? Ask for a show of hands.
- Tell the class to look at the message board. Read the title. Ask: *Who is the message board for?* (newcomers to the United States) What is the message board about? (experiences about living in the U.S.)
- Tell the class to look at the message board. Ask: How many people posted messages? (five) Where are the people from? (Mexico, Nigeria, Korea, Pakistan, China) Who started this discussion? (Arturo)
- Tell students to find and circle the three signs or symbols on the message board. Say: These are called emoticons. They are used to show emotions or opinions in e-mail and on the Internet. Hold up the book, point to each emoticon, and ask the class what they think it means. (unhappy / don't like, happy / funny, agreement)
- Play CD 1, Track 59. Students listen and read along silently. Tell students to circle any unfamiliar vocabulary. Explain / demonstrate new vocabulary as needed, for example, ask a student to act out slurp your noodles.

EXPANSION: Graphic organizer practice

- Tell students to read the second, third, fourth, and fifth posts again.
- Draw a two-column chart with the headings *Polite* and Rude on the board.
- Tell pairs to copy the chart and write a polite and rude behavior from each post. For example, for the second post, *Polite: be on time / Rude: be more than* 15 minutes late.

Read about rude and polite behavior

Controlled Practice

20 minutes

Communicative Practice 20 minutes

3

CHECK YOUR UNDERSTANDING

A Read the message board posts again. What...

- Read the Reading Skill note and the directions.
- Tell students to read the message board posts again silently. Say: *All of the messages talk about the same topic. What is the topic? Think about it as you read.*
- Tell students to read the answer choices silently and circle the letter of the correct answer.
- Ask a student to read answer choices a, b, and c out loud. Tell students to raise their hand for the answer they chose.

B What is the main idea of the message board posts?

- Read the directions.
- Remind the class: *The main idea is the most important idea in the article.*
- Tell students to read the answer choices silently and circle the letter of the main idea.
- Ask a student to read answer choices a, b, and c out loud. Tell students to raise their hand for the answer they chose.

G Complete the advice that Arturo received.

- Read the directions.
- *Optional:* Tell students to use the chart they created in the Expansion activity for Exercise 2 on page 78 to complete the sentences.
- To check answers, call on students to read the sentences.

EXPANSION: Grammar practice for 3C

- Say: Read each tip in Exercise 3C. Then write a sentence about your own behavior. Use adverbs of frequency. To model the activity, read item 1 and write a sentence about your own behavior (for example, I'm hardly ever more than 15 minutes late for an appointment with friends.).
- Remind students that adverbs of frequency go before action verbs and after *be*.
- Pair students and tell them to take turns reading their sentences.

D PAIRS. Imagine you are writing a post...

- As a class, brainstorm and write on the board other actions that are rude in the U.S. (for example, *littering, staring at people, talking loudly on a cell phone, spitting, smoking in someone's home*).
- Read the directions. On the board, write: *Don't* . . . and *When you* . . . , *you have to* . . .
- Choose one action from the board and create a post as a class.
- Pair students. Tell them to choose a different action and plan a post. Walk around and help as needed.
- Call on pairs to tell the class their advice.

Show what you know!

PRE-WRITING. PAIRS. Look at the advice in...

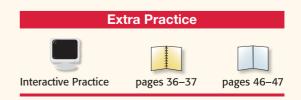
- Tell students to read the advice in Exercise 3C again. Ask: *Is this advice correct for your country?* Tell students to write *yes* or *no* next to each item.
- Read item 1. Ask an above-level student: *Is this advice correct for your country?* If the student answers no, ask: *What do people do in your country?*
- On the board, write: Is this advice correct for your country? and What do people do in your country?
 If possible, pair students from different countries.
 Tell A to read each sentence and ask the first question. Tell A to ask the second question when B answers no.
- Ask a few students: What did you learn about your partner's country?

WRITE. Write about what is rude or polite....

Ask students to turn to page 269 and complete the activity. See page T-xii for general notes about the Writing activities.

EXPANSION: Writing practice

• Group students from the same country. Tell them to compile their posts and create a message board about living in their country. Post the message boards in the classroom for students to read.



Accept or decline an invitation

Getting Started

5 minutes

Presentation

25 minutes

BEFORE YOU LISTEN

A CLASS. Look at the pictures. What are some...

- Say: Look at some reasons that people say no to invitations. Say each reason and ask the class to repeat.
- Ask: What other reasons can you think of? Elicit students' ideas and write them on the board (for example, I'm too tired. I don't have any money. I don't like . . .). Say each reason on the board and ask the class to repeat.

EXPANSION: Vocabulary and graphic organizer practice for 1A

- Form small groups. Assign each group one of the reasons to decline invitations. Tell groups to brainstorm related reasons and write them on small slips of paper (for example, for *I don't feel* well: I have a headache. I have a cold. My stomach hurts.).
- On the board, draw three web diagrams. Write one reason in each circle. Collect the slips of paper and put them in a box or bag. Ask students to draw a slip of paper, read the reason, and write it on the correct web diagram.

B PAIRS. In the U.S., it is polite to give a reason...

- Read the directions. Tell students to underline the word decline. Ask: If you decline an invitation, do you say yes or no to the invitation? (No.) Write accept on the board and say: When you say yes to an invitation, you accept the invitation.
- If possible, pair students from different countries.
- On the board, write: *In your country, do you need* to give a reason when you decline an invitation? Tell partners to talk about what is polite in their countries.

LISTEN

A CLASS. Look at the picture of Gloria...

- Read the directions. Tell students to point to Gloria and Yi-Wen in the picture.
- Elicit an answer to the question (at work).

B Listen to the conversation. What...

- Tell students to look closely at the picture. Ask: What time is it? (12:05) What is Gloria carrying? (a raincoat / a coat / a jacket) What does she have over *her shoulder?* (her purse)
- Read the directions and the answer choices. Tell students to guess what Gloria asks.
- Play CD 1, Track 60. Students circle the letter of the correct answer.
- Elicit the correct answer from the class. Ask: Was your guess correct?

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 300 as they listen to the conversations.

G Listen again. Complete the sentences.

- Tell students to look at the picture again. Ask: What's on Yi-Wen's desk? (a lot of papers, a phone) *How does Yi-Wen look?* (busy, stressed)
- Play Track 60 again. Students underline the correct words.
- To check answers, call on students to read the sentences.
- Ask: What does Yi-Wen have to do? (finish some work)

D Listen to the whole conversation....

- Tell students to read the questions and answer choices silently.
- Play CD 1, Track 61. Students circle the letter of the answers.
- Ask students to read the questions and call on classmates to answer. If an incorrect answer is given, play Track 61 again.

Accept or decline an invitation

CONVERSATION



A Listen. Notice the pronunciation...

- Write *have to* and *has to* on the board. Read the Pronunciation Watch note. Say: We write have to and has to, but when people talk they usually say "hafta" and "hasta."
- Tell students to underline have to and has to in the examples. Play CD 1, Track 62.
- Resume playing Track 62. Students listen and repeat.

Language Note

Read the Pronunciation Watch note again and ask the class: Why is this? Tell them to refer back to the Pronunciation Watch note on page 49. Explain that "wanna," "hafta," and "hasta" are called reductions. Ask: What other reduction have we practiced? ("gonna") Pronounce all four reductions and ask the class to repeat.

Controlled Practice 20 minutes



B Listen. Circle the words you hear.

- On the board, write: a. I have a class tonight. b. I have to go. (b) Underline have to in b and ask: *Is this pronounced* "hafta" or "hasta"? ("hafta") Write "hafta" in parentheses above have to. Read both sentences. Reduce have to to "hafta" in b. Ask the class to repeat. Remind students that we do not write "hafta" or "hasta." We only say them in conversation.
- Read the directions. Play CD 1, Track 63. Students listen and circle the words they hear.
- To check answers, play Track 63 again and pause after each item. Elicit the answers from the class.

G Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 80.
- Tell students to read the conversation silently and underline want to and have to.
- Tell students to write "wanna" in parentheses above want to in Gloria's first line and "hafta" in parentheses above *have to* in Yi-Wen's first line. Say the lines and ask the class to repeat.
- Play CD 1, Track 64. Students listen and repeat.

PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3C. Tell them to take turns playing each role.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Review the meaning of deli, errands, and make calls. Say each activity and ask the class to repeat.
- Copy the conversation onto the board and complete it with words from the boxes.
- Play Speaker A and practice with a student. Switch
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.
- Walk around. As needed, model correct pronunciation of "wanna" and "hafta" and ask students to repeat.
- 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. PAIRS. Make your own...

- Read the directions. Write the words accept and decline on the board. Ask: What does accept mean? (say yes) What does decline mean? (say no)
- Ask: *How do you accept an invitation?* Point to the yellow note. Say the phrases and ask the class to repeat. Write them on the board under *Accept*.
- Ask: *How do you decline an invitation?* Elicit and write under Decline:

Sorry, I can't. I have to . . . I really can't.

Thanks, but I don't think so. Not today.

- Model the role play: Invite a couple of above-level students to do something. Prompt them to accept or decline using the language on the board.
- Pair students. If time permits, ask students to stand, mingle, and role play with several partners.

Extra Practice



Interactive Practice

Accept or decline an invitation

Getting Started

5 minutes

- Say: We're going to study have to. In the conversation on page 81, Yi-Wen used this grammar.
- Play CD 1, Track 64. Students listen. On the board, write: *I have to finish some work*. Underline *have to finish*.

Presentation

10 minutes

Modal: have to

- Copy the grammar charts onto the board or show the charts on Transparency 4.5 and cover the exercise.
- On the board, write: *I need to finish some work*. Read the sentence. Then cross out *need to* and write *have to*. Say: Have to *and* need to *have similar meanings*.
- Rewrite the sentence: *I have to finish some work*. Read the sentence. Then cross out *I* and write *Yi-Wen*. Ask: *What else do I have to change?* Cross out *have* and write *has*. Rewrite and read the sentence: *Yi-Wen has to finish some work*.
- Call on students to read examples from the grammar charts. Tell them to choose words from each column. For example: *They don't have to work on weekends*. Ask students to say their sentences again with the "hafta" or "hasta" pronunciation of *have to* or *has to*.
- If you are using the transparency, do the exercise with the class.

Controlled Practice 20 minutes

PRACTICE

A Complete the sentences. Use the infinitive forms...

- Read the directions.
- Ask: You used infinitives in Lesson 6 with like and hate. What's an infinitive? (to + base form of a verb). Say each verb in the box and ask the class to call out the infinitive (for example, to drive).

- Ask a student to read the example. Walk around and check for to.
- Call on students to read the completed sentences. Encourage them to use the "hafta" or "hasta" pronunciation of *have to* or *has to*.

B Complete the sentences. Use the correct forms...

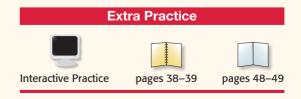
- Write item 1 on the board. Ask: *Is it affirmative or negative?* (negative) *What's the subject?* (*I*) Tell students to point to *I* on the right chart. Ask: *What's the correct form of* have to? (*don't have to*)
- Complete item 1 on the board. Call on a student to read the example.
- Walk around and if students have difficulty, take them through the same steps used with the example.
- Tell students to look at their answers and check that each one includes *to*.

© PAIRS. Compare your answers.

- Pair students and tell them to take turns reading the sentences. Tell them to practice the "hafta" and "hasta" pronunciation of *have to* and *has to*.
- To check answers, call on a student to read item 2. Tell that student to call on another classmate to read item 3. Continue in the same way with the remaining items.

EXPANSION: Grammar and speaking practice for C

- Tell students to write a to-do list. Write your own to-do list on the board as a model (for example, *go* to the laundromat, clean the house, exercise, call my grandmother).
- Pair students. Say: *Tell your partner about your to-do list. Use* have to. *For example, you can say:* I have to go to the laundromat. I have to clean the house...
- Tell students to exchange lists with their partner. Then form new pairs. Say: *Tell your new partner about your first partner's to-do list. Use* has to. Borrow a student's list and model the activity.



Show what you know!

GRAMMAR

A Complete the conversation. Underline the...

- Tell students to review the grammar charts on pages 70 (Adverbs of frequency), 76 (Simple present: like / love / hate + infinitive) and 82 (Modal: have to).
- On the board, write:

| | like | |
|---|------------|--------------|
| | don't like | |
| I | love | cook dinner. |
| | hate | |
| | have | |

• Ask students what word goes in the blank. Write to in the blank. Ask a few students to say a true sentence using the words on the board.

B Listen and check your answers.

- Play CD 1, Track 65. Students listen and check their answers.
- Tell students to read the conversation again silently. Ask: What does A invite David to do? (come to his house to watch the game) Does David accept or decline? (decline) What reason does he give? (He has to go the supermarket because his sister is coming over for dinner.)
- *Optional:* Tell students to practice the completed conversations with a partner.

Rewrite the statements. Use the adverbs in...

- Tell students to review the grammar chart on page 70 (Adverbs of frequency).
- On the board, write item 1 and My sister is at the mall on weekends. (always) Underline the verb in each sentence. Ask a student to read the Grammar Watch note on page 70. As a class, decide where to place sometimes and always in the sentences. Read the sentences with adverbs: *I sometimes go to the* mall on weekends. My sister is always at the mall on weekends.
- Tell students to underline the verb in each sentence (go, is).
- To check answers, ask students who finish early to write a sentence on the board. Read each sentence. As a class, correct as needed.

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 4, 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 40-41

EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review the Lesson 5 conversation...

- Play CD 1, Track 58. Students listen.
- As needed, play Track 58 again to aid comprehension.

STEP 2. PAIRS. Talk about the errands and chores...

- Read the directions.
- To prepare for the activity, tell students to write a list of errands and chores they need to do every week. Tell them to draw a face next to each one that shows how they feel about it.
- Pair students. Say: *Talk about your errands and chores. Use* need to *and* have to. *Talk about which things you like and dislike. Use* hate, not like, like, and love and an infinitive. Use Me, too. and Not me. to agree or disagree with your partner.
- Walk around and observe partners interacting. Check students' use of to.
- Call on pairs to perform for the class. While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- After each pair performs, ask the class: *What do they both like to do?*
- Optional: After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3

READ AND REACT

STEP 1. Read about Max'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, Who is Fran? What does Fran invite Max to do? Does Max want to accept or decline the invitation? Does he have a reason?).

STEP 2. PAIRS. What is Max's problem? What...

- Read the directions and the question.
- Ask: What is Max's problem? (He doesn't want to accept his friend's invitation.)
- Pair students. Read the list of ideas. Give pairs a couple of minutes to discuss possible solutions for Max
- 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 say, "Thanks, but I have plans tomorrow night." This is a good idea.).
- Tell pairs to think of one new idea not in the box (for example, *He can say, "I don't like to dance," and suggest a different activity.*) 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 own solutions. Write them on the board and ask: *Do you think this is a good idea? Why or why not?*

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Ask: Which ideas are polite? Which ideas are rude? Tell students to draw a two-column chart with the headings *Polite* and *Rude*. Tell them to write the ideas from the book and the board in the chart.

Above-level Ask: Do you think Max doesn't want to go out with Fran or doesn't want to go dancing? Tell students to write a line for Max to say for each situation.

4

CONNECT

Turn to page 250 for the Study Skills Activity and page 277 for the Team Project. See page T-xi for general notes about teaching these activities.

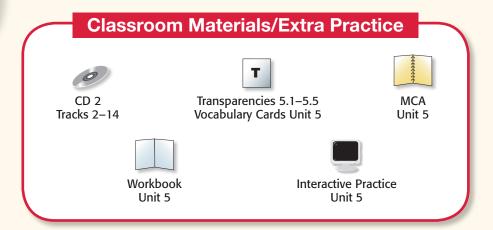
Progress Check

Which goals can you check off? Go back to page 65.

Ask students to turn to page 65 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

5

At Home



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Present continuous: Affirmative and negative statements
- *There is / There are*: Affirmative and negative statements, questions, and short answers

Pronunciation

- Stress in compound nouns
- Voiced and voiceless th sounds

Reading

- Read an article about a U.S. city
- Reading Skill: Skimming

Writing

- Write about your community
- Write driving directions
- · Write a housing classified ad

Life Skills Writing

• Complete an application for an apartment

Preview

- Set the context of the unit by asking questions about the home (for example, *Where do you live?* Do you live in a house or an apartment? Who fixes problems in your home?).
- Hold up page 85 or show Transparency 5.1. Read the unit title and ask the class to repeat.
- Say: Look at the picture. Ask the Preview questions: What do you see? (a woman under a sink) What is the problem? Elicit or tell the class: The sink is clogged. Ask: What happens when the sink is clogged? (The water doesn't go down.)

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 students to repeat. Explain unfamiliar vocabulary as needed:
 - *Application*: a form you complete when you want an apartment, a job, etc . . .
 - *Directions:* instructions about how to get from one place to another
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

Vocabulary

Getting Started

5 minutes



WHAT DO YOU KNOW?

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

- Show Transparency 5.2 or hold up the book. Tell students to cover the list of words on page 87.
- Read the directions. Elicit a household problem (for example, *In number 6*, the mailbox is broken.).
- Students call out answers. Help students pronounce household problems if they have difficulty.
- If students call out an incorrect household problem, change the student's answer to a question for the class (for example, *In number 2*, the sink *is clogged?*). If nobody can identify the correct household problem, tell students they will now listen to a CD and practice the household problems vocabulary.

Presentation

10 minutes



B Look at the pictures and listen....

- Read the directions. Play CD 2, Track 2. Pause after number 12 (There's no hot water.).
- To check comprehension, say each household problem in random order and ask students to point to the appropriate picture.
- Resume playing Track 2. Students listen and repeat.

Controlled Practice

20 minutes

PRACTICE

A PAIRS. Student A, point to a picture. Ask, "What's...

- Read each line in the example and ask the class to repeat. Model correct intonation.
- Play Speaker A and model the example with an above-level student. Point to picture 1.

- Continue the conversation. Prompt B to point to a picture and say: What's the problem?
- Pair students and tell them to talk about at least three pictures each.
- Walk around and help with pronunciation of the household problems as needed.

MULTILEVEL INSTRUCTION for 2A

Pre-level Allow pairs to refer to the list of words at the bottom of page 87 as needed. **Above-level** Tell pairs to cover the list of words on page 87 when they practice.

B WORD PLAY. PAIRS. Complete the chart. Use...

- Pair students. Read the directions.
- Say: Look at the pictures. Point to a ceiling. Point to a toilet. Continue in the same way with the other words in the box.
- Tell students to switch partners and compare their chart with another classmate.
- To check answers, copy the chart onto the board. Ask three students to write the words in the chart. Elicit a fourth word for *Things that leak*.
- Point to each word on the chart, say a sentence, and ask the class to repeat, for example: *The faucet* is leaking. The door is stuck. The toilet is clogged.

EXPANSION: Vocabulary practice for 2B

- Tell students to look at the list of household problems on page 87 and the chart in Exercise 2B. Ask: Which household problems do you have? Tell students to write a checkmark next to any problems in their home.
- Pair students. Say: Tell your partner what problems vou have.

Communicative Practice 20 minutes

Learning Strategy: Make labels

- Read the directions. Tell students to look at the vocabulary list and underline the words that name things in their home. Tell them to look at the words that come after *The*.
- Say each noun from items 1–10 and ask the class to call out *a* or *an* and the thing. For example, you say *ceiling* and the class calls out *a ceiling*.
- Tell students to make five cards for things in their house.
- Walk around as students work. If misspellings occur, tell them to check the vocabulary list on page 87.
- Say: *Put your cards on things in your home. Practice saying the words.* Remind students to use this strategy to remember other new vocabulary.

Show what you know!

STEP 1. Look at the list of household problems. Circle...

- Read the directions.
- Ask: Which household problem do you <u>really</u> not want to have? Tell students to circle this problem.
- On the board, write the household problem that you think is the worst (for example, 11. There's no heat.).

STEP 2. GROUPS OF 3. What is the worst household...

- First, group students who chose the same problem. Tell them to brainstorm reasons their problem is bad. Tell them to write the reasons on a sheet of paper and to circle the reason they like the best.
- Form new groups of 3 students who chose different problems and tell them to ask each other: Which is the worst household problem?
- With a student, model the activity, for example:
 - S: What is the worst household problem?
 - T: I think number 11 is the worst problem because I hate to be cold.
- To wrap up, say each problem from the list and ask students to raise their hands for the problem they chose. Call on a student whose hand is raised to give a reason.

EXPANSION: Vocabulary and listening practice for STEP 2

- Collect one list of reasons from each group. Put the lists in random order and number each sheet. Tell students to number a sheet of paper according to the number of lists you have.
- Say: I'm going to read the reasons that a group thought a problem was the worst. Guess the problem I'm reading about and write your guess next to the number on your paper. Number 1 . . .
- Read the reasons again and elicit the answers from the class. Ask if anyone guessed all the problems correctly.



Getting Started

5 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures. When there is a...

- Tell the class to look at the second picture. Ask: What's the problem? (The sink is clogged / leaking.) Tell the class to look at the third picture. Ask: What's the problem? (The lock is broken.)
- Tell the class to look at the first picture. Ask: What isn't working? (the electricity) Tell the class to look at the fourth picture. Ask: What isn't working? (the light)
- Ask: When there is a problem in your home, who fixes it? Say each type of repairperson and ask the class to repeat. Explain that if you own your own home, you call an electrician, a plumber, or a locksmith to fix problems. If you rent an apartment, you call the building manager to fix problems.
- As a follow-up, ask: When the toilet is clogged, who fixes it? (a plumber) If the ceiling in your rental apartment is leaking, who fixes it? (a building manager) If a light isn't working in a house you own, who fixes it? (an electrician)

Presentation

10 minutes



LISTEN

A CLASS. Look at the picture of Harry fixing...

- Read the directions. Tell students to look at the picture and to point to Harry, the radiator, and the phone.
- Ask: What is Harry doing? (fixing the radiator, talking on the phone) If the radiator is broken, what problem does Harry have? (There's no heat.) Do you have a radiator in your home? Ask for a show of hands.
- Ask: Does Harry live in a house or an apartment? (an apartment)

- Tell students to read the question and answer choices. Students circle the letter of the answer they think is correct.
- Ask students to raise their hands for the answer they chose. For each answer choice, ask a couple of students who raised their hands to explain their



B Listen to the conversation. Was...

- Read the directions. Play CD 2, Track 3.
- Ask: *Is Harry talking to a plumber?* (No, he isn't.) *Is he talking to the building manager?* (No, he isn't.) *Is he talking to his friend?* (Yes, he is.) *What's his* friend's name? (Joe)
- Ask: Was your guess correct?

Teaching Tip

Optional: If students need additional support, tell them to read the Audio Script on page 300 as they listen to the conversations.

Controlled Practice

10 minutes



G Listen again. What does Joe say?

- Read the directions. Ask: What does Joe think Harry should do about the broken radiator?
- Play Track 3 again.
- Elicit the correct answer from the class. Ask: *Do* you think Joe's advice is good? Why? (Yes, because Harry rents an apartment.)

D Listen to the whole conversation....

- Read the directions. Play CD 3, Track 4. Students write the answer on the lines provided.
- Students compare answers with a partner.
- Ask: Why can't Harry call the building manager? Elicit the answer and write it on the board.

Presentation

5 minutes

Communicative Practice 20 minutes



CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 88.
- Play CD 2, Track 5. Students listen and repeat.

Controlled Practice

10 minutes



PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Then, in Exercise 4A, ask students to look at the information in the boxes. Say each word or expression and ask the class to repeat. Then say: *My lock is broken. Who should I call?* (a locksmith) My bathroom light isn't working. Who should I call? (an electrician) My faucet is leaking? Who should I call? (a plumber)
- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- Play Speaker B and model a new conversation with an above-level student. Tell the student to look at the blue box and circle one household problem. Use the student's and your name when you complete Speaker B's first line.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.
- Walk around and as needed, remind students to switch roles and practice both parts. Tell them to use a different household problem each time they practice.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

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

- Tell the class that they're going to practice the conversation in Exercise 4A again but with different household problems.
- Tell students to write the following in their notebooks:
 - 1. a different household problem (not one from the blue box in Exercise 4A)
 - 2. who they should call to fix this problem
- Pair students. Tell Student B to use the household problem he or she wrote down. Tell Student A to respond with who to call to fix the problem. Say: *If you don't know the name for the correct type of* repairperson, you can say the building manager.
- To wrap up, on the board write some of the errors you heard during the role plays. Ask students to correct the mistakes. Go over the corrections by saying the words or sentences correctly and asking the class to repeat.

MULTILEVEL INSTRUCTION for 4B

Pre-level Student A can show Student B the name for the correct type of repairperson to

Above-level Tell Student A not to show Student B the name for the correct type of repairperson to call.

■ EXPANSION: Vocabulary and graphic organizer practice for 4B

- On the board, draw a web diagram and write plumber in the circle. Draw four lines radiating out from the circle.
- Ask students to look at the vocabulary on page 87. Tell them to copy the diagram and write on it the four problems that you should call a plumber to fix (vocabulary items 2, 3, 4, and 12).
- Pairs students and tell them to use the language from the Venn diagram to practice a new conversation like the one in Exercise 4A.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

20 minutes

- Say: We're going to study the present continuous. In the conversation on page 89, Harry used this grammar.
- Play CD 2, Track 5. Students listen. On the board, write: *I'm trying to fix it.* Underline *'m trying*.

Presentation

10 minutes

Present continuous

- Copy the grammar charts onto the board or show Transparency 5.3 and cover the exercise.
- Point to the picture of Harry on page 88. Ask: What is Harry doing? On the board, write: Harry _____ fix _____ the radiator.
- Tell students to look at the left grammar chart. Ask: What form of be goes with Harry? Write is in the first blank in the sentence on the board. Ask: What do I add to fix to form the present continuous? Write ing in the second blank. Read the completed sentence: Harry is fixing the radiator.
- Change the subject of the sentence on the board by adding *and I* after *Harry*. Ask: *What else needs to change?* Elicit the answer. Erase *is* and write *are*.
- Point to the picture of Harry on page 88 again. On the board, write: Harry is calling the building manager. Ask: Is this sentence true or false? (false) How can I change it to make it true? Tell students to look at the right grammar chart. Add not between is and calling. Read the new sentence: Harry is not calling the building manager. Underline is not. Ask: What's the short form for is not? Elicit isn't and write it above is not.
- Read the Grammar Watch note. Say: Look around the classroom. What's taking place at the present time? Elicit a few affirmative and negative sentences and write them on the board. Elicit the contractions for the negative sentences (for example, Ahmed is listening. Amaya and Yoko aren't talking.).
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Complete the sentences. Use the present...

- Write item 1 on the board. Ask: What's the subject? (the building manager) What's the correct form of be? (is)
- Point to the verb *help*. Ask: *How do we form the present continuous?* (is helping)
- Write item 2 on the board. Point to the verb use. Ask: What letter does use end in? (-e) Say: When a verb ends in -e, take off the -e before you add -ing. Cross out the -e in use and add -ing. Then write using.
- Walk around and check for the correct form of be and the verb + -ing.
- Students compare answers with a partner.
- To check answers, call on students to read the sentences out loud. Elicit contractions as appropriate. Ask the student who reads item 3 how to spell *making*. Write it on the board.

B Read the sentences. Correct the mistake in each...

• Say: These sentences are in the present continuous. What do you need to form the present continuous? Elicit and write on the board:

the correct form of be *a verb* + -ing.

- Read the directions.
- Write item 1 on the board. Ask: *Is the mistake in the form of* be *or in the verb* + -ing? (the verb + -ing)
- Tell students to read each sentence and check for the two things on the board.
- Walk around and, if students have difficulty, tell them to underline the form of *be* and ask: *Is it correct?* Then tell them to underline the verb + -*ing* and ask: *Is it correct?*
- Students compare answers with a partner.
- To check answers, ask students to write the corrected sentences on the board. Ask: *Which items had a mistake in the form of* be? (2, 3, 4, and 5) *Which items had a mistake in the verb* + -ing? (1 and 6)

2

PRACTICE

Complete the e-mail. Use the present continuous and...

- Write the sentence for item 1 on the board. Read the sentence out loud. Ask: What's the subject? (Everyone) What's the form of be? (is) Point out that even though everyone refers to many people, it's singular. Underline one in everyone and say: The word one in everyone can help you to remember that it's singular.
- Ask: What's the verb in the example? (is working) Say: Point to the verb work in the box. What was added in the example? (is and -ing)
- Read the first part of the e-mail. Stop after the sentence that contains item 2. Tell students to look at item 2. Ask: What's the subject? (The bathroom sink) What's the correct form of be? (is) Which verb in the box goes with The bathroom sink and water all over the floor? (leak) What do you need to add to leak? (-ing)
- Walk around and, if students have difficulty with the correct form of *be*, tell them to underline the subjects.
- Students compare answers with a partner.
- Number from 2 to 7 on the board. Ask students to write answers on the board. If there are any incorrect answers, review the item with the class.
- Tell students to read the e-mail silently. Ask: *What are the problems with the house?* (The bathroom sink is leaking. The kitchen light isn't working. The lock on the front door is broken.)

Communicative Practice 20 minutes

Show what you know!

STEP 1. PAIRS. Student A, look at the picture on...

- Pair students and assign roles of Speaker A and Speaker B. Read the directions. Walk around and check that Student A is looking at the picture on page 91 and Student B is looking at the picture on page 246.
- Remind students: *Don't show your picture to your partner.*

STEP 2. SAME PAIRS. Talk about the pictures...

- Read the directions. Ask a pair to read the example out loud.
- Draw a two-column chart on the board. Label the columns *A* and *B*. In the left column write: *A man is fixing a sink*. In the right column write: *A man is cooking in a kitchen*. Tell students to copy the chart into their notebooks.
- Tell partners to take turns describing their pictures by talking about what a person is doing or a problem. Tell students to write at least four differences in their charts.
- Walk around and check that students are using the present continuous correctly.
- To check answers, call on pairs to say differences. For example,
 - A: *In my picture, the stove isn't working.*
 - B: *In my picture, the freezer isn't working.*
 - A: *In my picture, the ceiling is leaking.*
 - B: In my picture, the window is stuck.
 - A: In my picture, a woman is calling the building manager.
 - B: In my picture, an electrician is fixing the electricity.

Write the differences in the chart on the board.

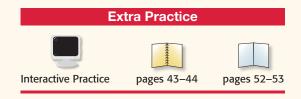
MULTILEVEL INSTRUCTION for Step 2

Cross-ability Partners don't look at each other's pictures but can work together to complete the chart. To wrap up, ask a higher-level student to describe Student A's picture for the class. Ask another higher-level student to describe Student B's picture for the class. Tell the class to look at both pictures and point to the activities and problems as they are described.

Progress Check

Can you . . . describe problems in your home?

Say: We have practiced describing problems in our homes. Now, look at the question at the bottom of the page. Can you describe problems in your home? Tell students to write a checkmark in the box.



Read apartment ads

Getting Started

10 minutes

- Tell the class to look at the ad. Ask: What is the ad for? (an apartment) Explain:
 - Security deposit: The money that you give to the landlord before you rent an apartment. The landlord returns the money to you when you move out if you have not damaged the apartment. (The *landlord* owns the apartment.) Fee: The money that you pay to the agent who shows you the apartment if you decide to rent it. (An agent helps people find apartments to rent or houses to buy.)
- Tell the class to look at the ad. Ask: How much is the rent? (\$1,200 a month) How much is the security deposit? (one month's rent = \$1,200) How much is the fee? (one month's rent = \$1,200) How much does it cost to move into this apartment? (\$3,600)

Culture Connection

• Ask: To rent an apartment in your country, do you have to pay a fee? Do you have to pay a security deposit? Discuss as a class.

Presentation

15 minutes



READ APARTMENT ADS

A Look at the ad for a rental apartment. Read...

- Read the first sentence. Tell students to find and underline the number of bathrooms in the ad. Ask: What did you underline? (1 bathroom) Is the sentence true or false? (false)
- Tell students to read the sentences, underline information in the ad, and then circle True or False.

B PAIRS. Check your answers.

• Pair students. Say: Student A, read the sentences. Student B, say the answers. Switch roles after item 3. If you have different answers, look at the information you underlined in the ad.

- Ask: Which sentences are false? (1, 5) Tell pairs to use the information they underlined in the ad and rewrite the false sentences to make them true.
- Call on two students to write the new sentences on the board (1. The apartment has one bathroom. 5. It's not OK to have a pet. / No pets allowed.).

Cook at the abbreviations below. Then look at...

- Ask: Why do classified ads use a lot of abbreviations? (because people pay for them per line, so longer ads are more expensive)
- Tell students to look at the list. Say: These are the short forms of words that are often in apartment ads. Look at item 1. Circle air-conditioning in *the ad.* Ask: *Why is* A/C *the abbreviation for* air-conditioning? (because air starts with a and *conditioning* starts with c)
- · Read the directions.

D Listen and check your answers. Then...

• Play CD 2, Track 6. Students listen, check their answers, and circle any incorrect answers.

EXPANSION: Writing practice for 1D

- Tell students to rewrite the ad for a rental apartment. Tell them to replace the circled words with abbreviations and to pay attention to capitalization and use of periods in the abbreviations. Tell students they shouldn't use articles (a, an, the).
- The rewritten ad should look like this:

Furn. 2 BR, 1 BA apt. on third fl. of elevator building. Large LR. Sunny EIK with separate DR. *Washer/dryer in bsmt. Convenient location. Nr* shopping and public trans. No pets allowed.

Rent: \$1,200/mo. Fee: One mo's rent

Sec. Dep.: One mo.'s rent

Util. incl.: ht., hw, A/C, and electricity included

Contact: Joshua 510-555-5432

Read apartment ads

Controlled Practice

25 minutes

2

PRACTICE

⚠ Look at the newspaper apartment ads. Read...

- Say: Look at the newspaper apartment ads. There is one new abbreviation. Circle it. Elicit Pkg. (in ad b) and write it on the board.
- Point to *Pkg*. and elicit ideas about the word it stands for. Write *parking* next to the abbreviation.
- Call on students to read the answers for one of the three apartments.

EXPANSION: Vocabulary and speaking practice for 2A

- Pair students. Say: Choose one apartment ad and read it to your partner. Say the full words, not the abbreviations. Choose different ads. Check that your partner substitutes the correct words for the abbreviations.
- To model the activity, read the first sentence of the first ad: South End. Large two-bedroom, living room, eat-in kitchen, two bathrooms.

B GROUPS OF 3. Read about the two families...

- Read the directions. Tell students to read silently about the two families.
- Form groups of 3 and tell them to take out two sheets of paper. Hold up a sheet of paper, turn it horizontally, and point to the left side. Tell groups to list each family's needs on the left side of one sheet and to use abbreviations. To model the activity, elicit one of the Marshalls' needs and write it on the board (for example, 2+BR).
- Elicit and write on the board each family's needs. (The Marshalls: 2+ BR; in South End/nr. trans. Rent: \$1,250/mo. or less. Sec. dep.: \$3,000 or less. The Wilsons: 2 BR. Pets OK/allowed. Rent: \$1,000/mo. or less. Util. incl.)
- Create charts from the lists of the families' needs on the board. To the right, add columns for: *Apartment a, Apartment b,* and *Apartment c.* Tell groups to do the same.
- Tell groups to read each apartment ad and check the things it has that the family needs. To model the activity, ask: *Does Apartment a have two or more bedrooms?* (Yes.) *Is it in the South End?* (Yes.) Put checkmarks in the first two rows under *Apartment a* on the Marshalls' chart.

- Tell groups to complete their charts for both families. Tell them to discuss which apartment is best for each family (The Marshalls: a. The Wilsons: b.).
- As a class, discuss the best match for each family. Ask students to explain their choices.

EXPANSION: Writing practice for 2B

- Tell students to write an ad for their home. Post the ads on the board and number them.
- Say: Imagine you need to find a new place to live. What are your needs? Tell students to list their needs and create a chart like the one they completed in Exercise 2B (with their needs as row headings and apartment numbers from the board as column headings).
- Tell students to go apartment / house hunting.
 Tell them to read the ads on the board and make checkmarks on their chart.
- Form small groups. Say: Tell your group which home is best for you. Explain why.

Communicative Practice 10 minutes

GROUPS OF 3. Look at the list of ways to find...

- Read the directions.
- Form groups of 3. Students discuss the best way to find an apartment.
- Walk around and make sure students explain their answers.

3 LIFE SKILLS WRITING

Turn to page 260 and ask students to complete the application for an apartment. See p. T-xii for general notes about the Life Skills Writing activities.

Progress Check

Can you . . . read apartment ads?

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

Extra Practice Interactive Practice pages 54–55

Ask about an apartment

Getting Started

5 minutes



BEFORE YOU LISTEN

CLASS. Imagine you are calling about an apartment...

- Read the directions. Call on students to read the questions.
- Tell students to look at the ads on pages 92 and 93 for ideas for other questions and write them on the board. (Some other possible questions: *Is there* a fee? How many bathrooms are there? Is it near *public transportation?*)

Presentation

10 minutes



LISTEN

A Look at the picture of Paula...

- Tell students to look at the picture. Say: Paula is calling a landlady. Point to Paula. Point to the landlady. What is a landlady? (A woman who owns an apartment or house and rents it to another person.)
- Read the directions and the answer choices. Ask: Why do you think Paula is calling? Circle the letter of the answer that you think is correct.
- Tell students to listen to the CD and find out if they are right. Play CD 2, Track 7.
- Elicit the correct answer. Ask: Who do you call if you have a problem with your apartment? (the building manager)

Teaching Tip

Optional: If students need additional support, tell them to read the Audio Script on page 301 as they listen to the conversations.

Controlled Practice

10 minutes



B Listen again. Read the sentences...

- Play Track 7 again. Students read the sentences silently and circle True or False.
- Ask students to read the sentences and call on classmates to answer True or False. Ask a student to correct the false sentence (There's *no* laundry room . . .).
- Ask: What is the apartment near? (a laundromat and a park)

G Listen to the whole conversation....

- Read the question and the answer choices.
- Play CD 2, Track 8. Students listen and circle the letter of the correct answer.
- Ask: According to the ad, how much is the rent? On the board, write: \$200/mo. Ask: *Is the ad correct?* (No.) *How much is the rent really?* On the board, write: \$2,000/mo. Ask: What happened? What was the mistake? (A zero was dropped from the price. / The rent is \$2,000, but the ad says it is only \$200.)
- Elicit the correct answer.

EXPANSION: Speaking practice for 2C

 Pair students and tell them to take turns asking and answering the questions from Exercise 1 about one of the ads on pages 92 and 93.

Ask about an apartment

Presentation

10 minutes



CONVERSATION



A Listen. Then listen and repeat.

- Read the Pronunciation Watch note.
- Tell students to look at the nouns in Exercise 3A. Say: Nouns can be two words, like bus stop and laundry room, or one word, like dishwasher. Ask: Which is stressed, bus or stop? (bus) laundry or room? (*laundry*) dish *or* washer? (*dish*)
- Play CD 2, Track 9. Tell students to listen for the stress on the first word.
- Resume playing Track 9. Students listen and repeat.

B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 94.
- Tell students to read the conversation silently and to circle the nouns bedrooms, living room, and laundry room.
- Tell students to underline the stressed word. Check that students underlined *bed*, *living*, and *laundry*.
- Play CD 2, Track 10. Students listen and repeat the conversation.

Controlled Practice

10 minutes



PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role.
- Walk around and check students' pronunciation of bedrooms, living room, and laundry room. Model the stress as needed.
- Then, in Exercise 4A, ask students to look at the information in the boxes. Ask: *Are there any* compound nouns? Circle them and underline the first word in each. Check that students circled and underlined as follows: <u>bath</u>room, <u>dish</u>washer, parking lot, living room, bus stop, shopping center,

- *supermarket*. Pronounce each compound noun (with the stress on the first word) and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- Ask two above-level students to model a new conversation. Say: Student A, you're the landlord. What does your apartment have? Choose one thing from the blue box and one from the red box. Student *B*, you're calling about the apartment. What do you hope the apartment has? Choose one thing from the green box and one thing from the yellow box.
- 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 properly substituting information into the conversation. Model stress in compound nouns 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 10 minutes

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

- Pair students and tell them to take turns playing Speakers A and B.
- Say: Student A, imagine you are going to rent your house or apartment to someone. Write the number of bedrooms and two other nice things it has. Student B, you want to rent a house or apartment. What do you want the house or apartment to have? What do you want to have nearby? Write two things to ask about.
- Tell pairs to use their own information in the conversation in Exercise 3B and to make changes as needed. Tell Student A to answer Student B's questions truthfully, either yes or no. Ask an abovelevel pair to model the role play. Help them use their own information.
- Walk around and help as needed.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

25 minutes

- Say: We're going to study there is and there are. In the conversation on page 95, the landlady and Paula used this grammar.
- Play CD 2, Track 10. Students listen. On the board, write: *There are two bedrooms* and *No, there isn't*. Underline *There are* and *there isn't*.

Presentation

15 minutes

There is / There are

- Copy the grammar charts onto the board or show Transparency 5.4 and cover the exercise.
- Read the Grammar Watch note.
- On the board, draw a word box with is and are. Side-by-side write: 1. There ______ a dishwasher. 2. There _____ shops nearby. Say: Look at item 1. What comes after the blank? (a dishwasher) Look at item 2. What comes after the blank? (shops) Which do you think is the answer for item 1, is or are? (is) Why? (because dishwasher is singular) Which do you think is the answer for item 2, is or are? (are) Why? (because shops is plural)
- Point to item 1 on the board and ask: *How do I make this sentence negative?* Point to the grammar chart. Elicit and write under item 1: *There isn't a dishwasher. / There's no dishwasher.* Repeat with item 2 and write: *There aren't any shops. / There are no shops.*
- Point to item 1 on the board and ask: *How do I make this sentence into a question?* Point to the grammar chart. Elicit and write under item 1: *Is there a dishwasher?* Repeat with item 2 and write: *Are there any shops?*
- Elicit affirmative and negative short answers to each question and write them on the board.
- Tell students to point to the question with *How many* in the grammar chart. Read the question. Elicit other words to substitute for bedrooms when asking about an apartment (for example, *How many bathrooms / closets / windows are there?*).
- If you are using the transparency, do the exercise with the class.

PRACTICE

(A) Complete the sentences. Underline the correct...

- Say: Look at item 1. What comes after There is / There are? (a bus stop) Why is the answer There is? (because bus stop is singular)
- Say: Look at item 3. With a lot of, look at what comes after. Is children singular or plural? (plural)
- To check answers, call on students to read the sentences out loud.

B Complete the conversation. Use the correct form...

- Read the directions and the example.
- Point out that for *there is* students can also write *there's*.
- Students compare answers with a partner. Tell pairs to read the conversation out loud.
- *Optional:* Call on pairs to perform the completed conversation for the class.

EXPANSION: Grammar and writing practice for 1B

- Pair students and tell them to write sentences with *There is* and *There are* about their own house or apartment (for example, *There are two bedrooms*. *There's no dishwasher. There's a laundry room in the building. There are a lot of restaurants nearby.*).
- Say: Student A, read your sentences to your partner. Student B, listen and take notes about your partner's home. Use abbreviations.

Ask about an apartment

2

PRACTICE

Read the answers. Write the questions. Use...

- Tell students to look at the *Questions* and *Short* answers boxes in the grammar charts on p. 96. Say one short answer from each line and elicit the corresponding question (for example, say: *Yes*, there is. Elicit: *Is there a laundry room?*).
- Read the directions and the example. Walk around and remind students to read Speaker B's answer before they write Speaker A's question.
- Say each item number and tell the class to call out their questions. Then tell students to check their questions and make sure they used question marks.
- *Optional:* Pair students and tell them to read the completed questions and answers out loud. Students switch roles after item 3.

Communicative Practice 15 minutes

Show what you know!

STEP 1. PAIRS. Student A, you are looking for...

- Divide the class in half and tell one group to play Student A and the other to play Student B. Read the directions.
- Form small groups within the Student A group. Tell them to look at the chart on page 97 and practice forming questions (for example, *How many bedrooms are there?*).
- Form small groups within the Student B group. Tell them to read the apartment ad on page 246 out loud, saying full words, not abbreviations. Tell them to say sentences about the apartment with *There is* and *There are* (for example, *There are three bedrooms.*).
- Direct students in the Student A group and then the Student B group to number off. Tell students with the same number to form a pair.

STEP 2. SAME PAIRS. Student A, ask about...

- Read the directions.
- Tell Student A to note Student B's responses in the chart on this page. Walk around and help as needed.

• To follow-up, tell Student A to check the information in the chart by reading it back to Student B (for example, Student A: *There are two bedrooms, right?* or *Are there two bedrooms?*).

STEP 3. SAME PAIRS. Change roles. Student A,...

- Read the directions.
- Tell Student B to note Student A's responses in the chart on page 246. Walk around and help as needed.
- To follow up, tell Student B to check the information in the chart by reading it back to Student A (for example, A: *There are three bedrooms, right?* or *Are there three bedrooms?*).

EXPANSION: Speaking and grammar practice for STEP 3

 Have students bring in apartment ads from the newspaper. Tell them to practice asking and answering questions about the ads.

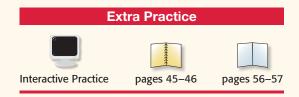
EXPANSION: Grammar and writing practice for STEP 3

- Have students bring in apartment ads from the newspaper.
- Say: Imagine your friend is looking for an apartment. Write your friend an e-mail message about the apartment in one of the ads. Make up a neighborhood name for the apartment. Use There is / There are and has / have (for example, There's an apartment for rent in Mayfair. It has two bedrooms, and the rent is only \$950! There's no fee.).

Progress Check

Can you . . . ask about an apartment?

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



Lesson 7

Read about a U.S. city

Getting Started

10 minutes

1

BEFORE YOU READ

A Look at the map of the continental U.S. Write...

- Tell students to find the compass on the map and to point to north, south, west, and east on the map.
- Read the directions. Say: Write the names of the regions you know. Then use the compass to help you guess the other regions.

B PAIRS. Compare your answers.

- Say the directions on the compass and the region names in the box and ask the class to repeat.
- Students compare answers with a partner.
- Say the colors from the map and ask the class to call out the region names.
- Say each region name and elicit a few of the states that are in the region.
- Ask: What region do we live in? What regions have you visited? Would you like to live in another region? Which one? Why?

G Skim the article on page 99. What is one of the...

- Read the Reading Skill note. Ask: When you skim something, do you read it carefully or quickly? (quickly) Do you look for specific information or the general idea? (the general idea)
- Read the directions. Give students a minute to skim the article.
- Ask: What is one of the important ideas discussed in the article? Tell students to write one idea.

D PAIRS. Compare your answers.

- Pair students and tell them to ask each other the question from the directions.
- Ask: What is one of the important ideas discussed in the article? Call on each pair to say one idea (for example, Springville is growing fast. People move to Springville for a lot of reasons. There are new problems in Springville.).

Read about a U.S. city

Presentation

15 minutes

READ



A Listen. Read the article.

- Tell the class to look at the newspaper article. Read the title and ask: What's happening in Springville? (It's growing fast. / A lot of people are moving there.) Explain that record growth means growing faster than it ever has before.
- Tell the class to look at the picture and ask: What do you see? (a lot of houses) Read the caption and ask: Are the houses old or new? (new) Do we have new housing developments like this in our area? Do they cause any problems?
- Play CD 2, Track 11. Students listen and read along silently.

Controlled Practice

20 minutes

CHECK YOUR UNDERSTANDING

- A Read the article again. Then answer the...
- Read the directions. Call on two students to read the questions.
- Tell students to read the article again and underline the reasons why people move to Springville and the problems caused by Springfield's growth. Ask: How many reasons are there? (four) How many *problems are there?* (two)
- Tell students to look at the information they underlined and write answers to the questions in
- Call on students to say answers and write them on the board.
- **B** PAIRS. Compare your community to Springville...
- Read the directions.
- On the board, draw a Venn diagram. Label the circles *Springville* and *[the name of your] community*]. Point to the first reason on the board. Say: There's warm weather in Springville. Is there warm weather in our community? As a class, decide whether to write warm weather on the left side of the Venn diagram or in the middle.

- Tell pairs to decide where in the Venn diagram to write each reason and problem from Exercise 1B.
- Ask: How is [our community] the same as Springville? Call on pairs to say an item from the middle of their Venn diagram. Encourage them to use *There is / There are*. For example, *There are* a lot of jobs here, too. Repeat with: How is [our *community*] *different from Springville?*
- Ask: Where would you like to live? Do you prefer Springville or [our community]? Why? Discuss as a class.

Communicative Practice 15 minutes



PRE-WRITING. NETWORK. PAIRS. Find a partner...

- Read the directions. On the board, draw a T-chart with the headings *I like* and *I don't like*. Tell students to copy the chart into their notebook.
- Tell pairs to look at their answers to the questions in Exercise 3B for ideas and to talk about things such as weather, jobs, cost of living, and traffic. Tell them to think of other things to add to their charts.
- Ask each pair to write something on the chart on the board. Tell them first to read what other pairs have written and not repeat.
- Read and discuss the chart on the board as a class.

WRITE. Write about your community...

Ask students to turn to page 270 and write about their community. See page T-xii for general notes about the Writing Activities.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics, and how well he or she completes the task. You may want to review the completed rubric with the students.

Extra Practice pages 46-47 Interactive Practice pages 58-59

Getting Started

10 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

A Look at the pictures. Write the directions...

- Stand with your back to the class. Say and use your hand to indicate straight, right, and left. Do it again and ask the class to repeat.
- Read the directions. Students write the directions on the lines.
- Point to each picture and elicit the direction from the class.
- Point to each picture again, say the direction, and ask the class to repeat.

B CLASS. Imagine that you need directions to a...

- Read the directions.
- As a class, brainstorm and write on the board different ways to get directions (for example, go online, use a GPS in your car, look at a map, call the place where you are going and ask).
- Optional: Elicit some websites for getting directions and write the URLs on the board.

Presentation

5 minutes



LISTEN



A Listen to the phone message. Number...

- · Read the directions. Tell students to read the directions silently.
- Play CD 2, Track 12. Students listen and number the directions.
- Play Track 12 again. Tell students to listen and check their answers.

B Listen again. Find the "start here"...

- Tell students to look at the map and find the red "start here" box. Ask: What direction are we starting from? (west)
- Read the directions. Tell students to take out a pencil and place it at the red "start here" box. Play Track 12 again. Students draw the route on the map and circle the library.
- Play Track 12 again. Tell students to listen and check the route they drew.
- Students compare routes with a partner.
- Ask the class: Where is the library on the map? (northeast) Ask a student to hold up the book and point to the library.

Teaching Tip

Remember that if students need additional support, they can read the Audio Script on page 301 as they listen.

EXPANSION: Speaking practice for 2B

- Pair students and tell them to practice giving directions from the "start here" box to the library.
- Tell students to choose another building on the map. Say: Give your partner directions from the "start here" box to the building. Don't tell your partner which building it is. See if your partner can *follow your directions and find the right building.*

Controlled Practice

20 minutes



CONVERSATION



A Listen. Then listen and repeat.

- Read the Pronunciation Watch note.
- Tell students to practice the tongue position for the th sounds. Say: Keep your tongue flat. Stick it out a little bit. Gently bite the tip of your tongue.
- Tell students to keep their tongues in this position. Tell them to put their hands on their throats. Say: To make the th sound in then, use your voice. You should feel vibration in your throat. Say the voiced th sound several times and ask the class to repeat.
- Tell students to keep their tongues in position and their hands on their throats. Say: To make the th sound in thanks, do not use your voice. You should not feel vibration in your throat. Say the voiceless th sound several times and ask the class to repeat.
- Play CD 2, Track 13. Students listen.
- Resume playing Track 13. Students listen and repeat.

B Carrie has a new neighbor, Lan...

- Tell students to look at the map. Tell them to circle the people and the Save-Rite Pharmacy.
- Ask: What street are the people on? (Third Street) What street is the pharmacy on? (Davis Road) Are there any traffic lights or stop signs? (Yes. There's a stop sign.) Is the stop sign on Third Street or Davis Road? (Third Street)
- Read the directions. Tell students to read the conversation silently and underline words that start with th. (Third, the) Ask: Which word has a voiced th? (the) Which word has a voiceless th? (*Third*) Say the words and ask the class to repeat.
- Play CD 2, Track 14. Tell students to follow the directions on the map with their finger as they listen and repeat.



PRACTICE

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

• Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role. Walk around and check students' pronunciation of th sounds.

- Then, in Exercise 4A, ask students to look at the maps. Say: Speaker A asks for directions to a place in blue on the maps and Speaker B gives directions first with information that is green on the maps, then with information that is red, and finally with information that is yellow. Speaker A wants to make sure he remembers the directions and so repeats what Speaker B says.
- Read the directions.
- Copy the conversation onto the board and use the color-coded map to fill in the blanks in the conversation.
- Ask two above-level students to model a new conversation.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks. Tell Student A to follow the directions on the map and repeat them by completing his or her lines.
- Walk around and check that students are properly substituting information into the conversation. Tell partners to switch roles and choose different places.

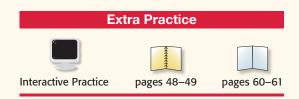
MULTILEVEL INSTRUCTION for 4A

Cross-ability The lower-level student plays Speaker A first. When it's the lower-level student's turn to play Speaker B, the higher-level student says Speaker A's first line, and then helps Speaker B to write the directions before they practice the rest of the conversation.

Communicative Practice 15 minutes

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

- Read the directions. If possible, post or distribute local maps for students to use.
- Model a conversation with an above-level student. Play Speaker B. Tell the student to look at the conversation in Exercise 4A and complete Speaker A's first line with a place in your community. Give directions to the place. Pause after each direction for Speaker A to repeat.
- Form pairs. Tell students to refer back to Exercise 1A on page 100 for help with giving directions.



Review

Show what you know!

1

GRAMMAR

A Imagine you are interested in renting an...

- Tell students to review the grammar chart on page 96 (*There is / There are*).
- Read the directions. Ask a student to read the example. Tell students to look at page 96 for other phrases to use in place of *nearby* (for example, *near here*, *in the neighborhood*, *near the apartment*, *on this street*).
- Students compare answers with a partner.
- Ask the class: *Which questions begin with* Is there? (items 1, 2, 7, and 8) *Which questions begin with* Are there? (items 3–6)

B ROLE PLAY. PAIRS. Take turns. Ask the questions...

- Tell students to look at the map and find the apartment for rent. Tell students to point to the laundromat. Ask two students to read the example.
- Read the directions. Form new pairs.
- Students take turns asking and answering the questions from Exercise 1A.
- Call on pairs to ask and answer questions 2–8 for the class.

EXPANSION: Vocabulary and speaking practice for 1

- Ask students: Which of these places is most important to have near your apartment? What other places do you want near your apartment?
- Pair students and have them brainstorm additional places (for example, a bookstore, a coffee shop, a bus stop).
- Have students add the places they listed to the map on page 102. Then tell them to practice Exercise B again, using the new places.

REVIEW

Show what you know!

2

GRAMMAR

A WRITE. Look at the map on page 102. Write...

- Read the directions. Draw a people icon on the board. Point to it and say: *Choose a place to start. Draw a people icon on the map.* Then say: *Choose a place to finish. Circle the place on the map.*
- Ask students to review the directions on page 100 and the conversation on page 101. Tell students to then write directions from the people icon to the place they circled on the map.

B PAIRS. Student A, read your directions from...

- Model the activity. Choose a starting and ending point. Tell the class the starting point and give directions. Tell the class to follow your directions on the map. Ask: Where are you?
- Pair students and tell them not to show each other their maps. Say: Student A, tell your partner where to start. Read your directions from Exercise A. Then ask your partner: Where are you? If your partner answers incorrectly, check your directions and then repeat them. If your partner answers correctly, switch roles and repeat the activity.
- For more practice getting directions, ask a couple of students to give the class a starting point, read their directions from Exercise 1A, and then ask the class: *Where are you?*

© Complete the conversations with the present...

- Tell students to review the grammar chart on page 90 (Present continuous).
- Read the directions. Remind students to use the correct form of *be* and the verb + -*ing*. Read the example.
- Walk around and spot-check spelling of -ing verbs in item 2. Refer students to the spelling rules for -ing verbs on page 290 as needed.
- Students compare answers with a partner by reading the conversations out loud.
- Call on two pairs to read the conversations for the class. Discuss any errors.
- Ask: What's the problem in Conversation 1? (The light isn't working.) Who's fixing the light? (Dad and Uncle Jerry) What's Mom doing? (She's calling an electrician.) Why? (because Dad and Uncle Jerry aren't very good at fixing stuff)
- *Optional:* Call on pairs to perform the completed conversation for the class.

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 5, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.



EXPAND

Show what you know!

3

ACT IT OUT

STEP 1. CLASS. Review the Lesson 5 conversation...

- Tell students to review the conversation in Exercise 3B on page 95. Tell them to read the conversation silently and underline the questions. Tell students to review the questions at the top of page 94.
- Play CD 2, Track 10. Students listen.
- Tell students to write three questions to ask a landlord. Remind students that they can use *Is there*, *Are there*, and *How many* . . . *are there*?

STEP 2. ROLE PLAY. PAIRS. Student A, you are...

- Read the directions.
- Pair students. Tell A to ask his or her questions from Step 1. Tell B to make up answers to the questions.
- Walk around and check that students use *there is / there are* correctly.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the students.
- 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 Anita'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 is broken? Who does she call? What does he say? Why doesn't he want to fix the lock?).

STEP 2. PAIRS. What is Anita's problem? What...

- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Anita.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think she can call the city housing office and ask for help. This is a good idea.).
- Now tell pairs to think of one new idea not in the box (for example, *She can write a letter to the landlord and explain the problem.*) 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

Cross-ability Tell students to read the ideas in the book and think about the pros and cons of each. Direct the higher-level student to say a pro and con for one idea and the lower-level student to identify the idea. For example, *She can pay a locksmith to fix the lock*. Pro: *It's easy*. *She doesn't have to discuss the problem*. Con: *It's expensive*. *She has to pay to fix the lock*.

5

CONNECT

Turn to page 251 for the Study Skills Activity and page 278 for the Team Project. See page T-xi for general notes about teaching these activities.

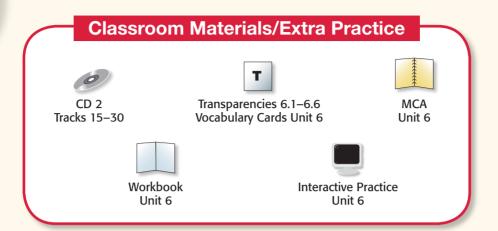
Progress Check

Which goals can you check off? Go back to page 85.

Ask students to turn to page 85 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

6

In the Past



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Simple past: Regular verbs
- Simple past: Irregular verbs
- Simple past: Yes / No questions and short answers
- Simple past: Information questions

Pronunciation

- Simple past -ed endings
- Question intonation with statements

Reading

- Read a biography of a famous person
- *Reading Skill:* Scanning for information

Writing

- Write about your past activities
- Write about milestones in your life
- Write a short autobiography

Life Skills Writing

Write a note to a teacher to explain an absence

Preview

- Set the context of the unit by asking questions about the past (for example, *Where were you born?* When did you come to the U.S.? Did you watch a movie last weekend?).
- Hold up page 105 or show Transparency 6.1. Read the unit title and ask the class to repeat.
- Say: Look at the picture. What do you think their relationship is? (grandfather and grandson) What are they looking at? (photos / a photo album)
- Ask the Preview question: What are the people talking about? (the events in the photos / past events)

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 students to repeat. Explain unfamiliar vocabulary as needed:

Recognize: to know what something is because you have learned about it in the past

Milestones: very important events in a person's life

- Tell students to read the goals silently.
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

Getting Started

5 minutes

Controlled Practice

20 minutes

1

WHAT DO YOU KNOW?

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

- Show Transparency 6.2 or hold up the book. Tell students to cover the list of words on page 107.
- Say: Look at the pictures. Which events with family and friends do you know? Elicit an event (for example, Number 2 is a wedding.).
- Students call out answers. Help students pronounce events if they have difficulty.
- If students call out an incorrect event, change the answer to a question for the class (for example, *Number 3 is a birthday party?*). If nobody can identify the correct event, tell students they will now listen to a CD and practice the vocabulary for events with family and friends.

Presentation

5 minutes

B Look at the pictures and listen. Listen...

- Read the directions. Play CD 2, Track 15. Pause after number 12 (*a surprise party*).
- Tell students to look at the pictures and vocabulary. Ask:

Which event celebrates the date on which a husband and wife got married? (an anniversary party)

Which event celebrates the end of a person's career? (a retirement party)

Which event marks the end of a person's life? (a funeral)

Which event is a meeting of related people who haven't seen each other for a long time? (a family reunion)

Which event is a meal in which everyone invited brings a dish to share? (a potluck dinner)

- To check comprehension, say each event in random order and ask students to point to the appropriate picture.
- Resume playing Track 15. Tell students to listen and repeat.

2 PRACTICE

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

- Read the directions. Read each line in the example and ask the class to repeat. Model correct intonation.
- Play Speaker A and model the example with an above-level student. Point to picture 3.
- Continue the conversation. Prompt Speaker B to point to a picture and ask: *Where are the people?*
- Pair students and tell them to ask about six pictures each.
- Walk around and help students correct each other's mistakes.

B WORD PLAY. GROUPS OF 3. Look at...

- Tell students to look at pictures 4 and 10. Say: *The people are dressed formally. What are they wearing?* (dark suits, ties, a dress)
- Tell students to look at pictures 5 and 9. Say: *The people are dressed casually. What are they wearing?* (shorts, jeans, T-shirts, sneakers)
- Read the directions.
- Tell students to complete the first column of the chart on their own and then compare events with their group members. Repeat with the second and third columns.

© CLASS. Are the answers to Exercise B the same...

- Draw the chart from Exercise 2B on the board. As a class, complete the chart for events in the U.S.
- Tell students to compare the chart on the board with their own chart. Ask: *Are there any differences?* Discuss as a class.
- Tell the class to look at the pictures again. Ask: Are there any events that don't happen in your country? Do people have potluck dinners? Do they have family reunions?

EXPANSION: Speaking practice for 2C

- Tell students to circle an event on their chart for which the dress is different than in the U.S.
- Form pairs. Say: What do you wear for this event in your country? What do you wear for this event in the U.S.? Tell your partner.

Vocabulary

Learning Strategy: Personalize

- Read the directions. Explain: Personalize *means to make something about you*.
- Provide each student with five index cards or tell students to cut up notebook paper.
- Model the strategy. Make a card for an event you have attended and show it to the class. Read the information on the card.
- Tell students to make cards for five events they have attended in the past.
- Walk around as students work. If misspellings occur, tell them to check the list on page 107.
- Say: To practice the vocabulary, read the date and names on one side of the card and try to say the event. Turn the card over to check your answer.
- Call on students to read their events.
- Say: You can remember new vocabulary when you write about things that are important to you. Remind students to use this strategy to remember other new vocabulary.

EXPANSION: Graphic organizer practice

- Draw a web diagram on the board. Tell students to choose a memorable event with family and friends. Tell them to write the event in the circle.
- At the ends of the lines radiating out from the circle, tell them to write as many details as they can about the event.
- To model the activity, complete the web diagram on the board with information about your own special event (for example, *My wedding: July 7, 2001; in Ventura, California; 120 guests; beautiful weather; steak and shrimp dinner; dancing.*).

Communicative Practice 20 minutes

Show what you know!

STEP 1. Look at the list of events with family and...

- Read the directions. Tell students to write their favorite event on the line.
- Ask them why they enjoy the event and tell them they will discuss their reasons in Step 2.

STEP 2. GROUPS OF 3. Talk about your favorite...

- Ask two students to read the example out loud.
- Tell students to note what they like about their favorite event.
- Model the activity. Prompt a student to ask you:
 What's your favorite event? Answer truthfully, in a
 manner similar to the example. Then ask an abovelevel student: What's your favorite event? Why?
- Form groups of 3.
- Walk around and listen to students' conversations. Help them explain their choices as needed.
- Call on groups to perform for the class.

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Before students practice the conversation, group them according to the same favorite event. Tell groups to brainstorm reasons why they enjoy the event. Ask an above-level student to record the reasons on a sheet of paper. Tell group members to choose a few reasons and note them in their books. For the activity, group students with different favorite events and, to the extent possible, of different levels.



Talk about past activities

Getting Started

5 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures. Which of these...

- Tell the class to look at the pictures. Say each activity and ask the class to repeat.
- Ask: Which of these activities do you do with your family or friends? Tell students to put a checkmark next to the activities they do.
- Say: Raise your hand if you do any of these: When you get together with family or friends, do you listen to family stories? Repeat with the other three activities.

Presentation

40 minutes

LISTEN

A CLASS. Look at the picture of Michelle and Sam....

- Tell the class to look at the picture. Ask: Where are the people? (at work / in an office break room) What day is it? (Monday) What time is it? (9:10)
- Say: Point to Michelle. Point to Sam. What are they talking about? What do people talk about at work on Monday morning?
- Elicit students' guesses and list them on the board (for example, their weekends, their work, their lunch plans, the weather).

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 301 as they listen to the conversations.

B Listen to the conversation. Was your...

- Read the directions.
- Play CD 2, Track 16.
- Ask: What are they talking about? Read the guesses on the board. Elicit and circle the best answer. (their weekends)

G Listen again. Read the sentences....

- Read the directions.
- Play Track 16 again. Students listen and circle *True* or False.
- Students compare answers with a partner.
- Call on students to read the sentences. Tell the class to call out True or False.
- Write the false sentences on the board. As a class, change the false sentences to make them true. (2. Sam was at a <u>family reunion</u>. 3. Sam <u>looked at</u> <u>old pictures</u> last weekend.)
- Ask the class: *Does your family have family* reunions?

D Listen to the whole conversation....

- Tell the class to look at the first picture. Ask: What is the event? (a birthday party) Tell the class to look at the second picture. Ask: What are the people doing? (talking, laughing, eating, drinking) Is it a *birthday party?* (No.) *Is it a party?* (Yes. / Maybe.)
- Read the directions and the question. Play CD 2, Track 17.
- Ask: What did Michelle do last weekend? Did she have a birthday party? (No.) Did she have a party? (Yes.) Why was it a "surprise" party? (because she didn't plan to have a party) Who did she invite over? (some friends) Who else came? (some other friends) Which picture shows what Michelle did? (b)

EXPANSION: Vocabulary practice for 2D

- Tell students to refer back to page 27 and review the vocabulary for family members.
- Tell students to imagine they're planning a family reunion and that everyone can come. Say: *In* your notebooks, list the names of family members you want to see at the family reunion and their relationship to you. Then tell students to list the activities for the family reunion. Tell them to use the activities on page 108 and their own ideas. To prompt them, ask: What does your family like to eat when they get together? What do they like to drink? What else does your family do? Sing? Listen to music? Play games?
- Form pairs. Say: *Tell your partner who you really* want to see at your family reunion. Tell your partner what your family is going to do at the reunion.

Talk about past activities

CONVERSATION



A Listen. Then listen and repeat.

- Say: Look at the words. What do they all end in? (-ed)
- Write *invited* and *needed* on the board. Read the first sentence of the Pronunciation Watch note. Underline as follows: *invited*, *needed*. Pronounce invited and needed, emphasizing the /Id/ ending.
- Say: The -ed ending does not add an extra syllable after other sounds.
- Write *looked* and *dropped* on the board. Underline as follows: looked, dropped. Say: After some sounds, the -ed ending sounds like /t/. Pronounce looked and dropped, emphasizing the /t/ ending.
- Write listened and showed on the board. Underline as follows: listened, showed. Say: After some sounds, the -ed ending sounds like /d/. Pronounce listened and *showed*, emphasizing the /d/ ending.
- Play CD 2, Track 18. Students listen. Then resume playing Track 18. Students listen and repeat.

B Say the words to yourself. For which verbs does...

• Tell students to look at the words and underline the letter or sound that comes before the *-ed* ending. Ask: After which sounds does the -ed ending add a syllable? (/t/ and /d/)

Compared to the compared of the compared of

• Play CD 2, Track 19. Then ask: For which verbs does -ed add a syllable? Pronounce visited and wanted and ask the class to repeat.

Language Note

Ask: For which verbs does -ed sound like /t/? Play Track 19 again. Elicit and list on the board: danced, watched, talked. Add looked and dropped to the list. Tell students to copy the list into their notebooks and underline the letter or sound that comes before the *-ed* ending (*danced*, watched, talked, looked, dropped). Say the underlined sounds and ask the class to put their hands on their throats and repeat. Ask: Did you *feel any vibration when you said these sounds?* (No.) Explain: These sounds are voiceless, so the ending /t/ is also voiceless. Ask: For which verbs does -ed sound like /d/? Repeat the steps above. Ask: Did you feel any vibration when you said these sounds? (Yes.) Explain: These sounds are voiced, so the ending /d/ is also voiced.

D Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 108.
- Tell students to read the conversation silently and underline any verbs that end in -ed.
- Ask: What words did you underline? (showed, looked, listened) Say: Does the -ed ending add a *syllable for any of these verbs?* (No.)
- Play CD 2, Track 20. Students listen and repeat.

Controlled Practice

25 minutes



PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3D. Walk around and check pronunciation of the *-ed* endings.
- Then, in Exercise 4A, tell students to look at the information in the green and red boxes. Tell them to look at the verbs and underline the sound that comes before the -ed endings. Ask: Does the -ed ending add a syllable for any of these verbs? (No.)
- Ask two above-level students to practice a conversation for the class.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. PAIRS. Talk about a...

- Say: Think of a past family event. What did you do? Write your own family event and a couple of things your family did on the board.
- On the board, write: *How was your* __ Prompt a student to ask you about your family event. Answer in a manner similar to Speaker B in the conversation in Exercise 4A. Use the information you wrote on the board.
- Pair students. Say: Before you practice, tell your partner what your family event is. Walk around and check that students form the past tense correctly.

Extra Practice



Interactive Practice

Talk about past activities

Getting Started

5 minutes

- Say: We're going to study simple past statements. In the conversation on page 109, Sam used this grammar.
- Play CD 2, Track 20. Students listen. On the board, write: *We looked at old pictures and listened to family stories*. Underline *looked* and *listened*.

Presentation

10 minutes

Simple past: Regular verbs

- Copy the grammar charts onto the board or show Transparency 6.3 and cover the exercise.
- Tell students to look at the left grammar chart. Ask: How do you form the simple past with regular verbs? (add -ed to the base form of the verb) Say: The form is the same with all subjects. Read a sentence from the chart. Elicit a few other affirmative simple past statements and write them on the board.
- Tell students to look at the right grammar chart. Ask: How do you form negative sentences in the simple past tense? (didn't + base form of a verb) Say: The form is the same with all subjects. Read a sentence from the chart. Elicit a few other negative simple past statements and write them on the board.
- Say: Look at the grammar charts again. Read the examples. What other words tell you these sentences describe past activities? (yesterday, last night) Ask students to think of other past time expressions.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

25 minutes

1

PRACTICE

A Complete the letter. Use the simple past of the...

- Read the first two sentences of the letter. Ask: *How do you form the simple past of* want? (add -ed) On the board, write: *want* → *wanted*. Ask: *How would you form the simple past of* not want? (*didn't* + *want*) On the board, write: *not want: didn't want*.
- Say: *If a verb ends in -e, just add -d to form the simple past.* Write *dance* on the board and ask the class how to form the past tense. Add *-d* to *dance*.

- Read the letter. Tell students to check their answers.
- Tell students to look at their answers. Ask: For which verbs does -ed add a syllable? (wanted, invited) Pronounce invited with the /Id/ ending and ask the class to repeat.
- *Optional:* Tell students to take turns reading the letter to a partner.

B Complete the conversation. Use the past tense...

- Read the directions. Tell students to use the words in the box only once.
- Students compare answers with a partner. Tell them to read the conversation. Walk around and check students' pronunciation of the /Id/ ending in *visited* and *wanted*.
- Call on two above-level students to read the conversation for the class.

Teaching Tip

Completion activities such as Exercises 1A and 1B are a great opportunity for students to demonstrate their reading comprehension. After Exercise 1A, ask: What was the event? (a birthday party) What did people do? (They listened to music. They danced. They stayed up late.) After Exercise 1B, ask: What did A do last night? (watched a soccer game on TV with his or her cousin) What did Speaker B do last night? (invited some friends over) What did you do last night? Write the questions on the board. Tell students to ask and answer the questions with a partner or copy the questions into their notebooks and write answers in class or for homework.

EXPANSION: Grammar and writing practice for 1B

• Ask: What did you do last weekend? Tell students to write at least five sentences using verbs on this page and pages 108 and 109 (for example, I watched a movie on Friday night. I stayed up late. On Saturday, I cleaned the house. On Saturday night, I talked to my best friend on the phone. On Sunday, I cooked dinner for my family.).

Talk about past activities

2

PRACTICE

A Read Kathy's to-do list. Then look at the pictures...

- Read the directions. Tell students to look at the pictures. Point to the first picture and ask: *What did Kathy do this morning?* (She visited Mrs. Parker.) Say: *Find* visit Mrs. Parker *on Kathy's list and check it.* Tell students to do the same for the other three pictures.
- Point to the second, third, and fourth pictures and ask: *What did Kathy do this morning?* (She watched a movie. She walked the dog. She baked cookies.) Then read each item on Kathy's list and ask the class to call out *yes* or *no*.

B PAIRS. Talk about what Kathy did and did not do...

- Read the directions.
- Tell students to look at the first two items on Kathy's list. Ask: *Did she visit Mrs. Parker?* (Yes.) *Did she call Joe?* (No.)
- Ask two students to read the example out loud.
- Tell students to look at the third item on Kathy's list. On the board, write: *She didn't finish homework*. Ask: *What's missing?* Add *her* before *homework*. Say: *You need to add words to some sentences*.
- Pair students and tell them to take turns talking about the items on Kathy's list. Remind students to add -ed to the verb for the things she did and to use didn't + the verb for the things she didn't do.

G WRITE. On a separate piece of paper, write five...

- Read the directions. Tell students to choose five items from Kathy's list but not to choose the first and second items.
- Tell students to use the sentences in Exercise 2B as a model. Remind students to start each sentence with a capital letter and end each sentence with a period.
- Ask students to write a sentence on the board for each item, beginning with *finish homework*. Read each sentence and correct as needed. Check that students added necessary words as follows: *She didn't finish* <u>her homework</u>. *She watched* <u>a</u> *movie*. *She didn't return* <u>the movie to the video store</u>.

EXPANSION: Writing practice for 2C

• Tell students to write four additional sentences about what Kathy still needs to do (for example, *Kathy needs to call Joe.*).

Communicative Practice 20 minutes

Show what you know!

STEP 1. Complete the sentence with true...

- Model the activity. Think of one thing you did last week. On the board, write a sentence. Use a regular simple past verb (for example, *I baked banana bread last week*.).
- Tell students to think of one thing they did last week and to complete the sentence. Encourage them to use verbs from this unit.
- Walk around and check that students are using a regular simple past verb and the -ed ending.

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

- Read the directions. Ask three students seated in a row to read the example out loud. Then ask the same three students to model the activity by substituting their own names and activities into the example.
- Form groups of 5 and tell group members to count off. Say: Student 1, read your sentence from Step 1. Student 2, say what Student 1 did and then read your own sentence. Student 3, say what Student 1 did, say what Student 2 did, and then read your own sentence, and so on.
- Call on the fifth student in each group to report what all the people in his or her group did.

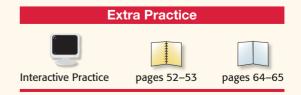
MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Instead of telling group members to count off, assign lower-level students number 1 or 2 and higher-level students number 4 or 5.

Progress Check

Can you . . . talk about past activities?

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



Recognize U.S. holidays

Getting Started

10 minutes

Culture Connection

- Say: On national holidays, people don't have to go to work or school. What are some national holidays in your country?
- On the board, write the countries represented in your class. For each country, elicit a couple of important national holidays and list them on the board.
- Tell the class to look at the holidays on the board. Ask: Which ones are also holidays in the U.S.? Circle the holidays that are also celebrated in the U.S.
- Ask: What's your favorite holiday in your country? When is it? Why do you like it?

Presentation

20 minutes



RECOGNIZE U.S. HOLIDAYS

A PAIRS. Look at the calendars. Write the name of...

- Tell students to look at the names of national holidays in the box. Say each holiday for the class to repeat.
- Tell students to look at the pictures next to the calendars. Say: *Look at the picture next to January* 21st. Who is this man? (Martin Luther King Jr.) Look at the picture next to February. Who are these *men?* (George Washington, the 1st president of the U.S., Abraham Lincoln, the 16th president of the U.S.) Look at the picture next to July. What do you see? (fireworks) Look at the picture next to September. What event is this? (a barbecue) Look at the picture next to November. What food is this? (turkey) Point to the pictures of soldiers. What *months are they next to?* (May, November)
- Pair students and tell them to look at the calendars and pictures. Say: Write the names of the holidays you know first. Cross them off in the box. Then try to guess the other holidays.

B Listen and check your answers. Then...

- Play CD 2, Track 21. Tell students to circle any incorrect answers.
- Say: Correct the answers you circled.
- Play Track 21 again. Say: Change any answers that are still not correct.

- Review the difference between written and spoken numbers. On the board, write: New Year's Day— January 1. Say: New Year's Day is on January 1st. Ask: When is Independence Day? (on July 4th) Ask: What do people usually call Independence Day? (The Fourth of July) *When is your birthday?* Review ordinals as needed.
- Resume playing Track 21. Students listen and repeat.

EXPANSION: Vocabulary practice for 1B

- Tell students to look at the dates of the holidays in Exercise 1A. Ask: Which holidays are celebrated on the same date every year? Which holidays change dates every year?
- On the board, draw a T-chart with the headings Same date every year and Change dates every year. Number from 1 to 4 on the left side of the chart. Number from 1 to 6 on the right side of the chart.
- Call on students to complete the chart on the board.

Controlled Practice 30 minutes

G Look at the calendars. Listen...

- Play CD 2, Track 22. Pause after item 1. Ask: What holiday has fireworks? (Independence Day) On the board, write: independence day. Ask: Is this correct? (No.) What do I need to do? (begin each word with a capital letter) Cross out independence day and write *Independence Day*.
- Resume playing Track 22.

D PAIRS. Check your answers.

- Students compare answers with a partner and check that they capitalized each word.
- Ask a question for each item: 2. On which holiday do people usually eat turkey? 3. For which holiday do some people decorate a tree? 4. For which holidays do people often have a barbecue? 5. On which holiday do people stay up late the night before?

EXPANSION Speaking practice for 1D

- Tell pairs to ask and answer questions about the dates of the holidays. On the board, write:
 - A: When is New Year's Day?
 - B: It's on January 1st. When is Thanksgiving Day?
 - A: It's on the fourth Thursday in November. . . .
- Tell partners to ask about three holidays each.

Recognize U.S. holidays

2

PRACTICE

A Read the article about national holidays.

- Tell students to take out a piece of paper and number from 1 to 3. Tell students cover the article with the piece of paper.
- Say: I'm going to ask you three questions about U.S. holidays. Write your guess. Ask each question from the article.
- Number from 1 to 3 on the board. Repeat each question, elicit answers from the class, and write them on the board.
- Tell students to read the article silently and check the answers on the board.
- Read each question again. Point to each answer on the board and ask if it's correct. Correct as needed.
- *Optional:* Read the article out loud. Pause after each quiz question and answer and ask:

1st question: What are the "Big Six" holidays that many U.S. businesses observe? (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day) Do you get these days off?

2nd question: What did Martin Luther King Jr. do? (He worked for the equality of all people.)
3rd question: Who do we remember on Memorial Day? (U.S. military personnel who died in wars)

B Read the article again. Read the sentences....

- Read the example. Ask: How do you know it's true? Where in the article does it say that there are ten national holidays? Elicit and tell students to underline in the article: There are ten national holidays.
- Say: For each item, underline the words in the article that give the answer.
- Students compare answers with a partner.
- Tell pairs to look at their false answers. Say: For each false answer, look at the words you underlined in the article. Tell pairs to correct the false information in the sentences in Exercise 2B.
- Call on three students from different pairs to write corrected items 2 and 5 on the board (2. *Many businesses* in the U.S. *stay open* on national holidays.
 4. President's Day celebrates *George Washington and Abraham Lincoln. / Martin Luther King Jr. Day* celebrates the life of Martin Luther King Jr.).

Culture Connection

- Explain: In the U.S., the holiday season begins on Thanksgiving Day and ends on New Year's Day. During these five weeks, people say to each other, "Happy Holidays."
- Ask: Is there a special holiday season in your country? When is it? What do people say to each other?
- Explain: According to the calendar, summer begins on June 21st or 22nd and ends on September 21st or 22nd. Unofficially, summer begins on Memorial Day and ends on Labor Day in the U.S. For example, public swimming pools open on Memorial Day weekend and close on Labor Day weekend.
- Ask: Does any holiday or do special events mark the beginning and / or end of summer in your country? What are they?

EXPANSION: Vocabulary and speaking practice for 2B

- For homework, tell students to bring a calendar for this year to class. Tell them to circle the national holidays.
- The following day, pair students. Tell Student A to write the dates for the six holidays with dates that change every year. Tell Student B to write the day of the week for the four holidays that are celebrated on the same date every year.
- Tell pairs to talk about the information they found. On the board, write:
 - *A:* What day is Christmas this year?
 - B: What date is Martin Luther King Jr. Day this year?
- Remind students to use ordinals to talk about dates.

Progress Check

Can you . . . recognize U.S. holidays?

Say: We have talked about U.S. holidays. Now, look at the question at the bottom of the page. Can you recognize U.S. holidays? Tell students to write a checkmark in the box.



Talk about milestones

Getting Started

5 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures of milestones. What...

- Tell students to read the directions silently. Ask: What are milestones? (important times in a person's life)
- Say: Look at the pictures of milestones in one person's *life.* Say each milestone and ask the class to repeat. Say: Imagine the pictures of your milestones. Check the milestones in your life.
- Ask: What are some other milestones? Elicit students' ideas and list them on the board (for example, moving, buying a house, retiring, becoming a grandparent).

Language Note

On the board, write: Being born is the first milestone. Underline being born and ask if it's a noun or a verb. Point out that the -ing words at the beginning of the milestones act like nouns. Explain that *-ing* words that act like nouns are called gerunds.

EXPANSION: Graphic organizer and vocabulary practice for 1

- Draw a web diagram on the board. Write *Milestones* in the circle and ask students to copy the diagram into their notebooks.
- At the ends of the lines radiating from the circle, tell students to write the milestones they checked in Exercise 1. Tell them to draw circles around the milestones and then more lines radiating from each circle. On these lines, students note some details about each milestone, for example, a date, place, names.
- To model the activity, create your own web diagram on the board.

Presentation

20 minutes



LISTEN



A Listen to the interview on a radio....

• Read the directions. Tell students to read the milestones silently.

- Play CD 2, Track 23. Tell students to listen and check the milestones the people talk about.
- Tell students to look at the picture again. Say: *Point* to Amber Jenkins. Point to Daniel Lopez. Which one is the host / interviewer? (Amber Jenkins)
- Say each milestone. Tell the class to call out *yes* or *no*.
- Ask: Who is Daniel Lopez? / Why is Amber Jenkins interviewing him? (He's a star / an actor / a celebrity.)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 302 as they listen to the conversations.

B Listen again. Complete the sentences.

- Tell students to read the sentences and answer choices silently.
- Play Track 23 again. Students circle the letter of the correct answer.
- Students compare answers with a partner.
- Call on students to read the sentences.
- Optional: Tell students to cross out Daniel in the sentences and write *I*. Say: *Now complete the* sentences with information about yourself. For each item, call on several students to read their sentence.

EXPANSION: Graphic organizer and vocabulary practice for 2B

- Ask: Are you interested in celebrities' lives? Who's your favorite actor / actress / singer / . . . ?
- Tell students to choose a celebrity and create a web diagram of his or her milestones.
- Pair or group students who like the same celebrity. If appropriate in your setting, allow students to research their celebrity online, or assign the activity for homework.
- Tell pairs / groups to copy their web diagram onto chart paper but leave off the celebrity's name. Number and post the web diagrams. Tell students to walk around, read the diagrams, and try to identify the celebrities. Tell them to write the numbers and names in their notebooks. Hold a competition to see who can identify the most celebrities.

Talk about milestones

CONVERSATION



A Listen to the intonation of the...

- Say: Sometimes you can make a statement into a question without changing word order. On the board, write: You were born in California. Say the statement for the class to repeat. Then change the period into a question mark. Say the question for the class to repeat.
- Read the Pronunciation Watch note. Ask: When can you say a statement as a question? (to check understanding)
- On the board, write: *I was born in* _ on several students to complete the statement. Model repeating the statement as a question to check understanding. For example, S: I was born in Jakarta. T: You were born in Jakarta? S: Yes. / Right.
- Play CD 2, Track 24. Say: *Listen to the intonation*.
- Say: Now listen and repeat. Make your voice go up at the end. Resume playing Track 24.

B Listen to the sentences. Are they...

- Read the directions. Play CD 2, Track 25.
- Call on students to write the sentences with the correct punctuation on the board. Play Track 25 again. Ask the class to listen and check the sentences on the board. Correct as needed.
- Read the statements and then the questions for the class to repeat. Tell students to read the sentences with a partner.

Controlled Practice

20 minutes



G Listen and repeat the conversation.

- Tell students to look at the picture. Ask: Where are Fred and Chen? (at work / in an office break room) Tell students to read the conversation silently and underline the milestones in Chen's life. Ask: What did you underline? Elicit: born in a small village, grew up in Beijing, came to the U.S. five years ago, got an apartment in Long Beach, moved to San
- Tell students to read the conversation again and look for a clue to one more milestone in Chen's life. Tell students to circle the clue. Ask: What did you circle? (my wife) What's the milestone? (getting
- Play CD 2, Track 26. Students listen and repeat.

PRACTICE

A PAIRS. Practice the conversation.

• Walk around and check that students are using question intonation in Fred's second line.

EXPANSION: Speaking practice for 4A

- Tell one partner in each pair to close his or her book. This student tries to remember the events in Chen's life by making statements with question intonation (for example, He's from China?).
- The other partner looks at the conversation and answers *yes* or *no*. For *no* answers, he or she tells the first student to guess again.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. PAIRS. Ask your partner...

- Ask two above-level students to read the example.
- Write a few things you know about a student's life on the board (for example, came to U.S. in 2007, studied English in El Salvador, two children). Start a conversation with the student by asking: Where are you from? Then say statements as questions to check your understanding of the events in the student's life (for example, You came to the U.S. in 2007? You studied English in El Salvador? You have two children?). Correct the information on the board as needed.
- Tell pairs to ask each other: Where are you from? Say: What do you already know about your partner? *Use statements as questions to check information.*

C Tell the class about your partner.

- Ask the student who played Angela in Exercise 4B to read the example.
- Use the information on the board to make statements (for example, Hugo is from El Salvador. He came to the U.S. in 2007. He studied English in *El Salvador. He has two children.*).
- Call on students to tell the class about their partner.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study simple past statements using irregular verbs. In the conversation on page 115, Chen and Fred used this grammar.
- Play CD 2, Track 26. Students listen. On the board, write *I grew up in Beijing*. and *And you came to the U.S. five years ago*? Underline *grew up* and *came*.

Presentation

10 minutes

Simple past: Irregular verbs

- Copy the grammar charts onto the board or show Transparency 6.4 and cover the exercise.
- Ask: How do you form the simple past with regular verbs? (add -ed) Write graduate on the board and elicit the past tense: graduated.
- Say: Some verbs do not have -ed forms. They are irregular. Come is an irregular verb. Look at the top chart. What is the past form of come? (came) Say the sentence in the top chart and ask the class to repeat.
- Ask a few students: *When did you come to the U.S.*? Note their names and responses on the board.
- Use the information on the board to form affirmative and negative simple past sentences with *come*. For example, *Ching Lie came to the U.S. three years ago. She didn't come to the U.S. six months ago.* Point out that the negative sentences are formed in the same way as regular verbs: *didn't* + base form of verb.
- Tell students to look at the Grammar Watch note. Say: *These are some of the verbs that have irregular simple past forms.* Say each past-tense form and ask the class to repeat.
- Say the base forms in random order and tell the class to call out the past-tense forms. Correct pronunciation as needed.
- Tell students to turn to page 286 and read the list of other verbs that are irregular in the simple past.
- If you are using the transparency, do the exercise with the class.

Community Building

Encourage students to quiz each other. Tell students to study the irregular past-tense forms. Then tell them to quiz a partner. Say: Student A, close your book. Student B, say the past-tense form and tell Student A to say the base form. Then say the base form and tell Student A to say the past-tense form.

PRACTICE

(A) Complete the sentences. Underline the correct words.

- Tell students that all the sentences are in the past tense. Remind students to look at the Appendix on page 286 for past-tense forms of verbs that aren't in the Grammar Watch note.
- Students compare answers with a partner and take turns reading the sentences out loud.
- Call on students to read the sentences for the class.
- On the board, write *meet* and *find*. Elicit the pasttense forms and write them next to the base forms: *meet-met*, *find-found*. Say the past-tense forms and ask the class to repeat.

B Complete the sentences. Write the simple past of...

- Ask: What is the simple past of be? (was, were) Tell students to look at the paragraph. Call on a student to read the first sentence.
- Remind students to use *didn't* + the base form of the verb with negative sentences.
- Walk around and spot-check students' spelling of irregular past forms.
- Students compare answers with a partner. Tell them to each read half of the paragraph out loud.
- Call on two above-level students to read the paragraph for the class. As they say the answers, write them on the board. Tell students to check their spelling.

EXPANSION: Grammar and vocabulary practice for 1B

- Tell students to read the paragraph in Exercise 1B again. Tell them to list five milestones in the person's life. Tell them to use the simple past tense.
- Pair students. On the board, write: What was the first milestone? Elicit the ordinal numbers second through fifth and list them under first. Say: Take turns asking and answering the questions with a partner.
- Review as a class: 1st—born in Venezuela, 2nd—grew up in Caracas, 3rd—came to the U.S., 4th—found a job, 5th—got a promotion.

Talk about milestones

Presentation

15 minutes

Communicative Practice 15 minutes

Simple past

- Copy the grammar charts onto the board or show Transparency 6.4 and cover the exercise.
- Tell students to look at the left chart. Ask: How do you form Yes / No questions in the simple past? What comes first? Next? Elicit and write on the board: Did + subject + base form of verb.
- Tell students to look at the right chart. To elicit *Yes*, *I did*. and *No*, *I didn't*., ask a few students: *Did you grow up in Ecuador?* Ask several more students: *Did you grow up in [Country]?*
- To elicit short answers with *he*, *she*, and *they*, ask students about their classmates: *Did* [Student] grow up in [Country]? *Did* [Student] and [Student] grow up in [Country]?
- Tell students to look at the Grammar Watch note. Ask a few students: Were you born in Poland? Elicit Yes, I was. or No, I wasn't. Ask several more students: Were you born in [country]? To elicit short answers with he, she, and they, ask students about their classmates: Was [Student] born in [Country]? Were [Student] and [Student] born in [Country]? On the board, write: Yes, they were.
- If you are using the transparency, do the exercise with the class.

2

PRACTICE

Write questions and answers. Use the correct...

- Write item 1 on the board. Elicit the question step-by-step, writing each part on the board: *What comes first? Next?* Then elicit the short answer and write it on the board. Call on two students to read the question and answer.
- Walk around and remind students to use the base form of the verb.
- Students compare answers with a partner and take turns asking and answering the questions.
- Call on pairs to read the questions and answers for the class.

Show what you know!

STEP 1. Write your name and four sentences...

- Tell students to look at the milestones on page 114. Point to each one and elicit the simple past form. Say: *To talk about your own milestones, say* I . . . Elicit: *was born, grew up, graduated from school, got a job, got married, had children*.
- Model the activity. Write your name and four sentences about events in your life (for example, *I grew up in California*. *I moved to the Northeast ten years ago*. *I got married in 2001*. *I had my daughter in 2003 and my son in 2004*.).

STEP 2. GROUPS OF 5. Mix up the papers from...

- Form groups of five. Read the directions.
- Ask one group to read the example. Assign the roles of A, B, C, D, and E.
- Ask another group to model the activity with a paper from their group. Tell one student to choose a paper and not show the rest of the group. Call on each of the other group members to ask a *Yes / No* question or make a guess. Help students form questions as needed.
- Walk around and check that students form *Yes / No* questions correctly and use short answers.

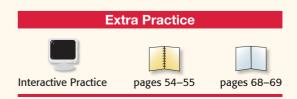
■ MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Allow a lower-level student in each group to play Speaker A first and answer *Yes, he / she did* or *No, he / she didn't.* This allows the student to hear appropriate *Yes / No* questions modeled before *he / she* has to ask them.

Progress Check

Can you . . . talk about milestones?

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



Read a biography

Getting Started

10 minutes



BEFORE YOU READ

CLASS. Scan the article. Who is Oprah Winfrey?...

- Read the Reading Skill note.
- Ask: What does scanning mean? (reading quickly to find specific information) What kinds of information can scanning help you find? (names and dates)
- Ask a student to read the directions. Tell students to scan the article for answers to the questions. Tell them to underline this information in the article in
- Ask the class: Who is Oprah Winfrey? (host of The *Oprah Winfrey Show) When was she born?* (1954)
- Ask the class: *Have you watched* The Oprah Winfrey Show? Ask for a show of hands.

Presentation

15 minutes



READ



Listen, Read the article.

- Play CD 2, Track 27. Students listen and read along silently.
- Optional: Play Track 27 again. Pause the CD after the following paragraphs and ask these questions:

1st paragraph: What does Oprah have in addition to her TV show? (a magazine, a website, a radio show, and a book club)

2nd paragraph: Why was Oprah's childhood difficult? (Her family was poor. Her parents were not together. She had to move a lot.)

3rd paragraph: *In how many countries do people* watch The Oprah Winfrey Show? (132)

4th paragraph: *What did she create in 1996?* (Oprah's Book Club)

5th paragraph: What does the Oprah Winfrey Foundation do? (It gives millions of dollars to needy students and schools around the world.)

Culture Connection

- Ask: What is a book club? Elicit or explain that it's a group of people who meet to discuss a book they have read.
- Say: On her show, Oprah selects a book, discusses it on her show, and sometimes interviews the author. When Oprah announces a book club selection, sales of the book typically increase to more than a million copies.
- Ask: *In your country, do people participate* in book clubs? Are there any celebrities who promote reading?
- Ask: Would you like to join a book club?

EXPANSION: Graphic organizer practice

• Tell students to watch *The Oprah Winfrey Show* and create a web diagram with biographical information about the show's guest.

Read a biography

Controlled Practice

15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article again. Complete the time line...

- Tell students to scan the article for dates. Tell them to circle all the dates in the article.
- Tell students to look at the time line. Ask: What happened in 1954? When did Oprah become a TV news anchor? Tell students to read the article again and write the missing milestones and dates on the time line.
- Students compare answers with a partner. On the board, write: *What happened in* _____? and *When did Oprah* . . . ? Tell students to take turns asking and answering the questions. Remind students to use the base form of the verb in the second question.
- Complete the questions on the board to elicit the missing information from the class. For example, What happened in 1954? (Oprah was born.) What happened in 1971? (She got a job at a radio station as a newscaster.) When did she become a TV news anchor? (in 1973)

B PAIRS. What is Oprah's greatest success...

- Pair students and tell them to take turns reading the milestones on Oprah's time line.
- Ask: What are Oprah's successes? (She became a TV news anchor. She became the host of a television talk show. . . .) Which one do you think is the most important? Tell students to look at the time line and circle the success that they think is most important.
- Tell students to find the success they chose in the article. Tell them to underline the lines in the article about the success. Ask: *Why do you think it's Oprah's greatest success?* Tell students to note at least one reason.
- Tell partners to ask each other the questions in the directions.
- Read each success on the time line. Ask students
 who chose it as Oprah's greatest success to raise
 their hands. For each success, call on one student
 to say why he or she thinks it's the most important.

MULTILEVEL OPTION for 3B

Cross-ability Post six large sheets of paper in your classroom. Write one of Oprah's successes at the top of each. Group students who chose the same success as Oprah's greatest. Tell students to brainstorm and list reasons why it's the most important. Choose one above-level student to record the group's reasons. Choose another above-level student to report the group's reasons to the class. After the groups report, ask whether anyone changed their mind about which success is Oprah's greatest.

Communicative Practice 15 minutes

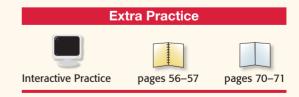
Show what you know!

PRE-WRITING. Write a time line of your life....

- Read the directions. Tell students to write the year they were born above *Birth* on the time line. Tell them to write the current year above *present* on the time line.
- Ask: What are the other milestones in your life? When did they happen? Tell students to write their important dates and events on the time line. Tell students to use the simple past tense.
- To model the activity, create your own time line on the board (for example, 1990—I graduated from college, 1998—I moved to the East Coast, 2001—I got married, etc.).

WRITE. Write a short autobiography....

Ask students to turn to page 270 and write a short autobiography. See page T-xii for general notes about the Writing activities.



Talk about something that happened

Getting Started

10 minutes

Presentation

5 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures. What are some...

- Say: Think about bad things that happened on your way to school or work. What happened? Look at the pictures. Did any of these things happen to you?
- Ask for a show of hands about each bad thing (for example, Who had car trouble? Who overslept?).
- Say each thing that can happen on the way to work or school and ask the class to repeat.
- Ask: What are some other things that can happen? Elicit student's ideas and write them on the board (for example, I missed the bus. There wasn't any hot water. I forgot my school / work bag.). Ask: How do you feel when things like this happen to you?

EXPANSION: Vocabulary practice for 1

- Act out one of the things that can happen on your way to school or work, for example, by pretending to grip a steering wheel and honk the horn. Ask the class to guess what happened. (You got stuck in traffic.)
- Form groups of three. Group members take turns acting out the things that can happen. Group members guess.

EXPANSION: Vocabulary and grammar practice for 1

- As a class, form a Yes / No question from each statement in Exercise 1 (for example, Did you have car trouble? Did you oversleep?). Also form Yes / *No* questions about the other events that the class thought of. Tell students to copy the questions into their notebooks. Tell students to think about the last bad morning they had. Then tell students to stand, mingle, and by asking the Yes / No questions try to find one classmate who had each problem. Tell them to write the classmate's name next to the question.
- As a follow-up, ask: Who had car trouble? Who overslept? Call on students to say classmates' names.

LISTEN

A Look at the picture of Maria and...

- Tell students to look at the picture. Ask: What are the people doing? (eating)
- Read the directions. Ask: What is the woman's name? (Maria) What does she ask André? (Is everything OK?)
- Say: How does André look? Does he seem sick, *stressed out, or nervous? What does nervous mean?* (worried about something, like a test or a job interview)
- Listen to find out why Maria asks, "Is everything OK?" Play CD 2, Track 28. Students listen and circle the letter of the correct answer.
- Read the item with each answer choice. Tell the class to raise their hands for the sentence that is correct.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 302 as they listen to the conversations.

Controlled Practice

10 minutes



B Listen again. Put the events in the...

- Tell students to read the items silently. Tell them to look at the pictures in Exercise 1A. Say: Which two bad things happened to André? Circle them. (André got stuck in traffic. André lost his keys.)
- Read the directions. Tell students to write the numbers 1, 2, and 3 next to the items. Play Track 28 again. Students number the items.
- Students compare answers with a partner.
- Call on a student to read the events in the correct order for the class.

Talk about something that happened

C Listen to the whole conversation....

- Tell students to read the questions and answer choices silently.
- Play CD 2, Track 29. Students listen and circle the answers.
- Students compare answers with a partner by taking turns reading the questions and answers.
- Call on two pairs to read the questions and

Presentation

5 minutes



CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 120.
- Play CD 2, Track 30. Students listen and repeat.

Controlled Practice

15 minutes



PRACTICE

A PAIRS. Practice the conversation. Then...

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Then, in Exercise 4A, ask students to look at the information in the boxes. Say each word or expression and ask the class to repeat. Review unfamiliar vocabulary as needed. Ask: What does upset mean? (unhappy and worried because something bad has happened) What does exhausted mean? (very tired)
- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- Ask two above-level students to model a new conversation. Tell Student A to choose one blue item. Tell Student B to choose one green item and
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.

- Walk around and, as needed, remind students to switch roles and practice both parts.
- 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. Tell your partner...

- Read the directions. Tell students to look at the conversation in Exercise 3. Tell them to underline Andre's lines and read them again silently.
- Read Speaker B's lines from Exercise 3. Add *I got to* work to the beginning of Speaker B's last line. Say: *Use B's lines as a model for talking about your own* bad morning.
- Tell the class about a bad morning you had (for example, I had a rough morning last Monday. First, I overslept. Then I got stuck in traffic. I got to work / school at 9:30. I was really late.).
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Tell partners to underline Speaker B's lines in Exercise 4A. Tell them to add *I got to* work to the beginning of Speaker B's last line. Tell them to fill in the blanks in the conversation with information about their own bad morning. Tell them to change any other words in Speaker B's lines as needed. Tell them to read their version of Speaker B's lines to their partner.

Above-level After above-level pairs complete the activity, ask them to join another abovelevel pair and tell them about their partner's bad morning (for example, [My partner] had a rough morning yesterday. First, she had car $trouble \dots).$

Extra Practice



Interactive Practice

Talk about something that happened

Getting Started

5 minutes

- Say: We're going to study simple past information questions. In the conversation on page 121, Maria used this grammar.
- Play CD 2, Track 30. Students listen. On the board, write: *When did you get to work?* Underline *did* and *get*.

Presentation

10 minutes

Simple past: Information questions

- Copy the grammar charts onto the board or show Transparency 6.5 and cover the exercise.
- On the board, write: *Did you grow up in Ecuador?* Say: *This is a* Yes / No *question in the simple past.*
- Cross out *in Ecuador*. Add *Where* to the beginning of the question. Rewrite the question: *Where did you grow up?* Say: *This is an information question in the simple past.*
- Call on four students to read the examples from the grammar charts.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes



PRACTICE

Write questions about the past. Use the correct...

- Write item 1 on the board. Ask: What do you need to add to form a question about the past? (did) Where do you need to add it? (between What time and you / between the question word and the subject) Insert did into the words on the board. Read the example: What time did you get up yesterday?
- Walk around and remind students to begin their questions with a capital letter and end with a question mark.

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

• Tell students to look at Exercise 1A and to circle the verb in each item. Then say each verb and ask the class to call out the past tense for statements (1. get up-got up, 2. go-went, 3. have-had, 4. get-got, 5. get-got, 6. do-did).

- Ask two above-level students to read the example out loud. Prompt Student A to ask B the next question: Where did you go this morning?
- Pair students and tell them to take turns answering and asking the questions in Exercise A.
- Walk around and check that B is using the correct simple past forms of the irregular verbs.
- Call on a pair to ask and answer each question for the class.

EXPANSION: Speaking practice for 1B

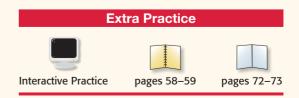
- On a piece of paper, tell students to write answers to the questions in Exercise 1A in complete sentences.
- Then tell them to try to find classmates who did the same things. Tell students to look at their answers and try to remember the questions.
- When students find a classmate who did the same thing, tell them to sign their name next to each other's answers.
- Call on several students to report what both they and a classmate did (for example, *Daniel and I got up at 6:30 yesterday.*).

6 Complete the conversations. Read the replies...

- Read the directions.
- Write item 1 on the board. Point to <u>his wallet</u> and ask: *What, Where, Why,* or *When*? Write *What* on the line. Elicit the rest of the question and write it on the line. Ask: *What form of the verb do we use with* did? (the base form)
- Walk around and spot-check for word order and the base form of the verbs.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations for the class.

2 LIFE SKILLS WRITING

Turn to page 261 and ask students to complete the absence note. See page T-xii for guidelines.



REVIEW

Show what you know!

1

GRAMMAR

A Read the replies. Write questions about the...

- Tell students to review the grammar charts on pages 117 (Simple past *Yes / No* questions) and 122 (Simple past: Information questions). Then tell students to close their books.
- Write item 1 on the board (without the answer). Tell students to look at the underlined word in Speaker B's answer. Ask: Is Speaker A's question a Yes / No question or an information question? (Yes / No question) Write Did on the line. Ask: What's the subject in Speaker B's reply? (I) So, what's the subject of the question? Write you on the line. Ask: What's the past-tense verb in Speaker B's reply? (went) What's the base form of went? Write go on the line. Elicit the rest of the question and write it on the line
- Write item 2 on the board. Tell students to look at the underlined words in Speaker B's reply. Ask: Is Speaker A's question a Yes / No question or an information question? (information question) To elicit the question, ask the following questions and write the answers on the line: What's the question word? (When) What word comes after When? (did) What's the subject? (John and Ellen) What's the base form of got married? (get married)
- Tell students to open their books and complete the exercise. Walk around and check the word order of students' questions and that they are using the base form of the verbs.
- Students compare answers with a partner. Tell them to take turns reading the questions and answers out loud.
- Call on pairs to read the questions and answers for the class.

EXPANSION: Grammar and speaking practice for 1A

- Tell students to look at the milestones on page 114 and to circle the milestones in their life.
- Pair students and tell them to show each other the milestones they circled. For each circled milestone, tell students to write one information question to ask their partner.

- To model the activity, write a milestone in your life on the board.
- As a class, brainstorm information questions (for example, for being born: Where were you born? When were you born?). Tell pairs to ask and answer the questions they wrote.

B Complete Nora's conversation with her...

- Tell students to also review the grammar charts on pages 110 (Simple past: Regular verbs) and 116 (Simple past: Irregular verbs).
- Read the directions. Tell students that most of the verbs are irregular. Tell them to use the Grammar Watch note on page 116 and Appendix page 286 to check past-tense forms as needed.
- Walk around and remind students to use *did* and the base form of the verb to form questions.
- Students compare answers with a partner by reading the conversation.
- Call on two students to read the conversation for the class.

EXPANSION: Grammar and speaking practice for 1B

- Form cross-ability pairs. Tell partners to write past-tense questions to ask someone about their wedding, baby shower, graduation party, retirement party, or a surprise party given for them. Tell them to use the questions in Exercise 1B as a model. Tell both partners to write the questions on a sheet of paper.
- Then tell students to stand, mingle, and find a classmate who's had the event they chose by asking: *Did you have a . . . ?* Tell them to ask the classmate their questions.

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 6, 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 60-61

EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review the Lesson 5...

- Tell students to read the conversation in Exercise 3C on page 115 silently and then practice it with a partner.
- Play CD 2, Track 26. Students listen and repeat the conversation.

STEP 2. PAIRS. Student A, tell your partner...

- Read the directions and the guidelines for Student A and Student B.
- Tell the class to look at the pictures and at the milestones on page 114. Ask: What is the milestone for the baby? (being born) What is the milestone for the parents? (having children)
- Tell the class to look at the new parents in the picture. Say: *Imagine that your partner is the mother or father in the picture. What questions could you ask about this milestone?* On the board, write:

A: I had my son. / My son was born.
B:

- As a class, brainstorm a few questions for Student B and write them on the board (for example, *Where did you have your son? When was he born?*).
- Tell students to note a few milestones in their lives.
- Pair students. Read the directions again. Tell Student A to use the simple past tense. Tell Student B to use *did* and the base form of a verb to ask *Yes / No* and information questions. Point out that Student B can also use simple past statements as questions to check Student A's information.
- Walk around and observe partners interacting. Check pairs' use of the simple past tense in statements, Yes / No questions, and information questions.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each pair finishes, discuss the strengths and weaknesses of each performance either in front of the class or privately.

3

READ AND REACT

STEP 1. Read about Yusef's problem.

- Say: We are going to read about a student's problem, and then we need to think about a solution.
- Tell the class to look at the picture. Ask: What is Yusef's job? (custodian / janitor) What is he doing? (cleaning the floors)
- 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 happened?* (The floor cleaning machine broke.) *Why is Yusef upset?* (He thinks he broke the machine.)

STEP 2. PAIRS. What is Yusef's problem? What...

- Ask: What is Yusef's problem? (He thinks he broke the floor cleaning machine.) What can Yusef do?
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Yusef.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think he can tell his boss, "I'm sorry, I broke the machine." This is a good idea.).
- Now tell pairs to think of one new idea not in the box (for example, *He can try to fix the floor cleaning machine.*) and to write it in the blank.
- 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?*).

4

CONNECT

Turn to page T-251 for the Study Skills Activity and page T-279 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 105.

Ask students to turn to page 105 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

7

Health Watch

Classroom Materials/Extra Practice T CD 2 Transparencies 7.1–7.6 Wocabulary Cards Unit 7 Workbook Unit 7 Interactive Practice Unit 7

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Prepositions of time: at / by / in / on / from . . . to
- Simple past: Irregular verbs
- Ways to express reasons (*because* + a subject and a verb; *for* + a noun)

Pronunciation

- · Linking a consonant to a vowel sound
- Pronunciation of *t* between two vowel sounds
- Pauses to organize sentences into thought groups

Reading

- Read an article about ways to manage stress
- Reading Skill: Using formatting clues

Writing

- Write about the stress in your life
- Write about an injury

Life Skills Writing

Complete a medical history form

Preview

- Set the context of the unit by asking questions about health (for example, *How do you feel today?* What do you do when you're sick? Do you go to the doctor?).
- Hold up page 125 or show Transparency 7.1. Read the unit title and ask the class to repeat.
- Explain: Health Watch means paying attention to your physical condition and to medical information.
- Say: Look at the picture. Ask the Preview questions: Where is the person? (She's at home. / She's on the sofa.) What is she doing? (She's eating soup / drinking orange juice / reading / watching TV.) How does she feel? (bad / sick)
- Write the word *health* on the board and check that students understand (for example, T [pointing to the picture]: *Is she in good health?* Ss: *No, she's sick.* T: *What do people do when they have health problems?* Ss: *Go to the doctor. / Take medicine. / Rest. / Miss work.*).

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. As needed, explain: *An injury*: what happens when you get hurt; for example, you can have an injury to your arm or leg.
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

Getting Started

10 minutes



WHAT DO YOU KNOW?

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

- Show Transparency 7.2 or hold up the book. Tell students to cover the list of words on page 127.
- Read the directions. Elicit a health problem and write in on the board (for example, *Number 2 is a* sore throat.).
- Students call out answers. Help students pronounce health problems if they have difficulty.
- If students call out an incorrect health problem, change the student's answer into a question for the class (for example, *Number 5 is a cold?*). If nobody can identify the correct health problem, tell students they will now listen to a CD and practice the health problems vocabulary.

Presentation

5 minutes



B Look at the pictures and listen....

- Read the directions. Play CD 2 Track 31. Pause after number 14 (chest pains).
- To check comprehension, say each health problem in random order and ask students to point to the appropriate picture.
- Resume playing Track 31. Students listen and repeat.

Controlled Practice

20 minutes

PRACTICE

A WORD PLAY. Some expressions for health...

- Read the directions.
- Tell students to look at the list of words on page 127. Elicit one health problem with a before it and one with an. Write them on the board. Ask: Why does earache have an before it instead of a? (because earache begins with a vowel sound)
- Elicit one health problem with *the* before it and one with no word before it. Write them on the board.
- Use the four health problems on the board in sentences with I have _____. As you say each sentence, act out the meaning (for example, hold your throat and say: *I have a sore throat*.).

Listen and complete the chart. Write...

- Play CD 2, Track 32. Students listen and complete the chart.
- Copy the chart onto the board. Call on students to write in answers.
- Correct any mistakes on the board. To wrap up, act out the health problems in the chart (in random order) and call on students to say the sentences.

EXPANSION: Vocabulary practice for 2A

• Pair students. One partner acts out the health problems in the chart. The other guesses by saying the sentences.

B PAIRS. Point to the pictures. Ask and answer...

- Read the directions. Play Speaker B and model the example with a student. Tell the student to point to picture 1 and ask: What's the matter? As you ask What's the matter?, point to picture 12.
- Say *What's the matter?* and ask the class to repeat.
- Pair students and tell them to take turns playing Speakers A and B. Walk around and check that students are using a, an, the, or no word appropriately before each health problem.
- To wrap up, point to pictures 1–14 and ask: What's *the matter?* The class calls out sentences with *He /* She has . . .

MULTILEVEL INSTRUCTION for 2B

Cross-ability Ask higher-level students to cover the list of words on page 127 as they practice. Lower-level students can consult the list as needed and also use it to check their partner's use of vocabulary and a, an, the, or no word before each health problem.

Community Building

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

A: [points to picture 1] What's the matter?

B: She has an earache.

A: No, try again.

B: She has a headache.

A: Yes. Good!

Vocabulary

Learning strategy: Use your language

- Provide each student with five index cards or tell students to cut up notebook paper into five pieces.
- Read the directions. If you have students with low first-language 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 127.
- Say: You can use your language to help you remember new words. Remind students to use this strategy to remember other new vocabulary.

Teaching Tip

As you visit with students, show them you are an active language learner yourself by trying to pronounce health problems in their native languages.

Community Building

Ask several students to present their cards to the class and teach the class to say health problems in their native languages. This is a fun way to build class community and value other students' languages.

Communicative Practice 15 minutes



STEP 1. Do you go to the doctor? When?....

- Read the directions.
- Model the activity. Complete the sentence with a health problem from the list. Write your sentence on the board (for example, *I go to the doctor when I have a fever.*).
- Tell students to complete the sentence with a health problem from the list or their own health problem.

STEP 2. GROUPS OF 3. Talk to your classmates....

- Form groups of 3 and read the directions.
- Model the activity with an above-level student. Prompt the student to ask you: When do you go to the doctor? Point to and read your sentence on the board.
- Tell students to take turns asking and answering the question.

EXPANSION: Speaking practice for STEP 2

EXPANSION: Writing and grammar practice for STEP 2

- Ask a student: When do you go to the doctor? On the board, write a sentence about the student (for example, José goes to the doctor when he has a sore throat.).
- Tell students to write a sentence about each of their partners.

EXPANSION: Speaking practice for STEP 2

- Tell students to stand, mingle, and ask as many classmates as they can: When do you go to the doctor? For each response, tell students to make a checkmark next to a health problem on the list.
- After a few minutes, tell students to stop, count their checkmarks, and identify the top three reasons to go to the doctor.
- On the board, write:

Top 3 reasons to go to the doctor:

- 1.
- 2.
- 3.
- Complete the list with the class's input.

Extra Practice Interactive Practice pages 74–75

Getting Started

10 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures and read the...

- Read the directions.
- Read each sentence and ask the class to repeat.
- Explain any unfamiliar vocabulary through modeling, if possible. For example, to demonstrate dizzy, spin around a couple of times, act unsteady, and say: I'm dizzy.
- Write the symptoms on the board. Ask: When do people have these symptoms? Tell students to review the vocabulary on page 127 for ideas. List students' responses under each symptom (for example, for dizzy: when they have a headache, when they have an earache).

Language Note

Point out that the symptoms in Exercise 1 are adjectives, while the health problems on page 127 are nouns.

Presentation

10 minutes



LISTEN

A CLASS. Look at the pictures. Guess: Where...

- Read the directions. Ask: Where is the woman? Where is the man?
- Call on students to answer. Write guesses on the board (for example, *The woman in an office / in a* doctor's office. The man is at home / in bed.).

B Listen to the conversation. Was...

- Read the directions.
- Play CD 2, Track 33. Students listen.
- Ask: Where is the woman? Read the guesses on the board. Elicit and circle the best answer. Repeat with Where is the man?

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 129 as they listen to the conversations.

Calculate it is the matter...

- Tell students to look at the pictures again and point to Mr. Cruz. Ask: What do you think is the matter with him? (He has a fever.)
- Read the directions and symptoms. Act out each symptom (for example, by placing your palm on your forehead for He has a fever.) or call on students to act them out.
- Play Track 33 again.
- To review, ask: What is the matter with Roberto



D Listen again. Complete the...

- Read the directions.
- Tell students to look at the appointment card and find the checkboxes for the days of the week and the space for the time. Tell students to circle A.M. or *P.M.* when they write the time.
- Play Track 33 again. Students listen and complete the appointment card.
- To review, ask: When is Mr. Cruz's appointment?

Culture Connection

- Tell students to look at the appointment card. Read the notice at the bottom of the card (*If* you are unable . . .). Ask: If Mr. Cruz can't come to his appointment, when does he need to call? (before Monday, October 13, at 9:00 A.M.)
- Say: *In the United States, some doctor's offices* charge you for missed appointments. To avoid charges, call at least 24 hours ahead of time to cancel an appointment you can't keep.
- Ask: In your country, do doctor's offices charge for missed appointments?

Presentation

10 minutes



CONVERSATION



A Listen to the sentences. Notice...

- On the board, write: I have a fever. Point to and pronounce distinctly each word in the sentence.
- Read the Pronunciation Watch note. Mark the linking in the sentence on the board as you say: *I ha-va fever.* Ask students to repeat.
- Read the directions. Point to the linking symbol in the sentence on the board. Ask: What's the *consonant sound?* Write *v* under the linking symbol. Ask: What's the vowel sound? Write a under the linking symbol. Point to va and say: We say the v from have together with the next word, a.
- Play CD 2, Track 34. Students listen.
- Resume playing Track 34. Students listen and repeat.

Controlled Practice

5 minutes



B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 128.
- Tell students to read the conversation silently.
- Tell students to look for sentences and phrases that are the same or similar to the ones in Exercise 3A and mark the linking (make an appointment, have a, come on).
- Call on volunteers to write the sentences or phrases on the board and mark the linking.
- Optional: Tell students to look for other words in the conversation that start with vowels. Tell them to mark the linking (fever and, and I'm, How about,
- Play CD 2, Track 35. 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. Walk around and help with pronunciation as needed. Pay particular attention to students' pronunciation of the linked sounds they marked.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat. Model each pair of symptoms (in random order) and ask the class to identify them. For example, scratch your leg and elicit: rash / my leg is itchy.
- Tell students to look at the words in blue and write a, an, the, or no word before them (a cough, a headache, a rash).
- Ask two above-level students to practice a conversation in front of the class. Tell B to choose a pair of symptoms. Tell A to choose a day and time from the same row in the boxes.
- Walk around and check that students are using a before the health problems in blue.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Before they practice each role, tell students to fill in the blanks in the conversation. Tell B to choose a pair of symptoms and write them in B's second line. Tell A to choose a day and time and write them in A's last line.

Above-level After they practice each role, tell students to cover the conversation and look only at the information in the boxes. Tell pairs to practice without looking at the conversation.

Communicative Practice 15 minutes

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

- Tell students to note a pair of symptoms and a day and time. Tell them to use the vocabulary on page 127 and at the top of page 128.
- Pair students and tell them to practice the conversation.
- Walk around and check the symptoms and days that students have noted. Make corrections as necessary.
- Call on pairs to perform for the class.

Extra Practice Interactive Practice

Getting Started

5 minutes

Controlled Practice

25 minutes

- Say: We're going to study prepositions of time. In the conversation on page 129, the receptionist used this grammar.
- Play CD 2, Track 35. Students listen. Write on the board: on Tuesday morning and at 9:00. Underline on and at.

Presentation

10 minutes

Prepositions of time: at/by/in/on/from...to

- Copy the grammar chart onto the board or show Transparency 7.3 and cover the exercise.
- Read the sentences in the chart and tell the class to repeat.
- Explain expressions as needed: Please get here by 5:00 today means arrive here before 5:00. 5:00 is the latest you can arrive. After 5:00 is too late.
- Say: I'm going to see the doctor in an hour *means* I'm going at [say the time one hour from now].
- Say: The pharmacy is open from 8:00 A.M. to 9:00 P.M. means the pharmacy opens at 8:00 A.M. and closes at 9:00 P.M.
- Read the Grammar Watch note and ask the class to read along silently.
- Say: Let's use prepositions of time to talk about when our English class is. On the board, draw a web diagram and write English class in the circle. Write the prepositions of time at the ends of the lines out from the circle.
- Read the first bulleted item in the Grammar Watch note. Point to *on* in the web diagram and ask: *When is our English class?* Elicit and write the day(s) your class meets (for example, *on Tuesdays and Thursdays*). Repeat with the other bulleted items. For *by*, ask about the due date for a homework assignment. For *in*, ask when today's class is over.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Underline the correct word.

- Read the directions and the example. Ask: *Why is the answer* at? (because 9:15 is a specific time on the clock)
- Students compare answers with a partner.
- Call on students to read the sentences. Correct as needed.

EXPANSION: Grammar practice for 1A

- Write item 1 on the board. Cross out *at* and the rest of the sentence. Circle *on*. Say: *Rewrite the sentence with* on. Elicit and write an alternative ending to the sentence with *on* (for example, *on Wednesday*). Read the new sentence: *Can you come on Wednesday*?
- Tell students to rewrite items 2–7 using the other preposition. For item 3, tell students to cross out from *from* to the end of the sentence.

B Complete the sentences. Write...

- Read the directions and the example. Ask: *Why is the answer* on? (because June 6 and 7 are dates)
- Students compare answers with a partner.
- Call on students to read the sentences. Correct as needed.

2

PRACTICE

(A) Look at the appointment card. Answer...

- Tell students to look at the appointment card. Ask: Who is the patient? (Elizabeth Ruiz) What is her doctor's name? (Dr. Medeiros)
- Say: Point to the day of Elizabeth's appointment. Point to the time. Point to the hours the office is open.
- Read the notice at the bottom of the appointment card. Ask: *Does Elizabeth need to arrive on time for her appointment, or does she need to arrive early?* (early) *How early?* (10 minutes) *What time is that?* (10:05)
- Read the directions and the example. Ask: *Why do we use* on? (because *Wednesday* is a day)

B PAIRS. Compare your answers.

- Pair students and tell them to take turns reading the questions and answers. Tell them to talk about any answers that are different and make corrections as necessary.
- Read each question and call on students to read the answers.

EXPANSION: Speaking practice for 2B

- On the board, write the day, date, and time of an appointment that you have. Use *on* and *at* to talk about when your appointment is. Use *in* to talk about how soon your appointment is.
- Tell students to note the day, date, and time of an appointment or plan they have. Tell students they can make up the information.
- Form small groups and tell students to talk about when and how soon their appointments are (for example, *My appointment is on . . . at It's in . . .*).

Communicative Practice 20 minutes

Show what you know!

PAIRS. Student A, look at the notes on this page....

• Pair students and assign roles of A and B. Read the first paragraph of the directions. Walk around and check that Student A is looking only at the notes on page 131 and Student B is looking only at the notes on page 247.

- Read the second paragraph of the directions. Write the example on the board. Ask an above-level pair to model the activity. Tell the pair to read and complete the example. Tell Student A to write the missing information. Tell Student B to ask Student A a question (for example, *When is Gloria's checkup?*).
- Say: *Use the questions in Exercise 2A as a model.*
- Walk around and help students form questions as needed. Check students' use of prepositions of time in their answers.
- To check their work, tell pairs to read the notes out loud. Say: Student A, read the apple, flower, and banana notes. Student B, listen and check the information. Student B, read the grapes and moon notes. Student A, listen and check the information.

MULTILEVEL INSTRUCTION

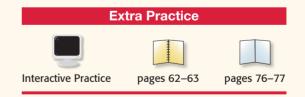
Pre-level Before pairs do the activity, group As and Bs and tell them to form the questions they need to ask. Tell them to practice the questions and then return to their partners.

Above-level Tell students to review the questions in Exercise 2A. Tell them to also ask questions with *What day* and *How soon*.

Progress Check

Can you . . . make a doctor's appointment?

Say: We have practiced making doctor's appointments. Now, look at the question at the bottom of the page. Can you make a doctor's appointment? Tell students to write a checkmark in the box.



Lesson 4

Read medicine labels

Getting Started

5 minutes

- Ask: Do you take medicine? When? On the board, write: I take medicine when I ______. Model the activity by completing the sentence yourself (for example, say: I take medicine when I have a headache.). Tell students to copy and complete the sentence in their notebooks.
- Form small groups. Say: Talk to your classmates. When do you take medicine?

Presentation

10 minutes

1

READ OTC MEDICINE LABELS

A CLASS. What over-the-counter medicine do...

- Hold up your book and point to the note on the right side of the directions. Tell students to read the note silently.
- Ask: What's a prescription? (a piece of paper on which a doctor writes what medicine you need) Do you need a prescription for over-the-counter medicine? (No.) Where can you buy OTC medicine? (at any drugstore)
- Optional: Bring in a container from a prescription medicine and a container from an OTC medicine. Hold up the containers and ask: Which one is an over-the-counter medicine? Which one can I buy at any drugstore?
- Read the directions. Write *aspirin* (and the name of the OTC medicine from the container you brought in) on the board. Ask: *What other OTC medicine do you buy?* Write the names of medicines that students say on the board.

Culture Connection

- Ask: Are there any medicines that you can buy over-the-counter in your country but need a prescription for here?
- List students' responses on the board.

B PAIRS. Read the definitions. Then read the...

- Read the directions and the definitions. Tell students to read the medicine label silently.
- Read the example. Tell students to find *temporarily* on the label and underline it. Say: Temporarily *means for a short time. Now find a word that means* make better.

- Pair students. Tell students to underline the words on the label and write them on the lines.
- Number from 1 to 5 on the board. Write the answer for item 1. Ask students to write answers 2–5.
- Say each answer and ask the class to repeat.
- Tell students to close their books. Say the definitions in random order and tell students to call out the words.

■ MULTILEVEL INSTRUCTION for 1B

Pre-level Tell students which words to find and underline on the label.

Above-level Give students the following additional definitions to match with terms on the label: *stronger than usual* (extra-strength), *the medicine that works* (active ingredient).

Controlled Practice 10 minutes

G Read the medicine label again. Match...

- Tell students to read the medicine label again silently.
- Read the directions. Ask two students to read the example.
- Students compare answers with a partner. Tell them to take turns reading the questions and answers.
- Read the questions and call on students to say answers. After each question and answer, check comprehension by asking an additional question:

 1. What kinds of aches does this medicine relieve?
 (headaches, backaches, toothaches) 2. Is this medicine safe for 13-year-olds? (Yes.) 3. What are caplets? (Students can point to the picture.) 4. Is this medicine safe for ten-year-olds? (No.) 5. What should you do with this medicine in December 2010? (throw it in the trash)

EXPANSION: Speaking practice for 1C

- Ask students to bring in labels from OTC medicines.
- Tell students to read their labels and find answers to the questions in Exercise 1C.
- Pair students and direct them to ask each other the questions in Exercise 1C. Students answer using information from their label.
- *Optional:* Tell students to exchange labels with a classmate (not their partner). Repeat the activity.

Read medicine labels

Presentation

20 minutes

Communicative Practice

15 minutes

READ PRESCRIPTION MEDICINE LABELS

A CLASS. Look at the prescription...

- Read the directions. Say: *Point to the prescription*. Point to the medicine label. Ask: Who gives you a prescription? (a doctor) Can you buy this medicine at any drugstore? (No.)
- Tell students to read the questions silently and look for answers on the prescription and label.
- Read the questions and elicit answers from the class.
- Tell students to cover the medicine label. Say the specific pieces of information from the label in random order. Point to the board and tell students to call out the type of information (for example, T: *Do not take with aspirin.* Class: *Warning*).
- Optional: Pair students and tell them to take turns asking and answering the questions.

B Read the medicine label in Exercise A again...

- Read the directions. Tell students to look at the example. Read the question and elicit the answer from the class.
- Students compare answers with a partner.
- Write *dosage* on the board. Read item 2 and elicit the answer. Ask the class what dosage means and write a definition (for example, how much medicine you take). Repeat with refills. Read item 5 and elicit a definition (for example, times that you can get more medicine with the same prescription).

Carried Listen and check your answers...

- Play CD 2, Track 36. Students listen and check their answers.
- Say: Now listen and repeat. Practice the questions because you're going to ask them in Exercise 3. Resume playing Track 36.

PRACTICE

PAIRS. Take turns being the customer and the...

- Read the directions. Tell students to look at Exercise 2B. Point to the questions and ask: Who asks the questions? (the customer) Who answers the *questions?* (the pharmacist)
- Tell students to look at the medicine labels. On the board, write: an eyedropper, a tube of ointment. Ask: What's the picture next to the first label? (an eyedropper) Ask: What's the picture next to the second label? (a tube of ointment)
- Pair students. Say: *Talk to your partner. Decide* who's going to be the pharmacist for the eyedrops and who's going to be the pharmacist for the ointment.
- Tell students to look at the questions in Exercise 2B and find answers to the questions on their label.
- Say: Take turns being the customer and the pharmacist. The customer asks the questions in *Exercise 2B. The pharmacist answers the questions* using the underlined information on his or her label.
- Call on pairs to perform for the class.

■ MULTILEVEL INSTRUCTION for 3

Cross-ability Tell the higher-level students to play the pharmacist first.

LIFE SKILLS WRITING

Turn to page 262 and ask students to complete the medical history form. See pages Txi-Txii for general notes about Life Skills Writing activities.

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 vou read medicine labels? Tell students to write a checkmark in the box.



Lesson 5 Talk about an injury

Getting Started

10 minutes



BEFORE YOU LISTEN

A Look at the pictures. Match each picture...

- Say: *Look at the pictures. What's an* injury? (when a person gets hurt / has an accident)
- As a warm up, ask the class if anyone has an injury. Help students describe their injuries.
- Read the directions and the example.
- Read the sentences in the box. Tell students to underline the parts of the body. Say: *If you know these parts of the body, you can match the pictures with the sentences.*

B PAIRS. Compare your answers.

- Say each sentence from the box in Exercise 1A and ask the class to repeat.
- Pair students and tell them to take turns reading the sentences.
- Walk around and spot-check students' written answers.
- Tell students to look at item 4 in Exercise 1A. Read the sentence. Explain that *sprains* are injuries to joints, or parts of your body that can bend. On the board, write: *I sprained my* . . . Demonstrate bending each joint. Elicit and list on the board the parts of the body that a person can sprain (*ankle*, *knee*, *elbow*, *wrist*, *fingers*).

Presentation

10 minutes

2

LISTEN

A CLASS. Look at the picture. Where...

- Direct students to look at the picture. Ask: *How* many people are in the picture? (three) What do they all have? (an injury)
- Read the directions. Say: *Point to Manolo. Point to Ellie.* Ask: *What are they doing?* (sitting, waiting, talking) *Where are they?* (in the waiting room at a doctor's office or hospital)

B Listen to the conversation. Read...

- Direct students to look at the picture again. Ask: What part of his body did Manolo hurt? (his ankle or foot) What part of her body did Ellie hurt? (her arm)
- Read the directions and the sentences. Play CD 2, Track 37.
- Read the sentences and call on students to say the answers
- Tell students to rewrite item 2 to make it true (Manolo had an accident at a soccer game.).

Controlled Practice 10 minutes

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 302 as they listen to the conversations.

G Listen to the whole conversation....

- Read the directions. Direct students to look at the pictures. Ask: *What do you think happened to Manolo?* Tell students to guess what happened and underline a or b.
- Play CD 2, Track 38.
- Students compare answers with a partner.
- Ask: What happened to Manolo? Ask students to look at the pictures and say what happened. (a. He sprained/hurt his ankle at a soccer game. b. He fell [down the bleachers]). Write their responses on the board. Ask: Which is true? Elicit and circle a. Ask: Was your guess correct?

EXPANSION: Graphic organizer practice for 2C

- Say: Think about an accident you had or an accident a friend or family member had when you were with them.
- Draw a Wh- question chart on the board (with What, Where, When, and How as headings) and complete it with information about an accident you or your friend/family member had. In the What? box, write a sentence similar to the ones in the box in Exercise 1A. Write short answers in the other boxes.
- Tell students to draw a complete *Wh* question chart about their accident.

Talk about an injury

Presentation

5 minutes



CONVERSATION



A Listen to the sentences. Notice...

- Write the first sentence on the board. Point to each word and pronounce it distinctly. Ask: Is this how people speak? (No.)
- Say the sentence again, running What and are together as you would in normal speech. Point to the underlined *t* in the sentence, say the sentence and ask: What sound do you hear? (/d/)
- Read the Pronunciation Watch note. Point to the underlined t and ask: Is it between two vowel sounds? (Yes.) What does it sound like? (/d/)
- Write the second sentence on the board. Ask: Is the underlined t between two vowel sounds? (Yes.) Say the sentence and ask: *Does the* t *sound like a quick* /d/? (Yes.) Repeat with the third sentence.
- Play CD 2, Track 39. Students listen.
- Resume playing Track 39. Students listen and repeat.

Controlled Practice 10 minutes



B Listen to the sentences. Which underlined...

- Write item 1 on the board. Ask: Is the underlined t between two vowel sounds? (Yes.) Say the sentence and ask: Does the t sound like a quick /d/? (Yes.) Circle the item number.
- Play CD 2, Track 40.
- Play Track 40 again as needed.
- Write items 2–4 on the board. Say each sentence and ask: Is the underlined t between two vowel sounds? Does the t sound like a quick /d/?
- Have pairs practice saying items 1 and 4.

G Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 134.
- Tell students to read the conversation silently. Tell them to find and underline the three t's that are pronounced like quick /d/'s (What are you doing *here?* / *What about you?* / *at a soccer game*)
- Play CD 2, Track 41.

PRACTICE

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

- 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. Point to the blue box. Call on volunteers to act out the meaning of the sentences. Say each sentence and ask the class to repeat. Point to the green box. Say the words and ask the class to point to the part of the body and repeat.
- Ask two above-level students to practice a conversation for the class. Tell them to use their own names.
- Tell pairs to use their names and the information in the boxes to fill in the blanks.

Communicative Practice 15 minutes

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

- Brainstorm and write on the board a list of body parts people hurt. Say the words and ask the class to point to the part of the body and repeat. If possible, draw a green box around the list.
- Choose a body part from the list and elicit the class's help to make sentences about injuries. Tell students to look at the sentences in the box in Exercise 1A on page 134. Ask: Can you burn your [leg]? On the board, write: I burned my leg. Continue with the other sentences. Remind students that *sprains* only occur at joints. Draw a blue box around the sentences.
- Pair students and tell them to substitute information on the board or their own information into the conversation in Exercise 4A.
- Call on pairs to perform for the class.

Extra Practice



Interactive Practice

Talk about an injury

Getting Started

5 minutes

- Say: We're going to study the simple past tense of irregular verbs. You heard this grammar in Exercise 3C on page 135.
- Play CD 2, Track 41. Students listen. Write on the board: *I had an accident, I broke my arm, I hurt my ankle*. Underline *had, broke*, and *hurt*.

Presentation

15 minutes

Simple past: Irregular verbs

- Write *burn* and *sprain* on the board. Ask: *How do we usually form the past tense?* Elicit the answer and add *-ed* to the words on the board. Say *burned* and *sprained* and ask the class to repeat.
- Say: Some verbs do not have -ed forms. They have irregular past-tense forms. Tell students to look at the sentences on the board. Ask: What is the past-tense form of have? (had) Repeat with break and hurt. Say: Have, break, and hurt have irregular past-tense forms.
- Copy the grammar charts onto the board or show Transparency 7.4 and cover the exercise. Point to the right chart and ask: *What other verbs have irregular past-tense forms?* (*cut, fall, get*) Say the irregular past-tense forms and ask the class to repeat.
- Tell students to look at the left chart. Point to the picture of Manolo and Ellie on page 134. Ask: What happened to Ellie? What happened to Manolo? Elicit the sentences in the chart. Then read the sentences and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

EXPANSION: Grammar practice

- Tell students to look at the Grammar Reference on page 286. Say the past-tense forms and ask the class to repeat.
- Give students time to study the irregular past-tense forms on page 136 and in the Grammar Reference on page 286.

- Tell students to close their books. Say base forms in random order and ask the class to call out the pasttense forms.
- Pair students and tell them to quiz each other. Tell students to mark the verbs their partner doesn't know.
- Provide students with index cards or tell them to cut up notebook paper. Tell them to make flashcards for the verbs they need to practice more.

Controlled Practice

20 minutes

1

PRACTICE

(A) Complete the sentences. Underline the...

- Read the directions. Write the example on the board and point to the answer. Ask: *Is the verb present or past tense?* (present tense) *Why?* (You use *sometimes* with the present tense)
- Say: Read the sentences carefully before you answer. Decide whether each sentence is present or past tense. Look for clues like sometimes, today, and yesterday.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

B Write sentences about the past. Use a verb...

- Read the directions. Write item 1 on the board and point to the answer. Ask: Which verb from the box is used? (break) What is the past-tense form of break? (broke) Read the sentence.
- Say each verb in the box and ask the class to call out the past-tense form.
- Say: First, choose the correct verb. Then write a pasttense sentence.
- Students compare answers with a partner. Walk around and spot-check students' spelling of the past-tense forms.
- Call on students to read the completed sentences.

Lesson 6 Talk about an injury

PRACTICE

A PAIRS. Look at the pictures. What happened...

- Read the directions. Tell students to underline *last* weekend. Ask: Are you going to use the present or the past tense? (past tense)
- Say: Look at item 1. What happened to Jessica last weekend? Write the example on the board. Ask the class to complete the second sentence. On the board, write: cut her hand.
- Pair students. Say: Look at the other pictures. What happened to David, Emery, and Denise last weekend? Talk to your partner. Try to think of two things to say about each picture. To get ideas, look at the exercises on page 136.
- For items 2–4, ask: What happened to [David]? Call on pairs to give their answers. For each item, ask if there are any different answers.

B WRITE. On a separate piece of paper, write...

- Read the directions and the sentences about Jessica on the board. Say: *Use the sentences as an example.*
- Remind students to start each sentence with a capital letter and end with a period. Tell students to check their spelling of irregular past-tense verbs by looking at the chart on page 136 and the Grammar Reference on page 286.
- For items 2–4 in Exercise 2A, ask students to write their sentences on the board. Correct as needed.
- Call on different students to read the sentences.

EXPANSION: Speaking practice for 2B

- Tell students to read the conversation in Exercise 3C on page 135 again.
- Choose two pictures from Exercise 2A. With the class, create a phone conversation between the two people. Write it on the board. For example:

Jessica: Hi, Denise. How was your weekend?

Denise: Terrible. I got sick. I had a fever.

Jessica: That's too bad.

Denise: What about you? How was your weekend? *Jessica*: Not great. I had an accident in the kitchen.

I cut my hand.

Denise: Oh, no! I'm sorry to hear that.

• Form like-ability pairs. Instruct pre-level pairs to practice the conversation on the board. Instruct above-level pairs to create a conversation between the other two people in Exercise 2A.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Complete the questions.

- Read the directions. To demonstrate the meaning of Did you ever . . . ?, ask: Did you ever cut your finger? Did you ever sprain your ankle? For each question, ask for a show of hands and ask a student whose hand is raised: When?
- Advise students to review the vocabulary on page 127 for help with completing the last question.
- Elicit a variety of endings for each question and write three complete questions on the board.

STEP 2. GROUPS OF 5. Ask your partners your...

- Form groups of 5. Read the directions and example.
- Model the activity. Next to your questions on the board, write the names of four above-level students as column headings of a chart. Point to the names and say: This is my group.
- Demonstrate asking each group member a question and taking notes on the chart.
- Tell students to create charts for their group and to continue asking questions until they complete their charts.

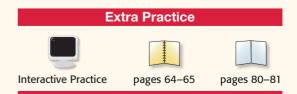
STEP 3. Tell the class about your partners.

- Tell students to look at their charts and circle the most interesting answer from each partner.
- Remind students to use the past tense. Point to the verbs in the questions on the board and elicit the past-tense forms (hurt, broke, had).

Progress Check

Can you . . . talk about an injury?

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



Read about stress

Getting Started

10 minutes

Presentation

15 minutes



BEFORE YOU READ

A CLASS. What is stress? When do you feel...

- Write STRESS on the board. Ask: What is stress? Use the word STRESS as the center of a web diagram and note students' ideas on the board (for example, worry, no time, too much work, can't relax, tired). If students need help, tell them to look at the picture in the article.
- Ask: When do you feel stressed? Elicit a variety of responses and write them on the board.

B PAIRS. Scan the article. Look at the words and...

- Read the Reading Skills note about using formatting clues. Explain that *boldface type* is print that is thicker and darker than normal. Tell students to look at the article. Ask: What words are in boldface type? (What causes stress?, Change, etc., How can you manage stress?) Say: These are the main points of the article.
- Say: Find the bullets in the article. How many are there? (four) Hold up your book and point to the bullets.
- Pair students. Read the directions. Ask: What colors are used in the article? (blue and red) Tell pairs to look at the words and sentences in blue and red and answer the questions.
- Read item 1. Ask: What color are the questions? (blue) Elicit the two questions. Read item 2. Ask: What color are the causes of stress? (red) Elicit the four causes of stress and write them on the board as headings.

READ



Listen. Read the article.

- Instruct students to close their books. Point to each cause of stress on the board and ask the class for examples. For example, point to *Change* and ask: What are some changes that can cause stress? List students' ideas under each cause of stress on the board.
- Play CD 2, Track 42. Students listen and read along silently.
- Optional: Play Track 42 again. Pause the CD after each cause of stress and ask the class to add examples to the list on the board. For example, if they are not already on the board, add under Change: losing a job, getting divorced, and going on vacation.

Culture Connection

- Say: Stress is a major health problem in the U.S. Money and work are the main causes of Americans' stress.
- Ask: *Is stress a major problem in your country?* What are the causes of people's stress? Do you feel more stress here or in your own country?

Read a biography

Controlled Practice

20 minutes

Communicative Practice 15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article again. Circle True or False.

- Tell students to read again and highlight the answers in the article.
- Students compare answers with a partner.
- Call on students to say the answers.
- Optional: Tell students to rewrite items 3 and 4 to make them true (3. Eating too much junk food is an example of an unhealthy habit. 4. You can't always avoid stressful situations.).

B Take the stress quiz. Then count your...

- Tell students to look at the stress quiz. Read the quiz directions (*Circle the number*...) Ask what answers numbers 1, 3, and 5 represent (*Never*, *Sometimes*, and *Every day*). Ask: *What about numbers 2 and 4?* Elicit an adverb of frequency for each and write them on the board (2—hardly ever, 4—often). If students have difficulty, tell them to review the grammar charts on page 70.
- Tell students to read the quiz items silently and underline any words they don't understand. Explain unfamiliar vocabulary as needed.
- Read the directions. Walk around and, as needed, demonstrate adding the points in each column and writing the total on the line. Tell students to circle how much stress they have—Not Much Stress, Some Stress, or A Lot of Stress.
- Ask volunteers: *How much stress do you have?*

© PAIRS. Compare your scores. Talk about...

- Read the directions and the example. Tell students to look at the stress quiz. Tell them to circle their total score and the items on which they scored the highest.
- Pair students. To model the activity, talk about how stress affects your life. Say your score and the items you scored highest. Say how much stress you have.
- Call on a few volunteers to talk about how stress affects their lives.

Show what you know!

PRE-WRITING. Write a list of things in your life...

- Read the directions. Tell students to look at the examples on the board. Or tell students to read the *What causes stress?* section of the article again and underline things that cause stress. (*losing a job*, *getting divorced*, etc.)
- Tell students to write the things on the board or in the article that cause stress in their lives. Tell them to add other things that cause them stress.

NETWORK. Find classmates with the same...

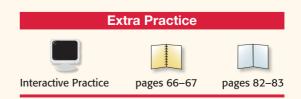
- On the board, write: What causes stress in your life? Tell students to stand, mingle, and ask classmates the question. Say: When you find a classmate with some of the same causes of stress, stay together. Look for other classmates with the same causes.
- When all students have found at least one partner, tell students to stop and sit with the classmate(s) they found.
- Tell the class to look at the article again. Ask: Where can you find information about how to manage stress? (under How can you manage stress?)
- Tell partners to take turns reading the bullet points out loud. On the board, write: Change, Accept, Talk. Say: Brainstorm ideas about how to manage your stress. What can you change? What can you not change? Who can you talk to?

MULTILEVEL INSTRUCTION

Cross-ability Ask the highest-level partner in each group to record the group's ideas and present them to the class.

WRITE. Write about the stress in your life...

Turn to page 271 and ask students to complete the activities. See page T-xii for general notes about Writing activities.



Call in when you have to miss work

Getting Started

10 minutes

Presentation

25 minutes



BEFORE YOU LISTEN

A READ. CLASS. Look at the picture and read...

- Read the directions. Direct students to look at the picture. Ask: Where is Hugo? (at the dentist's office / at the Highland Dental Clinic) What's the matter with Hugo? (His tooth hurts.)
- Ask students to read the paragraph and the questions silently. Tell them to underline answers to the questions in the paragraph.
- Read the paragraph and each question and call on students to answer.

B CLASS. Have you ever had to miss work...

- Read the question. Tell students to think about the last time they missed work or school.
- Talk about a time when you missed work. Mention the reason and who you called.
- Ask several students: Have you ever had to miss work or school? What was the problem? Did you call someone? Who? Call on above-level students first.

Culture Connection

- Say: When you miss work because of sickness or injury, some employers require a doctor's note. If you're not sure, ask the doctor or dentist for a note just in case.
- Ask: Do employers in your country require a doctor's note when you miss work?
- Say: Some doctors ask, "Do you need a note for your employer?" If your doctor doesn't ask, what can you say? Write students' ideas on the board (for example, Can you please write a note for my boss? or I need a note for my employer.).

LISTEN

A Look at the pictures of Soo-Jin...

- Read the directions. Say: Point to Soo-Jin. Point to her work supervisor. How does Soo-Jin look? (sick / like she has a headache / like she doesn't feel well)
- Tell students to read the questions and answer choices silently.
- Play CD 2, Track 43.
- Read the questions and call on students to say the

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 303 as they listen to the conversations.

B Listen to the whole conversation....

- Read the directions. Tell students to read the answer choices silently.
- Play CD 2, Track 44.
- Read the question again. Call on a student to say the answer.

Call in when you have to miss work

CONVERSATION

A Listen to the sentences. Notice...

- Read the Pronunciation Watch note.
- Write the first sentence on the board. Ask: Where is the pause? (between sorry and to) What are the two thought groups? (I'm sorry and to hear that) Read the sentence, pausing between the two thought groups, and ask the class to repeat.
- Play CD 2, Track 45. Students listen.
- Resume playing Track 45. Students listen and repeat.

Controlled Practice 20 minutes

B Listen and repeat the conversation.

- This conversation is the same one students heard in Exercise 2A on page 140.
- Tell students to read the conversation silently. Tell them to look for sentences similar to the examples and mark the pauses (I can't come in / today; I have to / go to the doctor; Sorry / to hear that).
- While students are reading, write the conversation on the board. Ask students who have marked the pauses correctly to mark them on the board.
- Say: I'm going to read the conversation. Listen for one more pause to mark. Point out that periods and commas also represent pauses, but that it's not necessary to mark them. Read the conversation, pausing between today and because. Ask the class where the pause was and mark it on the board.
- Play CD 2, Track 46. Tell students to practice pausing between thought groups. As needed, say the lines and ask students to repeat.

EXPANSION: Pronunciation practice for 3B

- Form groups of 4. Say: Look at the Pronunciation Watch note. Each sentence in the Pronunciation Watch note has three thought groups. Read each sentence and talk about where to mark the pauses.
- Instruct partners to count off from 1 to 4. Tell Student 1's to underline the first sentence in the Pronunciation Watch note, Student 2's the second sentence, etc.
- Designate areas of the classroom for Student 1's, 2's, 3's, and 4's to sit. Say: Talk about the sentence you underlined with your new partners. Compare answers. Decide where to mark the two pauses.

- Ask a student from each group to write the group's sentence on the board and mark the pauses. Read the sentences on the board with pauses as marked. Make corrections as needed.
- Call on students to read the sentences on the board with the correct pauses.

PRACTICE

A PAIRS. Practice the conversation. Then...

- Pair students and tell them to practice the conversation in Exercise 3B. Remind them to practice pausing between thought groups.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each phrase or sentence and ask the class to repeat.
- Point to the first blue phrase and ask: *Take who to* the clinic? (my son) What pronoun goes with my son? (he) Tell students to underline my son, he, and *he* in the top row in the boxes.
- Ask two above-level students to practice a conversation in front of the class. Tell them to use their own names and information from the same row in the boxes to fill in the blanks.
- Call on pairs to perform for the class.

Communicative Practice 15 minutes

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

- Brainstorm other situations and explanations with the class and write them on the board.
- Read the directions.
- Play Speaker B and make up a conversation with an above-level student. Use the information you wrote on the board. Prompt Student A to choose a red phrase from Exercise 4A and change the pronoun as needed.
- Walk around and check that Student A uses a pronoun that matches Student B's information.
- Call on pairs to role play for the class.

Extra Practice Interactive Practice

Call in when you have to miss work

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study ways to express reasons with because and for. In the conversation on page 141, Soo-Jin used this grammar.
- Play CD 2, Track 46. Students listen. Write on the board: *I can't come in today because I have to go to the doctor.* Underline *because.*

Presentation

10 minutes

Ways to express reasons

- Copy the grammar chart onto the board or show Transparency 7.5 and cover the exercise.
- Read the sentences in the chart. Ask: Why did Soo-Jin miss work yesterday? (because she didn't feel well) Why did she go to the doctor? (for a prescription)
- Underline and read she didn't feel well and a prescription. Ask: Which is a noun? (a prescription) Which is a subject and a verb? (she didn't feel well)
- Read the Grammar Watch note.
- Optional: Review parts of speech. Read the first sentence in the grammar chart. Point to the underlined portion and ask: What is the subject? (she) What is the verb? (didn't feel) Read the second sentence. Point to the underlined portion. Circle a and say: Nouns often have a, an, or some before them.
- On the board, write: *He went to the doctor* <u>because</u> . . . and *He went to the doctor* <u>for</u> . . . Elicit several endings to each sentence and write them on the board (for example, . . . because he had chest pains / he sprained his ankle / he needed a prescription; for a physical / eye drops / an X-ray).
- If you are using the transparency, do the exercise with the class.

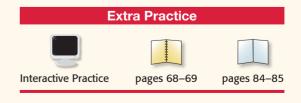
PRACTICE

A Complete the sentences. Write *because* or *for*.

- Read the directions and the example. Tell students to underline *I have a cold*. Ask: *Why is the answer* because? (because there's a subject and a verb in *I have a cold*)
- Tell students to look at what comes after the blank in each sentence and decide whether it's a subject and a verb or a noun.
- Students compare answers with a partner.
- Call on students to say answers.
- Optional: Tell students to read the sentences again and find the two items that match the picture. (items 1 and 5)

B Look at the words. Where do the people...

- Read the directions.
- Tell students to look at the items. To review the modal *have to*, ask where each person has to go. Elicit complete sentences (for example, T: *Where does Jack have to go?* S: *He has to go to the pharmacy.*).
- Ask: Are you going to write sentences in the simple past or the simple present? (simple present)
- On the board, write: because + a subject and a verb. Tell students to look at item 1. Read the example. Say: Look at the part of the sentence after because. What's the subject? (he) Why he? (he is the pronoun for Jack) What's the verb? (needs) Why needs? (with he, the simple present verb ends in -s)
- On the board, write: for + a noun. Ask the class to help write the second sentence for item 1. Write the answer on the board.
- Walk around and check that students add a subject and verb after *because*. Check that students are using correct subject pronouns and subject-verb agreement.
- Call on students to write answers on the board.



REVIEW

Show what you know!

1

GRAMMAR

A Complete the sentences. Use the simple past...

- Read the directions. Tell students to refer back to the grammar charts on page 136 (Simple past: Irregular verbs) as needed.
- Students compare answers with a partner. Walk around and check students' spelling of irregular verbs.
- Before reviewing answers, say each verb in the box and ask the class to call out the past tense.
- Call on students to read the sentences.

B Complete the conversations. Use the words...

- Read the directions. Tell students to refer back to the grammar charts on page 130 (Prepositions of time: *on / at / by / in / from . . . to*) and page 142 (Ways to express reasons) as needed.
- Students compare answers with a partner by reading the conversations.
- Call on two pairs to read the conversations for the class. Discuss any errors.
- *Optional*: Call on pairs to perform for the class.

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 7, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice



pages 70-71

EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review the Lesson 2 conversation...

- Tell students to review the conversation in Exercise 3B on page 129.
- Tell them to read the conversation silently and then practice it with a partner.
- Play CD 2, Track 33. Students listen.
- As needed, play Track 33 again to aid comprehension.

STEP 2. ROLE PLAY. PAIRS. Student A, you are the...

- Read the directions and the guidelines for A and B.
- Pair students. Tell A to make up a medical problem but to use real information about his or her schedule. Tell B to think of a name for the doctor's office. Remind pairs to pretend they are talking on the phone.
- Walk around and observe partners interacting. Check pairs' use of prepositions of time when they talk about the appointment time.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3

READ AND REACT

STEP 1. Read about Ramona'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, Who is Mike? What does Mike often do? Where is Mike going tonight? Who has to cover Mike's hours?).

STEP 2. PAIRS. What is Ramona's problem?...

- Ask: What is Ramona's problem? (Ramona's boss asked her to cover her co-worker Mike's hours. Ramona doesn't want to work late tonight.)
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Ramona.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think she can say, "I'm sorry I can't work late tonight." This is a good idea.).
- Now tell pairs to think of one new idea not in the list (for example, *She can talk to Mike. She can say,* "When you call in sick, I have to work late.") 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?*).

M

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability If possible, pair students with the same first language. The higher-level partner helps the lower-level student to say his or her idea in English.

4

CONNECT

Turn to page 252 for the Goal-setting Activity and page 280 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 125.

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

8

Job Hunting

Classroom Materials/Extra Practice T CD 2 Transparencies 8.1–8.6 Vocabulary Cards Unit 8 Workbook Unit 8 Interactive Practice Unit 8

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- *Can* to express ability: affirmative and negative statements, *Yes / No* questions and short answers
- Time expressions with *ago*, *last*, *in*, and *later*
- Ways to express alternatives: or, and

Pronunciation

- Can and can't
- Intonation of questions with *or*

Reading

- Read an article about jobs in the U.S.
- Reading Skill: Predicting the topic

Writing

- Write about your dream job
- Write about your job skills and work history
- Write about the job you want in five years

Life Skills Writing

• Complete a job application

Preview

- Set the context of the unit by asking questions about jobs (for example, *Do you work? What's your job? What things do you have to do for your job? Do you like your job?*).
- Hold up page 145 or show Transparency 8.1. Read the unit title and ask the class to repeat.
- As needed, explain: Job hunting *means looking for* a new job.
- Say: *Look at the picture*. Ask the Preview question: *What are the people doing?* (shaking hands, talking)
- Say: Look at the picture and the unit title. What is the reason for this meeting? (It's a job interview.) Point to the man and ask: What does he want? (a new job) Point to the papers on the table and ask: What do you think these are? (a job application)

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:

Duties: things you have to do for a job Skills: things you can do, abilities you have Help-wanted ads: section of the newspaper that lists job openings

Availability: when you can work

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

Getting Started

15 minutes



WHAT DO YOU KNOW?

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

- Show Transparency 8.2 or hold up the book. Tell students to cover the list of words on page 147.
- Tell students to look at the jobs in the box. Say the jobs and ask the class to repeat.
- Number from 1 to 7 on the board. Read the directions. Tell students to match the jobs from the box with the pairs of pictures.
- As students call out answers (for example, *Number* 2 is a nurse assistant.), write them on the board: 1. computer system administrator, 3. warehouse worker, 4. sales associate/stock clerk, 5. receptionist, 6. food service worker, 7. manager. Help students pronounce the jobs if they have difficulty.
- If students call out an incorrect job, change the student's answer into a question for the class (for example, Number 5 is a manager?).
- Tell students to label the pairs of pictures or write the picture numbers next to the jobs in the box.
- Point to each pair of pictures, say the job, and ask the class to repeat again.

B CLASS. Look at the pictures. What are some...

- Show Transparency 8.2 or hold up the book. Tell students to cover the list of words on page 147.
- Read the directions. Say: Look at the pictures. What are the people doing?
- Brainstorm duties and write them next to the jobs on the board. (Phrase the duties in the same way as the job duties listed on page 147, beginning with the base form of a verb.) Try to brainstorm at least one duty for each job.

Presentation

5 minutes



C Listen to the job duties. Then...

- Read the directions. Play CD 2 Track 47. Pause after number 7B (plan work schedules).
- Say each job duty in random order and ask students to point to the appropriate picture.
- Resume playing Track 47. Students listen and repeat.

Teaching Tip

To make sure students are connecting the new words with their meanings, tell them to point to the pictures as they listen / listen and repeat.

Controlled Practice

15 minutes

PRACTICE

A PAIRS. Student A, say a job from What do you...

- Read the directions. Ask two on-level students to read the example.
- Ask an above-level student to stand up and play Speaker A. Tell the class that they are Speaker B. The above-level student says a few jobs and the class calls out the corresponding duties.
- Pair students. Tell them to take turns playing Speakers A and B.
- To wrap up, say each pair of job duties and ask the class to call out the job.

MULTILEVEL INSTRUCTION for 2A

Cross-ability The higher-level student covers the list of job duties on page 147. The lowerlevel student consults the list to say job duties and to check the higher-level student's answers.

B WORD PLAY. GROUPS OF 3. Look at the list...

- Read the directions.
- On the board, write: 1. computer system administrator: A. install computer hardware, B. help with computer problems, C. _____. Point to C and ask: What other things do computer system administrators do? List students' ideas on the
- Form groups of 3. Assign a recorder in each group. Tell groups to brainstorm ideas and then choose one additional duty for each job.
- Optional: If students have Internet access in your classroom, allow them to search using the job title and duties.
- Write the jobs as headings on the board. Ask one student from each group (not the recorder) to write a duty for each job on the board. Read the additional duties for each job. Make corrections as necessary.

Lesson 1 Vocabulary

Learning Strategy: Make connections

- Provide each student with five index cards or tell students to cut up notebook paper into five pieces.
- Read the directions. Draw two rectangles on the board representing the two sides of a card. Write a job duty in one and the corresponding job in the other.
- Walk around as students work. If misspellings occur, tell them to check the list on page 147.
- Say: You can learn new words by pairing them with related words. Remind students to use this strategy to remember other new vocabulary.

Communicative Practice 15 minutes



STEP 1. Think of your dream job. What is the title...

- Tell students to look at the list of job duties and underline the duties they would like to do for a job.
- Read the directions. Say: A dream job is a job that you would love to have.
- Write your dream job title and three duties on the board and read them.
- Tell students to choose a job from the list on page 146 or a different job. Say: *To get an idea of what job you would enjoy, look at the duties you underlined.*
- Walk around and help students who choose a different job.

STEP 2. GROUPS OF 3. Tell your classmates...

- Read the directions. Form groups of 3.
- Model the activity. Tell the class about your dream job. Point to the job title and duties on the board. Say: *My dream job is* _____. *The duties are* . . .
- Optional: Say: Or you can add -s to the verbs and say what a person with your dream job does. Point to the job title and duties on the board. Say: My dream job is ______. A [your dream job] . . . (helps, prepares, plans, etc.).

MULTILEVEL INSTRUCTION

Pre-level Provide a prompt. On the board, write: *My dream job is* _____. *The duties are* . . .

Above-level Walk around and encourage students to use the third-person singular -s to talk about the duties of their dream job.



Getting Started

10 minutes



BEFORE YOU LISTEN

CLASS. Look at the job skills. Which skills do you...

- Tell students to look at the job skills. Say each skill and ask the class to repeat.
- Act out each skill in random order. As you act, talk about what you're doing. For example, sit down at your computer and say: I'm writing a letter. Tell the class to call out the skill (use a word-processing program).
- Read the directions.
- Talk about your skills. Say: *I can . . . I can't . . .*
- Tell students to circle the skills they have.
- For each skill, ask the class: Who can (operate a forklift)? Ask for a show of hands.

EXPANSION: Vocabulary and writing for 1

- Ask students to look at the job duties on page 147 and circle the skills they have.
- Tell student to write a list of their skills, using the vocabulary from pages 147 and 148.
- Say: Exchange lists with a partner. Read your partner's list and suggest a job for him or her. You can say: I think _____ is a good job for you.

Presentation

15 minutes



LISTEN

A CLASS. Look at the picture of Albert and...

- Read the directions.
- Tell students to look at the picture and label Albert (on the left) and Manny.
- Ask: What is happening?
- Elicit students' guesses and list them 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 2, Track 48. Students listen.
- Ask: What is happening? Read the guesses on the board. Elicit and circle the best answer. (Albert is interviewing Manny.)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 303 as they listen to the conversations.



G Listen again. Complete...

- Read the directions. Tell students to read the sentences and answer choices silently.
- Play Track 48 again. Students listen and complete the sentences.
- Call on students to read the sentences.
- Tell students to look at the picture and ask: What does Albert have in his hand? (Manny's application)
- To review, ask: What are Manny's duties in the *job he has now?* (assist customers, stock shelves) Tell students to look at the list of job duties on page 147. Ask: What is Manny's current job? (sales associate / stock clerk)

Culture Connection

- Tell students to look at the picture of Albert and Manny. Ask: How is Manny dressed for his interview? (professionally—dress shirt and pants, tucked-in shirt, belt) Explain: Even if regular employees dress casually, you should wear business clothes for your interview. It's important to be neat and clean. Don't wear too much jewelry, perfume, or aftershave.
- Tell students to look at the picture again. Ask: Where is Manny looking? (at Albert's eyes) Explain: It's important to look an interviewer in the eye. In the U.S., making eye contact shows confidence. If you avoid making eye contact, you'll make the interviewer *uncomfortable—and he or she may even think* that you're not telling the truth.
- Tell students to look at the picture once more. Ask: What are Albert and Manny doing? (shaking hands) Explain: *It's a good idea to* shake hands at the beginning and end of a job interview. Your handshake should be firm, and you should make eye contact and speak as you shake. At the beginning of an interview, you can say: Nice to meet you. At the end of an *interview, you can say:* Thank you for your time.
- Tell students to practice a firm handshake with a partner. Remind them to make eye contact and speak as they shake.

Controlled Practice

10 minutes



CONVERSATION

A Listen. Then listen and repeat...

- Read the first two sentences of the Pronunciation Watch note.
- Tell students to look at the sentences and underline can. Write the three sentences with can on the board. Point to can in each sentence and ask: Does another word come after it? In I can learn and Can you speak Chinese?, label can: weak.
- Read the third sentence of the Pronunciation Watch note. Point to Yes, I can on the board. Ask: *Does* can have a weak or a strong pronunciation? Label *can* in this sentence: *strong*.
- Read the last sentence of the Pronunciation Watch note. Write *I can't use a cash register* on the board. Underline can't and ask: Does it have a weak or a strong pronunciation? Label can't: strong.
- Play CD 2, Track 49. Students listen.
- Resume playing Track 49. Students listen and repeat.

B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 148.
- Tell students to read the conversation silently and underline can and can't.
- Tell students to read the Pronunciation Watch note again and label each can or can't they underlined weak or strong.
- Play CD 2, Track 50. Students listen and repeat. Tell them to pay particular attention to their pronunciation of can / can't.

Communicative Practice 25 minutes



PRACTICE

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

• Pair students and tell them to practice the conversation in Exercise 3B. Walk around and help with pronunciation. Pay particular attention to students' pronunciation of can and can't.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Say the duties / skills in each row and ask the class to repeat. At the end of each row, ask: What job are these duties / skills for? (row 1: warehouse worker; row 2: receptionist; row 3: food service worker)
- Ask two above-level students to practice a conversation for the class. Tell Student B to choose a blue and a green duty from the same row in the boxes. Tell Student A to use the red skill from the
- Tell pairs to use information from the same row in the boxes to fill in the blanks.
- Walk around and check that students correctly substitute names and information into the conversation. Listen for correct pronunciation of can and can't in the last two lines of the conversation.
- Call on groups to perform for the class.

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

- Model the activity. On the board, write a job from the list on page 146. Ask: What are three duties / *skills for this job?* Write the duties / skills on the board. For example: nurse assistant—take care of patients, record patient information, speak Spanish.
- Label the first two duties / skills on the board: B. Label the last duty / skill: A.
- Play Speaker B and practice the conversation in Exercise 4A with an above-level student. Use the first two duties / skills on the board. Prompt Student A to use the third one.
- Tell students to choose a job they would like from the list on page 146 or a different job. Tell them to note three duties / skills for the job. Direct them to label the first two duties / skills: B and the last duty / skill: *A*.
- Pair students and tell them to practice the conversation.
- Walk around and check that students correctly substitute names and information into the conversation. Listen for correct pronunciation of can and can't in the last two lines of the conversation.
- Call on pairs to perform for the class. Ask the class to listen and guess the job that Student B is applying for.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

20 minutes

- Say: We're going to study can to express ability. In the conversation on page 149, Albert and Manny used this grammar.
- Play CD 2, Track 50. Students listen. Write on the board: *Can you use a cash register? No, I can't, but I can learn.* Underline *Can, can't,* and *can.*

Presentation

15 minutes

Can to express ability

- Copy the grammar charts onto the board or show Transparency 8.3 and cover the exercise.
- Read the sentences in the charts and tell the class to repeat.
- Read the Grammar Watch note out loud and ask the class to read along silently.
- On the board, write: *I can speak English*. Underline *can* and *speak* and say: *Use* can + *the base form of a verb*.
- Point to the sentence on the board and elicit two ways to make it negative. On the board, write:
 I can't speak English. / I cannot speak English. Ask: *Which do we use more often?* (I can't speak English.)
- Point to the sentence *I can speak English* and ask the class to make a *Yes / No* question. Write: *Can you speak English?* Ask a few students the question and elicit the short answer: *Yes, I can.* Ask a few students: *Can your mother / father / grandparents speak English?* to elicit the short answer: *No, she / he / they can't.*
- If you are using the transparency, do the exercise with the class.

Language Note

Ask: What is the negative of can? Number from 1 to 3 on the board. Elicit and write can't and cannot. Say: Use can't in informal conversation: I can't go to the party. In more formal speech and writing, don't use abbreviations. On the board, write: The president cannot / can not attend the event. Point to cannot and say: Both spellings are correct, but cannot as one word is more usual. Write cannot next to number 3.

PRACTICE

A Look at the pictures. Write one question with *can*...

- Read the directions and the example.
- Elicit another question for item 1: *Can Nadia type / use a computer?*
- Remind students to use the base form of the verb and to begin each question with a capital *C* and end with a question mark.
- Walk around and help with vocabulary and spelling as needed. Check that students form *Yes / No* questions correctly.

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

- Read the directions.
- Play Speaker A and model the example with an above-level student. Model continuing the activity by asking another question: *Can Nadia type?* Elicit the short answer: *Yes, she can.*
- Pair students. Walk around and check Student B's use of pronouns.
- Call on three pairs to ask and answer the questions for the class. Make corrections as necessary.

MULTILEVEL INSTRUCTION FOR 1B

Cross-ability Direct the lower-level student to play the role of Speaker A first so that he or she has the short answers modeled before having to produce them.

EXPANSION: Grammar and speaking practice for 1B

- Tell students to change the subject of the questions in Exercise 1A to *you*.
- Direct pairs to ask each other the questions in Exercise 1A (for example, A: *Can you lift heavy boxes?* B: *Yes, I can.*).

2 PRACTICE

A PAIRS. Look at Luisa's job application. Ask...

- Read the directions.
- Tell students to look at the application. Say the skills and ask the class to repeat. Explain: Sort materials means organize them. For example, a warehouse worker puts boxes that are going to New York, Philadelphia, and Washington, D.C., in different areas of the warehouse. To illustrate, draw boxes labeled NYC, Phila., and D.C. in three separate areas on the board.
- Tell students to look at the example. Read A's question. Tell students to point to *use a computer* on the application. Ask: *Did Luisa check* use a computer? (No.) *Can she use a computer*? (No.)
- Pair students. Say: One partner asks questions about Luisa's office skills. The other partner asks questions about Luisa's warehouse skills.
- Call on one pair to ask and answer questions about Luisa's office skills. Call on another pair to ask and answer questions about Luisa's warehouse skills.

B WRITE. Write sentences about Luisa's skills. Use...

- Read the directions. Tell students to write one sentence for each skill on the application.
- Remind students to use the base form of the verbs. Remind them to begin each sentence with a capital letter and end with a period.
- Walk around and spot-check students' grammar and punctuation.

EXPANSION: Pronunciation practice for 2B

- Pair students and direct them to take turns reading the sentences in Exercise 2B out loud. Tell them to practice the weak pronunciation of *can* and the strong pronunciation of *can't*.
- Walk around and monitor students' pronunciation.
 Model as needed.

© WRITE. Look at the skills on the application...

- Read the directions.
- Tell students to look at the application and check the skills they have. Direct them to make their checkmarks to the right of each skill.
- Model the activity by writing one sentence about your skills on the board (for example, *I can use a computer.*).

Communicative Practice 20 minutes

Show what you know!

STEP 1. Write three questions to ask your group...

- Read the directions.
- Tell students to choose three skills and complete the questions in the chart. Tell them to look at the vocabulary on pages 147 and 148 and Luisa's application for ideas.
- Draw the chart on the board. Ask three students to come to the board and complete the questions.

STEP 2. GROUPS OF 4. Interview each member...

- Read the directions.
- Use the chart on the board to model the activity.
 Ask three students the questions on the chart.
 Record the students' names and answers.
- Form groups of 4. Direct students to ask each partner one question. Remind students to use short answers: *Yes, I can* or *No, I can't.*

STEP 3. Tell the class about your group's job skills.

- Read the directions.
- Use the chart on the board to model the activity. Point to each row of the chart and form a sentence with *can* or *can't* about the student's skills.
- Call on students to talk about their group's job skills

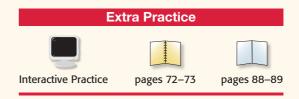
MULTILEVEL INSTRUCTION for STEP 3

Pre-level Students write sentences about their group's skills before they report to the class.

Progress Check

Can you . . . talk about your skills at a job interview?

Say: We have practiced talking about skills at a job interview. Look at the question at the bottom of the page. Can you talk about your skills at a job interview? Tell students to write a checkmark in the box.



Read help-wanted ads

Getting Started

5 minutes

Culture Connection

- Ask: Did you have a job in your home country? How did you find it? How do people usually find out about jobs in your country?
- List students' responses on the board. If help-wanted ads is on the board, circle it and say: We're going to read help-wanted ads in English. If help-wanted ads is not on the list, ask: Do people use help-wanted ads to find jobs in your home country?

Presentation

20 minutes

1 READ HELP-WANTED ADS

A CLASS. Look at the help-wanted ads. Where can...

- Direct students to look at the help-wanted ads and circle the names of the websites (*Job-ads.com* and *Career.com*). Ask: *Where can you find these ads?* (on the Internet)
- Ask the class if they know any job-search websites. List them on the board.
- Ask: Where else can people find out about jobs? (the newspaper, local newsletters, community bulletin boards, job fairs, friends and family) Ask: Do you work? Where did you find out about your job?

B Read the help-wanted ads. Look at the words...

- Read the help-wanted ads. After you read each ad, ask: *What is the job?* (driver; office assistant) *What skill(s) do you need for the job?* (drive; organizational, telephone, and people skills)
- Read the directions.
- Direct students to look at item 1. Tell them to find and point to the word *hour* in the ads.
- Direct students to look at item 2. Say: Look at the words in bold in the ads. What do you think M-F is an abbreviation for? (Monday-Friday)
- Tell students to match as many words and abbreviations as they can.

© PAIRS. Compare your answers.

- Pair students and tell them to fill in missing answers and make corrections as necessary.
- Say the correct answers and ask the class to repeat.

• *Optional:* Review unfamiliar vocabulary, as needed, by asking questions about the ads:

part-time / full-time: Which job is part-time? (driver) Which job is full-time? (office assistant) What are the hours of the full-time job? (Monday–Friday, 9:00–5:00) How many hours a week is that? (40 hours) How many hours a week is a part-time job? (fewer than 40 hours)

benefits: Which job offers benefits? (office assistant) What types of benefits do some people get from their jobs? (health insurance, dental insurance, retirement plans, paid vacation, etc.)

required / preferred: Which job do you need experience for? (office assistant) What word in the ad tells you that experience is necessary? (required) Do you need experience for the driver job? (No.) Would the car service company like to find a driver with experience? (Yes.) What word in the ad tells you that experience is important but not necessary? (preferred)

references: Which job do you need references for? (office assistant) What is the sentence in the ad with the word references? (1 year's experience . . . and excellent references . . .) So, if references are related to your experience, what do you think references are? (people you have worked for in the past who can talk about your skills and say that you would be good for the job)

EXPANSION: Writing practice for 1C

• Tell students to rewrite one of the ads using the abbreviations in place of the words in bold.

Communicative Practice 5 minutes

D PAIRS. Read the help-wanted ads again....

- Read the directions. Pair students.
- List talking points on the board: *hours*, *experience*, *pay*, *how to apply*. Tell students to highlight or underline this information in their ad.
- Call on students to describe the jobs for the class.

MULTILEVEL INSTRUCTION for 1D

Cross-ability Direct the higher-level student to play Speaker A and talk first. The lower-level student (playing Speaker B) can say the talking point (for example, *hours*) and then read the highlighted information in the office assistant ad.

Read help-wanted ads

Controlled Practice

15 minutes

2

PRACTICE

A Read the help-wanted ads. Then read the sentences....

- Tell students to read the help-wanted ads silently.
- Read the directions and the example. Ask: *What is the abbreviation for part-time?* (*PT*) Tell students to highlight or underline *PT* in ad c.
- Say: When you find an answer, highlight or underline the information in the ad.

B PAIRS. Compare your answers.

- Students compare answers with a partner and make corrections as necessary.
- Call on one student to read the sentences about job a, one student to read the sentences about job b, and one to read the sentences about job c.

EXPANSION: Vocabulary practice for 2B

- Pair students. Tell partners to choose one ad each from Exercise 2A.
- Tell students to read the ad to their partner, substituting full words for the abbreviations.

Communicative Practice 15 minutes

GROUPS OF 3. Look at the ads on this page and...

• Draw the following chart on the board:

| | РТ | FT | eve./ weekend hrs. | exp. | ref. | bnfts. |
|-------|----|----|--------------------------|------|------|--------|
| job a | | 1 | | | | |
| job b | | | | | | |
| job c | | | | | | |

- Complete the row for job a as a class. Ask: Is job a part-time? (No.) Is it full-time? (Yes.) Do you have to work evenings and/or weekends? (No.) Do you need experience? (Yes.) Do you need references? (No.) Does it offer benefits? (Yes.) Make checkmarks in the appropriate columns for yes answers.
- Tell students to complete the rows for jobs b and c.

- Ask two students to complete the chart on the board. Ask the class if the chart is correct. Make corrections as necessary.
- Read the directions.
- On the chart on the board, circle *job a* and the checkmark under *FT*. Read the example.
- Tell students to look at the chart and circle the job they're interested in and the reason(s).
- Form groups of 3. Walk around and help students phrase their reason as needed.
- To wrap up, ask: Which job are you interested in? Ask for a show of hands for the receptionist job, the store manager job, and the sales associate job. Write the most popular job on the board. Ask: Why? Elicit reasons from the class and list them on the board.

MULTILEVEL INSTRUCTION for 2C

Pre-level Direct students to write a sentence similar to the example before they talk with their group.

Above-level Direct students to give several reasons why they are interested in the job.

3 LIFE SKILLS WRITING

Turn to page 263 and ask students to complete the job application. See pages T-xi-T-xii for general notes about Life Skills Writing activities.

Progress Check

Can you . . . read help-wanted ads?

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



Answer questions about work history

Getting Started

10 minutes



BEFORE YOU LISTEN

A CLASS. Look at the people. Read the reasons...

- Say: Look at the people. Read the reasons they changed jobs.
- Read the reasons and ask: What are some other reasons people change jobs? Brainstorm reasons and write them on the board. Begin each reason with *I'd like . . . (for example, I'd like to learn new skills /* a job with benefits / a promotion / to move to a new city.).

B PAIRS. Have you ever changed jobs? What was...

- Read the directions.
- Ask an above-level student to ask you each question (for example, S: Have you ever changed jobs? T: Yes. First I was a business manager. Then I got a job as a teacher. S: What was the reason? T: *I* wanted to do something different.).
- On the board, write: *old job*: _____/ *new job*: _____/ reason for change: _____. Tell students to write their answers in their notebooks.
- Pair students and tell them to ask each other the questions in the directions.
- Call on a few students to answer the questions for the class.

MULTILEVEL INSTRUCTION for 1B

Pre-level Students can answer the first question yes or no.

Above-level Students can explain their reason (for example, I wanted a job closer to home because I wanted to spend more time with my family.).

Presentation

25 minutes

LISTEN



A Listen to more of Manny's job...

• Say: Point to Albert. Point to Manny. Ask: What do you remember about them? What is Albert's job? (store manager) What is Manny doing? (interviewing for a new job) Does Manny have a job now? (Yes.)

- Read the directions. Tell students to read the events silently. Play CD 2, Track 51. Tell students to write 1 on the space next to the event that happened first, 2 for the next event, and 3 for the last.
- Call on a student to read the events in order.

B Listen again. Why does Manny...

- Ask: What is Manny's job now? (stock clerk)
- Review the reasons to change jobs. Say them and ask the class to repeat.
- Read the directions. Tell students to listen for one of the reasons.
- Play Track 51 again. Ask: Why does Manny want to *change jobs?* (He'd like to do something different.) If the class can't answer, play Track 51 again.
- Elicit the answer and write it on the board.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 303 as they listen to the conversations.

G Listen to the whole conversation....

- Read the directions. Write *unemployed* on the board. Tell students to listen for Albert to say *unemployed* and then listen to Manny's explanation.
- Play CD 2, Track 52. Students listen.
- Ask: What do you think unemployed means? (He didn't have a job.) If the class can't answer, do Exercise 2D and then ask again: What does unemployed mean?
- Say *unemployed* and ask the class to repeat.

Language Note

Point out that the prefix *un*-means *not*. Explain that someone who is *unemployed* is not employed, or doesn't have a job.

D Listen to the whole conversation again....

- Read the directions. Direct students to read the questions and answers silently.
- Play Track 52 again. Students listen and circle the letter of the correct answers.
- Read the questions. The class calls out the answers.

Answer questions about work history

Presentation

5 minutes

Communicative Practice 10 minutes



CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 154.
- Tell students to read the conversation silently.
- Read the directions. Play CD 2, Track 53. Students
- Resume playing Track 53. Students listen and repeat.

Controlled Practice

10 minutes



PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Then in Exercise 4A, tell students to look at the information in the boxes.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, ask what color it is. Point to the box that is the same color and fill in the blank with the first item in the box.
- Ask two on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two abovelevel students to make up a new conversation for the class.
- Tell pairs to take turns playing Speakers A and B and use the information in the boxes to fill in the
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

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

• Provide pens or highlighters in blue, green, red, and yellow, or tell students to write the color name next to each piece of information as follows.

Ask: When did you come to the U.S.? On the board, write: _____ ago. Tell students to note their answer in blue.

Ask: What was your first job in the U.S.? Tell students to note their answer in green. (Direct students who don't work or haven't changed jobs to make up the work history information.)

Ask: What job do you have now? Tell students to note their answer in red.

Ask: What was the reason for your job change? Tell students to note their answer in yellow.

- Pair students and tell them to substitute their own information into the conversation in Exercise 4A.
- Walk around and remind students to switch roles.
- Call on pairs to perform for the class.

Teaching Tip

While pairs are performing role plays, using the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the complete rubric with the students.

Extra Practice



Interactive Practice

Lesson 6

Answer questions about work history

Getting Started

5 minutes

Controlled Practice

30 minutes

- Say: We're going to study time expressions with ago, last, in, and later. In the conversation on page 155, Manny used this grammar.
- Play CD 2, Track 53. Students listen. Write on the board: *I came to the U.S. three years ago. Then last year I got a job as a stock clerk.* Underline *three years ago* and *last year*.

Presentation

10 minutes

Time expressions with ago, last, in, and later

- Copy the grammar chart onto the board or show Transparency 8.4 and cover the exercise.
- Read the sentences in the grammar chart and ask the class to repeat.
- Ask: When did this class meet for the first time? Write a date on the board (for example, September 2009). Use the date to compose sentences with ago, last, and in about when the class started (for example, The class started four months ago. The class started last fall. The class started in September.). Write the sentences on the board.
- Think of an event that has happened since the start of school (for example, the arrival of a new student), and write the event and date on the board. Compose a sentence with *later* (for example, *Two months later, Juan joined the class.*).
- Read the sentences on the board and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

EXPANSION

- Direct students to substitute the times in the grammar chart with their own information. Tell them to write four sentences.
- On the board, write: *I came to the U.S.* _____ ago *I got a job last* _____ . *I changed jobs in* ____ . ___ *later, I.* . . . (Tell students to choose one of the three sentence endings.)
- Pair students and tell them to read their sentences to their partner.

PRACTICE

(A) Complete the sentences. Use the words in the boxes.

- Read the directions. Write the example on the board and point to the answer. Ask: *Why is the answer* ago? (because *in* and *last* go before a time)
- Students compare answers with a partner.
- Call on students to read the completed items.

B Write each statement in a different way. Use...

- Read the directions. Write the example on the board. Underline *last month* and *a month ago*. Say: *The meaning is the same*. Ask: *What month was last month?* Elicit the answer and say: *Another possible answer is*: Tina got a new job in [last month]. Write this sentence on the board.
- Write the current date on the board. Tell students to use today's date to figure out how long ago or in what month or year the events happened.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

Answer questions about work history

2

PRACTICE

A WRITE. Look at the time line. Write a short...

- Say: Here is a time line about Aram's life in the U.S. You're going to write a paragraph about it.
- Tell students to read the directions and the events on the time line silently.
- Write the example on the board. Explain: *There's another way to write about this*. Write: *Aram came to the U.S.* _______ years ______. Write the current year on the board and 2005 and elicit the class's help to rewrite the sentence with *ago*.
- Tell students to look at the first and second events on the time line. Elicit a sentence about the second event with *later* (*One / A month later*, *he started English classes*.).
- Tell students to write one sentence about each event. Using *in*, *ago*, and *later* at least once each. For sentences with *ago*, tell students to compare the event date with today's date. For sentences with *later*, tell students to compare an event date with the event date right before it.

B PAIRS. Compare your paragraphs.

- Pair students and tell them to exchange books and read each other's paragraphs.
- Tell partners to point out differences in their paragraphs and help each other make corrections.
- Call on a few students to read different versions of the paragraph.

Communicative Practice 15 minutes

Show what you know!

STEP 1. Answer the questions about yourself. Use...

- Read the directions.
- Ask an above-level student the questions.
 Write the student's answers on the board. If the student doesn't use *in*, *ago*, or *later* (or uses them incorrectly), prompt the class to help rephrase the student's response using one of the time expressions.
- Point out that students can't use *later* to answer question 1. Elicit the class's help to rephrase the student's answer to question 2 using *later*.

STEP 2. GROUPS OF 5. Take turns asking When...

- Ask five students: When did you come here? Note their names and arrival month or year on the board. If a student uses ago to answer, ask the class to figure out the arrival month or year.
- Elicit the class's help to put the dates on the board in order. Ask: *Who came here first? . . . Second?* etc.
- On the board, draw a time line like the one in the example with the students' names and arrival dates.
- Form groups of 5. Tell group members to count off from 1 to 5. Say: Number 1, you are the recorder. Take notes. Write down each group member's name and arrival date.
- Read the directions and the example. Say: *Each* group member asks the person to the right: When did you get here? Go around the circle until everyone has asked and answered the question.
- Say: Now use the recorder's notes to create a time line showing when each person in your group came here. Number 2, draw the time line.

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Instead of telling students to count off in their groups, assign lower-level students numbers 2 and 3, higher-level students numbers 4 and 5, and on-level students number 1.

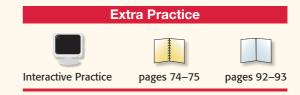
STEP 3. Draw your time line on the board. Explain...

- Point to the time line on the board and say a sentence about each event in order from left to right. Use *in*, *ago*, and *later* at least once each.
- Say: Practice talking about your time line. Then, Number 3, draw the group's time line on the board.
- Call on students 4 and 5 from each group to come to the board and explain the time line to the class.

Progress Check

Can you . . . answer questions about work history?

Say: We have practiced answering questions about work history. Look at the question at the bottom of the page. Can you answer questions about work history? Tell students to write a checkmark in the box.



Read about jobs in the U.S.

Getting Started

10 minutes

BEFORE YOU READ

A CLASS. Look at the pictures. Talk about...

- On the board, write *job market* and explain: *When* people talk about the job market, they're talking about whether it's easy or difficult to find jobs now and what fields the jobs are in.
- Tell students to look at the pictures of job fields. Say each field and ask the class to repeat.
- Tell students to look at the list of jobs on page 146. Ask: Which job is in technology? (computer system administrator) Which job is in health care? (nurse assistant)
- Tell students to point to the *agriculture* picture. Ask: Where do people with jobs in agriculture usually work? (on a farm) Tell students to point to the manufacturing picture. Ask: Where do people with jobs in manufacturing usually work? (in a factory)
- Read the directions. Ask: Where are the jobs in [your area]? What fields are they in? Tell students to circle the field that it's easiest to find jobs in. Write the fields on the board. Ask: What field did you *circle?* Say each field and ask for a show of hands. Keep a tally on the board. Circle the top field(s) in your area.

EXPANSION: Speaking practice for 1A

- Point to each of the top fields in your class and ask: Who in the class works in (health care)? What *are the job duties? What skills do you need? Do* you have to interview for a job in this field? Do you need experience? Are the jobs usually full-time or part-time? Is the pay good? Do the jobs have good benefits?
- Group students by field to the extent possible. Write the questions on the board. Tell groups to discuss and write answers.
- Ask groups to present the information to the class. Prompt students by pointing to the questions on the board.

B CLASS. Look at the title of the article and...

- Read the Reading Skill note about predicting the
- Read the directions. Ask: What is the title of the article? On the board, write: Today's Hot Jobs. Underline *hot* and say: *If something is* hot, *it's* popular. Point to the fields and tally on the board from Exercise 1A. Ask: What jobs are hot in our area?
- Tell students to look at the pictures in the article. Point to each picture and ask: What field is this? (health care; technology)
- Say: So, the title of the article is Today's Hot Jobs, and the pictures show the health care and technology fields. What do you think the topic of the article is? (The popular job fields right now are health care and technology.) Write the class's prediction on the

Presentation

15 minutes



READ



Listen. Read the article. Was your guess...

- Play CD 2, Track 54. Students listen and read silently.
- Read the prediction from Exercise 1B on the board and ask: *Was your guess correct?*
- *Optional:* Play Track 54 again. Pause the CD after the following paragraphs and ask:
 - First paragraph: What field was hot in 1900? (agriculture) What field was hot in 1950? (manufacturing) *Are these fields hot now?* (No.) Second paragraph: What is one field that has many jobs available today? (health care) Why? (because the U.S. population is getting older) Third paragraph: Ask: What's another field that *has many jobs available today?* (technology) What was the hot technology job in the 1980s? (computer programmer) *Is it a hot job today?* (No.)
- Ask: Which field are you more interested in? Health care? Or technology? Ask for a show of hands.

Lesson 7 Read about jobs in the U.S.

Controlled Practice

20 minutes



CHECK YOUR UNDERSTANDING

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

- Read the directions and answer choices.
- Remind students that the main idea is the most important idea in the article. Ask: Where can you usually find the main idea? (in the first paragraph)
- Tell students to read the first paragraph again silently and then circle the letter of the main idea.
- Ask: What is the main idea? Write it on the board.

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

- Read the directions. Students compare answers with a partner. Call on students to read the sentences and say the answers.
- Tell pairs to rewrite the false sentences to make them true. Call on students to write true sentences on the board (1. In 1900, <u>41</u> percent of workers in the U.S. had agricultural jobs. 6. Web designers plan and make Internet sites. 7. In the 1980s, most technology workers were computer programmers. / Most technology workers are <u>network analysts</u>, web designers, and software engineers.)

• What are the fastest-growing jobs in the following...

- Point to the main idea on the board. Ask: How is the U.S. job market changing? Where were the jobs in the past? (agriculture and manufacturing) Where are the jobs now? (health care and technology)
- Read the directions. Tell students to read the article again and underline the fastest-growing jobs.
- Draw the chart on the board. Ask: What are the *fastest-growing jobs in health care? In technology?* Elicit the answers and complete the chart.

Communicative Practice 15 minutes



PRE-WRITING. What job do you want to have....

Read the directions.

- Tell students to look at the jobs they underlined in the article. Say: Read about each job. On the chart in Exercise 3C, circle the job you're most interested in. Next to the chart, write what a person with this job does. For example, Home health aides take care of patients in their homes.
- Ask: What job do you want to have in five years? What do you need to do to get that job? Tell students to note their ideas. Prompt students by asking: What do you need to learn? Where can you learn these skills? Do you know someone who works in this field? Can you talk to this person?

Teaching Tip

Increase the relevance of classroom activities with authentic materials. Bring in information from local community colleges and/or other programs that offer classes, training, and/or certification in the health care and technology fields. Tell students to look for classes they can take to help them get the job they want.

NETWORK. Find classmates who want to have...

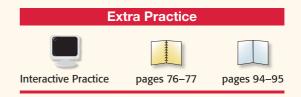
- Tell students to stand, mingle, and ask classmates: What job do you want to have in five years? Say: When you find a classmate who wants to have the same job, stay together. Look for other classmates who want to have the same job.
- Tell students to stop and sit with their groups. Say: Take turns talking about the things you need to do to get the job. Continue until everyone has said all their ideas. Listen and add to your notes.

MULTILEVEL INSTRUCTION

Cross-ability Direct lower-level students to say their ideas first. Higher-level students will have to produce more original ideas, such as take a class in web design.

WRITE. Write about the job you want in five years....

Turn to page 271 and ask students to complete the activities. See page T-xii for general notes about Writing activities.



Answer questions about availability

Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU LISTEN

A PAIRS. Read the information about job...

- Read the directions.
- Tell students to look at the paragraph. Ask: What are the words in boldface? On the board, write: availability, shift, flexible, and notice.
- Tell students to read the paragraph silently.
- Read the first two sentences out loud, stressing For example. Ask the class: What do you think availability means? Elicit a definition and write it on the board (for example, when you can work).
- Pair students and tell them to read the first two sentences again and write a definition for *shift*. Call on pairs to read their definition. Write a definition on the board (for example, the time of day when you work).
- Tell pairs to read the next two sentences (starting with *The interviewer may ask* . . .) and write a definition for *flexible*. Call on pairs to read their definition. Write a definition on the board (for example, you can change your hours if necessary).
- Tell pairs to read the last three sentences (starting with *The interviewer also asks* . . .) and write a definition for *notice*. Call on pairs to read their definition. Write a definition on the board (for example, telling your boss that you are leaving your job).
- Say each word in boldface and ask the class to repeat.

B CLASS. Do you work? What are your work...

- Read the first two questions. Tell students who work to note their hours. Tell students who don't work to note their availability.
- Note your work hours on the board. Ask an above-level student to ask you each question in the directions. Talk about your work hours (PT or FT, M–F or evening / weekend hrs.) and whether or not you like your work schedule.
- Ask the class: Who works? Ask a few students who raise their hands: What are your work hours? Do you like your work schedule?

LISTEN

A Listen to the end of Manny's interview....

- Ask: What do you think Albert and Manny are *talking about now?* (Manny's availability)
- Read the directions and answer choices. Tell students to underline *prefer*.
- Play CD 2, Track 55.
- Ask: When does Manny prefer to work? (mornings)
- Ask: Manny prefers the morning shift, but can he work the afternoon shift if Albert needs him to? (Yes. He's flexible.)

B Listen again. When can Manny...

- Read the directions and answer choices.
- Play Track 55 again. Read the question again. Call on a student to say the answer.
- Ask: Why can't he start tomorrow? (because he needs to give two weeks' notice at his job)

Listen to the whole conversation....

- Read the directions. Tell students to read the questions silently.
- Play CD 2, Track 56.
- Read the questions and elicit answers from the class. If the class can't answer, play Track 56 again.
- To wrap up, ask: When can Manny find out if he got *the job?* (next week)

Culture Connection

- Ask: What does Manny ask in his interview? (When can I expect to hear from you?)
- Say: In the U.S. it's OK to ask questions in an interview. In fact, it's a good idea to prepare a few questions before an interview. Make sure your questions are about the company or the job. Remember not to ask about salary and benefits; wait until the interviewer brings them up.
- Brainstorm a few questions to ask in an interview and write them on the board (for example, Can you describe a typical day for someone in this job? What are the job duties? What skills are most important for this job? What new skills can I learn on the job?).

Answer questions about availability

3 CONVERSATION

A Listen to the questions. Then listen...

- Read the Pronunciation Watch note.
- Tell students to look at the questions and circle *or*.
- Play CD 2, Track 57. Students listen.
- Resume playing Track 57. Students listen and repeat.

Controlled Practice 15 minutes

B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 160.
- Tell students to read the conversation silently.
- Direct students to find a question from Exercise 3A in the conversation. Tell them to circle *or* and mark the voice going up on the first choice and down on the last choice.
- Say: *Do you prefer mornings or afternoons?* Ask the class to repeat. Model again and ask individual students to repeat.
- Read the directions. Play CD 2, Track 58.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role. Remind them to practice the correct pronunciation of the question with *or*.
- Then, in Exercise 4A, tell students to look at the information in the blue box. Tell them to circle *or* and mark the voice going up on the first choice and down on the last choice. Say: *Do you prefer first or second shift?* and *Do you prefer days or nights?* Ask the class to repeat.
- Explain that *first shift* is usually morning to afternoon and *second shift* is afternoon to evening.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the first row in the boxes. As you fill in each blank, say the color of the answer space and point to the samecolor word or phrase you choose from the boxes.
- Ask two on-level students to read the conversation in front of the class.

- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks. Walk around and check that students are using correction intonation.
- 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. Make your own...

- Tell students to look at the conversation in 4A. Ask: Who is Speaker A? (the manager) Read Speaker A's first line. On the board, write: Do you prefer ______? Tell students to look at the information in the blue box. Ask: What other choices related to availability can the manager ask about? Brainstorm ideas and write them on the board (for example, mornings or afternoons, part-time or full-time). Draw a box around this information and label it blue. Ask students to come to the board and mark the pronunciation / intonation.
- Tell students to look at the conversation in 4A. Read Speaker A's second line. On the board, write: *Can you work on* ______? Tell students to look at the information in the red box. Brainstorm and write on the board other days the manager can ask about (for example, *weekends*, *Friday nights*, *holidays*). Draw a box around this information and label it *red*.
- Read the directions. Play Speaker A and make up a conversation with an above-level student. Use the information on the board.
- Pair students and tell them to take turns playing Speakers A and B.
- Call on pairs to role play for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Students fill in the blanks in the conversation in 4A before they practice. **Above-level** On the board, write: *A: Do you have any questions for me? B: When can I expect to hear from you?* Tell pairs to extend the conversation.

Extra Practice



Interactive Practice

Answer questions about availability

Getting Started

5 minutes

- Say: We're going to study ways to express alternatives with or and and. In the conversation on page 161, Albert used this grammar.
- Play CD 2, Track 58. Students listen. Write on the board: *Do you prefer mornings or afternoons?* Underline *or*.

Presentation

10 minutes

Ways to express alternatives: or, and

- Copy the grammar chart onto the board or show Transparency 8.5 and cover the exercise.
- Read the sentences in the chart.
- Read the first sentence in the chart again. Ask: Can he work both mornings and afternoons? (No.) Say: He can work only at one time of day. He can work mornings, or he can work afternoons.
- Read the second sentence in the chart again. Ask: *Can they work both Saturdays and Sundays?* (Yes.)
- Read the Grammar Watch note. Read the third sentence in the chart again. Ask: Can this person work Mondays? (No.) Can this person work Tuesdays? (No.) Say: So, both days are not OK for this person. Why or, not and? (because the sentence is negative)
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes



PRACTICE

(A) Complete the conversations. Write and or or.

- Read the directions and the example. Ask: *Why is the answer* or? (because this person can work first shift, or this person can work second shift—but not both)
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations.

B Look at Carlos's and Nadia's job applications....

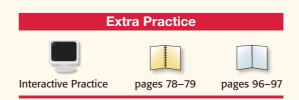
- Read the directions.
- Tell students to look at Carlos's job application. Read the example. Say: *Now write a sentence with* can't. Allow time for students to complete item 2.
- Elicit the sentence and write it on the board. Ask: Can Carlos work first shift? (No.) Can he work weekends? (No.) Say: So, both times are not OK for Carlos. Why or, not and? (because the sentence is negative)
- Students check answers with a partner.
- Call on students to write answers on the board.

G WRITE. Write two sentences about your own...

• Remind students that *first shift* is from morning to afternoon and *second shift* from afternoon to evening. Ask: *When do you think third shift is?* (usually from evening to early morning) Explain: *In workplaces that are open 24 hours, usually:*

First shift—8:00 A.M. to 4:00 P.M. Second shift—4:00 P.M. to 12:00 A.M. Third shift—12:00 A.M. to 8:00 A.M.

- Tell students to write a set of blank application checkboxes in their notebooks. Say: *When can you work? Check the boxes*. Tell students to check the two shifts they prefer.
- Read the directions. Tell students to write one sentence with *can* and one sentence with *can't* using the sentence in Exercise B as a model.
- Ask one student to write a sentence with *can* on the board and one student to write a sentence with *can*'t.



REVIEW

Show what you know!

1

GRAMMAR

(A) Complete the parts of a job interview. Use can...

- Read the directions. Tell students to refer back to the grammar charts on page 150 (*Can* to express ability) as needed.
- Remind students to use a capital letter at the beginning of the questions.
- Tell students to refer back to the Pronunciation Watch note on page 149. Tell them to circle the words in the conversation (*can* or *can't*) that have a strong pronunciation. Remind them to practice the weak pronunciation of *can* in the other sentences.
- Students role-play the completed conversation with a partner to check answers.
- Walk around and listen for the correct pronunciation of *can / can't*.
- *Optional:* Call on pairs to perform the completed conversation for the class.

B Complete the sentences. Use ago, and, in, last...

- Read the directions. Tell students to refer back to the grammar charts on page 156 (Time expressions with *ago*, *last*, *in*, and *later*) and page 162 (Ways to express alternatives: *or*, *and*) as needed.
- Students compare answers with a partner by reading one paragraph each out loud.
- Call on two students to read the paragraphs for the class. Discuss any errors.

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 8, 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 80-81

EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review Albert and Manny's...

- Tell students to review the conversations in Exercise 3B on page 149, Exercise 3 on page 155, and Exercise 3B on page 161.
- Tell students to read all three conversations silently.
- Tell students to practice the conversations with a partner. Students should keep the same roles for all three conversations.
- Play CD 2, Tracks 48, 51, and 55. Students listen.

STEP 2. PAIRS. Student A, you are a job interviewer....

- Read the directions and the guidelines for A and B.
- Pair students. Say: Student A, you need to ask about Student B's job skills, work history, and availability. Look at the conversations again and underline the lines Albert uses to ask about each of these (Tell me about your skills. Can you . . .? on page 149; So, tell me more about your work experience on page 155; and Let me ask you a few questions about your availability. Do you prefer . . .? on page 161).
- Tell Student B to note his or her skills, work experience, and availability.
- Walk around and observe partners interacting.
 Check pairs' use of can to talk about skills, time expressions to talk about work history, and or / and to talk about availability.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- Optional: After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3

READ AND REACT

STEP 1. Read about Marco's problem.

- Say: We are going to read about a student's problem, and then we need to think about a solution.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple Wh- questions to check comprehension (for example, What does Marco have tomorrow? Why is Marco unemployed? What interview question is Marco worried about?).

STEP 2. PAIRS. What is Marco's problem? What...

- Ask: What is Marco's problem? (He was fired from his last job. He has an interview tomorrow, and he doesn't know how to answer the question "Why did you leave your last job?") What can Marco do?
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Marco.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think he can say, "I was fired" and then explain what he learned. This is a good idea.).
- Now tell students to think of one new idea not in the list (for example, *He can say*, "*I made a mistake*, *and I was fired. It won't happen again.*") 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 Students work in groups of 4 to come up with an idea.

Above-level Tell pairs to cover the list of ideas and to come up with three of four of their own ideas first. Then they can look at the list in the book to compare.

4

CONNECT

Turn to page 252 for the Community-building Activity and page 281 for the Team Project. See page T-xi for general notes about teaching these activities.

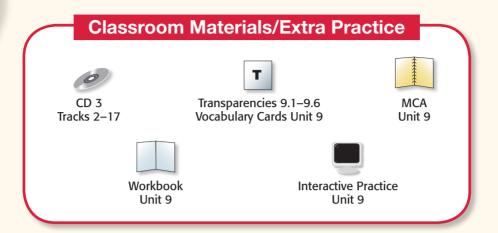
Progress Check

Which goals can you check off? Go back to page 145.

Ask students to turn to page 145 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

9

Parents and Children



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Future with will
- Adverbs of manner
- Object pronouns
- Possessive nouns

Pronunciation

- Will and the contraction 'll
- Possessive endings 's and s'

Reading

- Read an article about the cost of going to college
- Reading Skill: Use information in charts and tables

Writing

- Write about the progress of students you know
- Write about your educational goals

Life Skills Writing

- Write a telephone message
- Complete a school enrollment form

Preview

- Set the context of the unit by asking questions about parents and children (for example, *Do you have children? How many children do you have? Would you like to have children in the future?*).
- Hold up page 165 or show Transparency 9.1. Read the unit title and ask the class to repeat.
- Say: Look at the picture. Ask the Preview questions: Who are the people? (a mother and son) What are they doing? (studying / doing homework / The mother is helping her son with his homework.).
- On the board, write: *parents* = *mother and* _______, *children* = *son and* ______. Elicit *father* and *daughter* and write them on the board.

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:

Enrollment: signing up to attend a school *Progress*: how a person is learning, developing, improving over time

Behavior: the way a person acts

• 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



WHAT DO YOU KNOW?

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

- Show Transparency 9.2 or hold up the book. Tell students to cover the list of words on page 167.
- Read the directions . Elicit a school subject and write it on the board (for example, *Number 6 is* music.).
- Students call out answers. Help students pronounce school subjects if they have difficulty.
- If students call out an incorrect school subject, change the student's answer into a question for the class (for example, Number 4 is English?). If nobody can identify the correct school subject, tell students they will now listen to the CD and practice the school subjects vocabulary.

Presentation

5 minutes



B Look at the pictures and listen. Then...

- Read the directions. Play CD 3, Track 2. Pause after number 10 (science).
- To check comprehension, say each school subject in random order and ask students to point to the appropriate picture.
- Resume playing Track 2. Students listen and repeat.

Controlled Practice

15 minutes



PRACTICE

A WORD PLAY. PAIRS. Choose a school subject...

- Read the directions and write the example on the board. Ask: What's the subject? (art) What are the *clues?* (paint, draw, color)
- Tell the class to look at the list of words on page 167 and choose another school subject—not *art*. Elicit students' ideas for clues and write them on the board.
- Pair students. Tell them to choose another school subject—not the ones on the board. Walk around and offer ideas for clues as needed.

Student A, read your clues. Student B, guess after...

- Read the directions. Play Student A and model the example with a student. Ask a pair to model the other example on the board.
- Say: *If your partner guesses incorrectly, say no and* read another clue.
- To wrap up, ask students to read their clues and the class to guess.

MULTILEVEL INSTRUCTION for 2A

Cross-ability A lower-level student can work with a higher-level partner to write clues. Direct the students to find a new partner for the second part of the activity.

B What schools are in your community? Find out and...

- Note: If you are not familiar with the names of schools in your area, research this information before class.
- Tell students to complete as much of the chart as they can with names of local schools they know.
- Write *preschool*, *elementary school*, etc., as headings on the board. Ask volunteers to come to the board and list schools.

Culture Connection

- Explain: *In the U.S.*, *children have to attend* school until they are 16 years old. This is the law. Public schools provide a free education. Local property taxes pay for public schools.
- Elicit or provide the grades / ages for each level of education in the U.S. Note the grades and ages next to each heading on the board (example, *preschool*: usually 3–4 year olds; *elementary school: K–5th grade; middle school:* 6th-8th grade; high school: 9th-12th grade). Ask: *About how old are pre-schoolers?* (4 years old) *Kindergartners?* (5 years old) 6th graders? (11) 9th graders? (14)
- Explain: Public education usually begins in kindergarten, but some districts have preschool.
- Ask: Do children have to go to school in your country? What are the laws? Are there schools that children can attend for free?

Vocabulary

Learning Strategy: Use your language

- Provide each student with five index cards or tell students to cut up notebook paper into five pieces.
- Read the directions. If you have students with low first-language 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 167.
- 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.

Teaching Tip

As you visit with students, show them you are an active language learner yourself by trying to say school subjects in their native languages.

Communicative Practice 15 minutes

Show what you know!

STEP 1. GROUPS OF 3. What are the three...

- Read the directions.
- On the board, write the subject you think is most important and explain why (for example, *I think math is the most important because you need to be able to manage your money.*).
- Tell students to write the subject they think is most important and note why they think it's important.
- Form groups of 3. Say: Tell your group what subject you think is most important and why.
- Say: Do you agree with your partners? Write the other two subjects you think are most important. Use your partners' ideas or your own ideas.

MULTILEVEL INSTRUCTION for STEP 1

Cross-ability Allow lower-level students to look at their partners' notes and write why each subject is important.

STEP 2. Tell the class your ideas.

- Read the directions.
- Ask: What are the three most important subjects for students to learn? Why? Call on volunteers to answer. Write answers on the board and tell students to copy them into their notebooks.

EXPANSION: Vocabulary practice for STEP 2

- Hang ten large sheets of paper around your classroom. Write one school subject at the top of each sheet.
- Tell students to walk around and write reasons why the subjects are important on the sheets.
- Ask ten students to stand and read the reasons on one sheet.

EXPANSION: Vocabulary and speaking practice for STEP 2

- Ask: What was your favorite school subject when you were a child? Why? Tell students to write their answer in their notebooks.
- Form groups of 3. Say: Tell your group what your favorite school subject was when you were a child and why.
- Call on a few students to say what a partner's favorite subject was as a child and why.



Getting Started

10 minutes



BEFORE YOU LISTEN

READ. CLASS. Look at the pictures and read...

- Read the directions.
- Tell students to look at the pictures. Read the captions under the pictures and ask the class to
- Tell students to read the two paragraphs silently.
- Read the first paragraph out loud. Tell students to look at the first picture. Ask: What are the parents and teacher talking about? (the child's progress in school) As needed, explain that progress is how well the child is doing in school, for example, the child's learning, grades, and behavior.
- Read the second paragraph out loud. Tell students to look at the second picture. Ask: Who are the people? (teachers and parents) What are they *talking about?* (how to improve the school) Ask: What does improve mean? (make better)
- Read each question. Elicit answers and write them on the board. 1. to discuss a child's progress in school, 2. to work together to improve the school.
- Optional: Write parent-teacher conference and PTO meeting on the board. Brainstorm things people talk about in each setting. List students' ideas on the board (for example, for parent-teacher conference: grades, attendance, behavior, homework; for PTO meeting: school events, fundraisers).

Presentation

10 minutes



LISTEN

A CLASS. Look at the picture....

- Read the directions. Ask: What is the notice about?
- Elicit students' guesses and list them on the board. Tell students they will listen for the answer in Exercise B.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 304 as they listen to the conversations.



B Listen to the conversation. Was your...

- Read the directions. Play CD 3, Track 3.
- Ask: What is the notice about? Read the guesses on the board. Elicit and circle the best answer. (a parent-teacher conference)

Controlled Practice 20 minutes



Compare the distance of the

- Tell students to read the questions and answers.
- Play Track 3 again.
- Read the questions and ask the class to call out the answers. If students call out incorrect answers, play Track 3 again.

D Listen to the whole conversation....

- Read the directions and answer choices.
- Play CD 3, Track 4.
- To review, ask: What is Mr. Duval going to do on Monday the 23rd? Elicit the answer.
- *Optional*: On the board, write: *The parent-teacher* conference is _____ Thursday the 19th at 6:00. *Carlo's band concert is four days* _ class to fill in the blanks. (on, later)
- Optional: Ask: What school subject do you think Carlo likes? (music)

CONVERSATION



A Listen to the sentences. Then...

- Read the Pronunciation Watch note. Tell students to underline 'll / will in the sentence.
- Read the directions. Play CD 3, Track 5.
- Say each of the pronouns contracted with will in the first four sentences. Ask the class to repeat. Ask: What other pronouns are there? Write the contractions of the board (you'll, it'll, they'll). Pronounce them and ask the class to repeat.

B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 168.
- Tell students to read the conversation silently.
- Tell students to underline will and the contraction *I'll* in the conversation.
- Play CD 3, Track 6. Students listen and repeat.

Communicative Practice 20 minutes



PRACTICE

A PAIRS. Practice the conversation. Then...

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role. Walk around and help with pronunciation as needed. Pay particular attention to students' pronunciation of will and I'll.
- Then for exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat.
- Tell students to look at the school events in the blue box. To check comprehension, describe the events in random order and ask the class to call out the event: parents and teachers talking about how to improve the school (PTO meeting), students acting on stage with parents and friends watching in the audience (school play), students showing their projects on things like health, technology, the environment, and space (science fair).
- Copy the conversation onto the board with blanks. Read it and when you come to a blank, fill it in with information from the boxes.

- Ask two on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two abovelevel students to make up a new conversation in front of the class.
- Tell pairs to take turns playing Speakers A and B and to use the information in the boxes.
- Walk around and check students' pronunciation of will and I'll. As needed, pronounce the words and ask students to repeat.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

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

- Read the directions.
- Point to the blue box and ask: What other school events can you think of? (a parent-teacher conference, a band concert, an art show, a baseball game, a college fair)
- Point to the green box and ask: What else can you do to leave work early? (change my shift, take personal / vacation time, talk to my boss)
- Pair students and tell them to practice the
- Walk around and check students' pronunciation of will and I'll.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Before they role play, tell students to

write down a school event in blue and a way to leave work early in green.

Above-level Direct students to change other information in the conversation, such as dates, times, names, and who will watch the kids.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

25 minutes

- Say: We're going to study the future with will. In the conversation on page 169, Mr. and Mrs. Duval used this grammar.
- Play CD 3, Track 6. Students listen. Write on the board: *My mother will watch the kids* and *I'll try to change my shift*. Underline *will* and *I'll*.

Presentation

10 minutes

Future with will

- Copy the grammar charts onto the board or show Transparency 9.3 and cover the exercise.
- Read the sentences in the charts and tell the class to repeat.
- Read the first item in the Grammar Watch note and the first sentence in the left chart (*My mother will watch the kids.*).
- Read the second item in the Grammar Watch note. Tell students to look at the right chart. Read all four possible sentences (*Frank will not / won't go to the PTO meeting. They will not / won't go to the PTO meeting.*).
- Read the third item in the Grammar Watch note and the second sentence in the left chart (*She'll watch the kids.*).
- On the board, write: *He will change his schedule*. Ask the class to change the sentence to what people say (*He'll change his schedule*.). Then ask the class to change the sentence to make it negative (*He won't change his schedule*.).
- If you are using the transparency, do the exercise with the class.

PRACTICE

(A) Complete the sentences. Use will...

- Read the directions and the example.
- Students compare answers with a partner.
- Call on students to read the sentences. Correct as needed.

B Complete the conversation. Use will...

- Read the directions.
- Write the example on the board. Point to the answer and ask why it's not a contraction. (because *Jimmy* is a name) Then ask: *When do you usually use contractions?* (with pronouns)
- On the board, write: *My mother will watch the kids*. Ask the class to change the sentence to a question. Write the question on the board: *Will your mother watch the kids*?
- Students compare answers with a partner by reading the conversation.
- Call on pairs to perform the conversation for the class. Correct as needed.

2

PRACTICE

Complete the e-mail. Use the future with will...

- Read the directions. Ask: *Is an e-mail to a friend formal or informal writing?* (informal) *Is it OK to use contractions?* (Yes.)
- Students compare answers with a partner.
- Call on a higher-level student to read the e-mail out loud.
- To wrap up, ask a few comprehension questions: What is the event? (Sue's school play) Will Anita's husband, Jack, go? (No.) Who will go? (Anita and her kids) What time does Anita have to work until? (6:30) What time is the play? (at 8:00) When will Anita call Jane? (on Sunday)

Communicative Practice 20 minutes

Show what you know!

STEP 1. GROUPS OF 5. Look at the pictures....

- Tell students to look at the pictures. Say the events and ask the class to repeat.
- Tell students to look at the picture of a school bake sale and ask: *What is for sale?* (cookies, cupcakes, bread) Explain that at a school bake sale the members of a school group or club make desserts like cookies and cupcakes and sell them to make money for the school or group.
- Tell students to look at the picture of an international party and ask: What are the people wearing? (traditional dress from their countries) What are the people doing? (talking, eating) Where is the food from? (Italy, Mexico, South Korea)
- Read the directions and the example.
- Draw the chart on the board. Say each event task and ask the class to repeat. Ask: *What's a flyer?* (a piece of paper advertising something) If possible, show the class flyers for events at your school or in your community.
- Model the activity. Ask four higher-level students to stand up. Say: We are a group. Ask the group: Which event should we choose, a school bake sale or an international party? Write the event on the chart. For each event task on the chart, ask: Who wants to . . . ? and write the name of a group member on the chart.

• Form groups of 5. Tell group members to take turns asking *Who wants to* . . .? Direct each group member to volunteer to do one task.

EXPANSION: Vocabulary Practice for STEP 1

- Explain that a *bake sale* is a type of *fundraiser*—an event to make money for a specific cause or group.
- Ask: Can you think of any other types of school fundraisers? (a car wash, a candy sale, a school fair / carnival)

STEP 2. Tell the class about your plans.

- Read the directions.
- Model the activity. Tell the class to look at the chart on the board. Point to each row and say who will do each task. Use *will* (for example, *Phuong will get permission from the school. Arturo will design a flyer.* etc.).
- One student from each group tells the class about the group's plans.

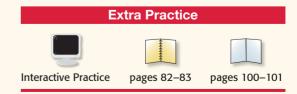
EXPANSION: Writing and Speaking Practice for STEP 2

- Brainstorm what information to include on an event flyer. Make a list on the board (for example, when the event is, where the event is, the cost of the event).
- Direct each group to create a flyer for their event. If possible, provide students with poster paper and markers. Tell students to first plan on a sheet of notebook paper.
- Ask one student from each group to show the flyer to the class and talk about when and where the event will take place.

Progress Check

Can you . . . make plans for school events?

Say: We have practiced making plans for school events. Now, look at the question at the bottom of the page. Can you make plans for school events? Tell students to write a checkmark in the box.



Take a phone message

Getting Started

5 minutes

- Ask: Do you take phone messages at home? Where do you write them?
- Ask the class: *Do you answer the phone at work?* What do you do if someone's not available to take a call?

Presentation

20 minutes



TAKE A PHONE MESSAGE

A PAIRS. Look at the picture. Guess: Why is the...

- Read the directions. Pair students.
- Give pairs time to come up with an answer to the question. Then point to the woman in the right half of the picture and ask: Why is the woman calling the school? (to talk to her child's teacher)
- Elicit students' guesses and list them on the board.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 304 as they listen to the conversations.

B Listen to the conversation....

- Read the directions. Play CD 3, Track 7.
- Ask: Why is the woman calling the school? Read the guesses on the board. Elicit and circle the best answer.
- Ask: What does the woman have a question about? (her daughter's math homework)

Read the phone messages. Listen...

- Read the directions. Tell students to read the messages silently. Tell them to circle what is different in each message (1. Will call back. 2. Please call back.).
- Say: Now listen again. Point to the woman in the right half of the picture and ask: Is she Maria's teacher or Maria's mom? Who will call back, Ms. Vega or Mr. Taylor?
- Play CD 3, Track 7.
- Repeat the questions above and elicit answers (Maria's mom; Mr. Taylor will call back.) Then ask the class to call out the number of the correct message.
- *Optional*: To review prepositions of time, ask: When did Elsa Vega call? (on March 9th at 1:15)

D Listen. Mr. Taylor is returning...

- Read the directions. Tell students to read the message silently.
- Play CD 3, Track 8. Tell students to write the phone number in the same way as in the messages in Exercise 1C.

E PAIRS. Compare your answers.

- Students compare answers with a partner by reading the message out loud to each other.
- Say: Raise your hand if you and your partner wrote the same number. Play Track 8 again as needed.
- Call on a student to read the message. Write the phone number on the board.
- Optional: Point out that when taking a message, it's a good idea to repeat a phone number back to a caller, like Beto does.

Take a phone message

Controlled Practice

15 minutes

2

PRACTICE

A Complete the conversation with words from the box.

- Say: This is the conversation from Exercise 1B on page 172.
- Read the directions. Say the words in the box and ask the class to repeat.
- Tell students to cross out words in the box as they use them.

B PAIRS. Compare your answers. Then...

- Read the directions. Pair students.
- Partners compare answers and then practice the conversation. Tell partners to switch roles and practice both parts.
- *Optional:* Call on pairs to perform the conversation for the class.

Communicative Practice 15 minutes

© PAIRS. Make your own conversations....

- Read the directions.
- Tell pairs to use the conversation in Exercise 2A as a model. Tell them to cross out the A's in Exercise 2A and replace them with *Secretary* and to cross out the B's and replace them with *Parent*.
- Say: Student A, before you practice, write down your phone number with area code or a made-up phone number to use in the conversation. Also note the reason you are calling Mr. Taylor.
- Say: Student B, complete the message during the conversation. If you're not sure how to spell Student A's name, ask: How do you spell that? Repeat Student A's phone number to make sure you wrote it correctly.
- Walk around and help as needed. Remind students to switch roles and practice both parts.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 2C

Pre-level Highlight or underline the information in Exercise 2A that students need to change when they play Speaker A: *Elsa Vega*, *my daughter Maria's*, and *718-555-4343*. Tell them to write in the information they will use. **Above-level** After they practice a few times while looking at the convergation in the book.

Above-level After they practice a few times while looking at the conversation in the book, ask pairs to cover the exercise and continue practicing.

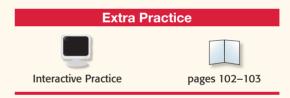
3 LIFE SKILLS WRITING

Turn to page 264 and ask students to complete the school enrollment form. See page T-xii for general notes about Life Skills Writing activities.

Progress Check

Can you . . . take a phone message?

Say: We have practiced taking phone messages. Now, look at the question at the bottom of the page. Can you take a phone message? Tell students to write a checkmark in the box.



Getting Started

10 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

READ. CLASS. Look at the picture. Read...

- Tell the class to look at the picture. Ask: Who are the people? (a mother and son / a teacher and student) What are they doing? (schoolwork / homework) What subject is it? (math)
- Read the directions. Tell students to read the paragraph silently.
- Ask: What are some ways students can get extra help with school? Tell student to read again and underline the people and place students can go to for extra help.
- Ask again: What are some ways students can get extra help with school? Elicit and list on the board: parents, older brothers and sisters, teachers (before or after school), older students (before or after school), local libraries.

Presentation

10 minutes



LISTEN

A CLASS. Look at the picture. Guess: Where is...

- Read the directions. Ask: Where is Carlo's mother? (at Carlo's school / in Carlo's classroom)
- Elicit students' guesses and list them on the board.
- Ask: Who is Carlo's mother talking to? (Carlo's teacher)
- Elicit students' guesses and list them on the board.

B Listen to the conversation. Was...

- Read the directions.
- Play CD 3, Track 9.
- Ask: Where is Carlo's mother? Read the guesses on the board. Elicit and circle the best answer. Repeat with: Who is she talking to?

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 304 as they listen to the conversations.

G Listen again. Answer the questions.

- Tell students to look at the picture again. Point to the woman and ask: What is Carlo's mother's name? (Mrs. Duval) If students don't remember, tell them to look back at Exercise 2A on page 168. Point to the man and ask: What is Carlo's teacher's name? (Mr. Thomson) Write Mrs. Duval and Mr. Thomson on the board.
- Read the directions and the questions.
- Play Track 9 again.
- Students compare answers with a partner by asking and answering one question each.
- Ask the questions and call on students to say the answers.

D Listen to the whole conversation....

- Read the directions and the answer choices.
- Play CD 3, Track 10.
- Ask students to raise their hands for each answer choice.
- To review, ask: What does Carlo's teacher suggest? (homework help after school / help from older students)
- Optional: Ask: Is the homework help program before or after school? (after school) How much does it cost? (It's free.)

Talk about progress in school

Presentation

5 minutes

Communicative Practice 15 minutes



CONVERSATION



C Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 174.
- Tell students to read the conversation silently.
- Read the directions. Play CD 3, Track 11.

Controlled Practice

10 minutes



PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase 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, ask what color it is. Point to the box that is the same color and fill in the blank with the first item in the box. Fill in black blanks with first and last names from your class. In Speaker B's first blank, use mother for a female student and father for a male student.
- Ask the two students whose names you used to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two abovelevel students to make up a new conversation in front of the class. Prompt Speaker B to fill in the blue blank with the same subject A chose.
- Tell pairs to take turns playing Speakers A and B. Tell them to use their names and the information in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

B MAKE IT PERSONAL. PAIRS. Talk about your...

- Read the directions and the example.
- On the board, write the heading *English ability*. Under *English ability*, list pronunciation, writing. Brainstorm other aspects of language ability and write them on the board (for example, *listening*, speaking, reading, vocabulary, spelling, grammar).
- Create a chart by writing the heading *Ways to* improve to the right of English ability. For each aspect of English ability, brainstorm at least one way to improve and write it on the board in the -ing form (for example, for listening: listening to the news or talk radio in English).
- Tell students to think about their English ability. Tell them to look at the list on the board and write down one thing they do well and one thing they have trouble with.
- Play Speaker A and model the activity. Talk about your ability in another language. Point to the thing you have trouble in. Prompt Student B to suggest the way to improve that is on the board.
- Pair students. Read the directions again. Tell them to follow the example and use information from the chart on the board.
- Walk around and remind students to switch roles.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Highlight students' examples to show where they need to substitute their own information. In Student A's line, highlight pronunciation and writing in one color. In Student B's line, highlight writing in a journal in another color. Draw boxes in corresponding colors around the columns of the chart.

Above-level After pairs have practiced, call on students to say what their partner will do to improve his or her English (for example, Raja will read children's books in English.).

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study adverbs of manner. In the conversation on page 175, Mr. Thomson used this grammar.
- Play CD 3, Track 11. Students listen. Write on the board: *He does very well in math. He works carefully.* Underline *well* and *carefully.*

Presentation

10 minutes

Adverbs of manner

- Copy the grammar charts onto the board or show Transparency 9.4 and cover the exercise.
- Read the sentences in the left chart. Say: Careful, quick, and good are adjectives. What word do they describe? (worker) What part of speech is worker? (a noun) Write (noun) above worker on the chart and say: An adjective describes a noun.
- Read the sentences in the right chart. Say: Carefully, quickly, and well are adverbs. What word do they describe? (works) What part of speech is works? (a verb) Write (verb) above works on the chart and say: An adverb describes the action of a verb. These adverbs tell you how Carlo works.
- Read the first item in the Grammar Watch note.
 On the board, write: careful + -ly = carefully, quick + -ly = quickly. Say the first two sentences from the right side of the chart and ask the class to repeat.
- Read the second item in the Grammar Watch note. Say the last sentence from the right side of the chart and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

PRACTICE

(A) Complete the sentences. Look at...

- Read the directions and the example. Ask: Why is the answer carelessly? On the board, write: careless + -ly = carelessly.
- Remind students that a few adverbs of manner are irregular (for example, *good*, *hard*, and *fast*). Ask the class to call out the adverbs (*well*, *hard*, and *fast*).
- Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the completed sentences.

B Change the adjectives in the box to adverbs....

- Read the first sentence of the directions. Tell students to add *-ly* to the adjectives in the box or write the irregular form.
- Say the adjectives in the box and ask the class to call out the adverbs of manner.
- Read the second sentence of the directions and the example.
- Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the completed sentences.

Talk about progress in school

Presentation

10 minutes

Object pronouns

- Copy the grammar charts onto the board or show Transparency 9.4 and cover the exercise. Say: *We're going to study object pronouns*.
- Read the sentences from the charts and ask the class to repeat.
- Read the Grammar Watch note while the class reads along silently.
- On the board, write: *Carlo needs to do his homework. His mother will talk to* _____. Ask: *What noun are we going to replace?* Underline *Carlo.* Ask: *What object pronoun takes the place of* Carlo? Write *him* in the blank.
- Circle *to* in the second sentence on the board. Ask: *In this sentence, does the object pronoun come after a verb or a preposition?* (a preposition)
- If you are using the transparency, do the exercise with the class.

Controlled Practice

5 minutes

2

PRACTICE

Complete the sentences. Write the correct object...

- Read the directions. Write the example on the board and ask: Why is the answer her? What noun does her take the place of? Underline Ms. Carson.
- Tell students to underline the noun in the first sentence before they write the object pronoun in the second sentence.
- Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the completed sentences.

Communicative Practice 15 minutes

Show what you know!

STEP 1. WRITE. Think of three students you know...

• Read the directions. Model the activity. On the board, list the names of three students you know (for example, your children, nieces, nephews, and neighbors—not students in your class).

- Next to the name of each student on the board, write: *is doing well in school* or *is doing poorly in school*. Underline *well* and *poorly* and say: Well *and* poorly *are adverbs of manner*.
- Continue each sentence by writing *because* and a reason. Use an adverb of manner in at least one of your reasons (for example, *she learns quickly*, *he studies hard*, *she writes carelessly*, *he doesn't work hard*). Write at least one reason without an adverb of manner (for example, *She has a good teacher. He doesn't do his homework*.).
- Tell students to look at the sentences in Exercises 1A and 1B on page 176 for ideas.

STEP 2. GROUPS OF 3. Read your sentences....

- Form groups of 3. Read the directions.
- Read the example. Explain: You can talk more about the people. Elaborate on the example by saying: My daughter is doing well in school because she works hard. She does her homework carefully and studies hard for tests.
- Model the activity by reading the sentences you wrote on the board for Step 1 and elaborating.

STEP 3. Tell the class about the students...

- Read the directions.
- Tell each student to choose one sentence from Step 1 to read to the class.

MULTILEVEL INSTRUCTION

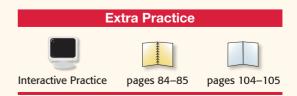
Pre-level Students can simply read the sentence(s) they wrote in Step 1.

Above-level Ask students to elaborate and also to ask lower-level students questions (for example, *Does your daughter do her homework? How many hours does she study at night?*).

Progress Check

Can you . . . talk about progress in school?

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



Read about the cost of a college education

Getting Started

10 minutes



BEFORE YOU READ

CLASS. Read the chart. What types of colleges...

- Ask questions about the chart, for example, What type of degree can you get at a community college? (an Associate's Degree); How many years does it take? (2 years); How many years does it take to get a Master's Degree? (4 years + 2 more years = 6 years); Where can you get a Master's Degree? (at a university).
- Read the question in the directions. Ask: *Are there* community colleges in our community? Write the names of local community colleges on the board. Repeat with colleges and universities.

Presentation

15 minutes



READ



Listen. Read the article.

- Ask: What is the title? (Going to College) Say: Look at the charts. What is the article about? Guess. Call on students to say what they think the article is about. (information about going to college)
- Play CD 3, Track 12. Students listen and read silently.

- If students have difficulty following along, play Track 12 again and pause at various points.
- Ask if there are words they do not understand and explain them, for example:
 - tuition: what you pay to go to college housing: what you pay to live at college
- Optional: Play Track 12 again. Pause the CD after the following sections and ask these questions:

Rising College Enrollment: Did more Americans go to college in 1980 or in 1990? (in 1990) Did more Americans go to college in 1990 or in 2007? (in 2007) Is college enrollment going up or down? (up)

The Cost of College: About how much does a year of college cost? (between \$2,000 and \$22,000) What other costs are there? (books, housing, and food)

Paying for College: Ask the class: What types of financial aid can students get to help them pay for college? On the board, write: scholarships, grants, and loans. Ask: Which is money you borrow and pay back after you graduate? (loans) Which is money colleges give for good grades or some other specific reason? (scholarships) Which is money students get if their families don't earn a lot? (grants)

Read about the cost of a college education

Controlled Practice

20 minutes

3

CHECK YOUR UNDERSTANDING

A PAIRS. Read the article again. What are the three...

- Read the directions.
- Pair students and tell them to read the article again.
- Tell students to underline one sentence in each section that tells the main idea, or most important idea (Section 1: Every year more and more Americans decide that going to college is the way to a better future. Section 2: But going to college costs a lot. Section 3: Most students use a combination of scholarships, grants, and loans to pay for the high cost of college.). Point out that the first or last sentence of a paragraph usually tells the main idea.
- Students compare underlined sentences with a partner.

EXPANSION: Writing practice for 3A

- Tell pairs to look at the blue boldface type in the article and read the sentence they underlined for each section. Tell them to write a simple sentence that tells the main point in their notebooks.
- Write 1, 2, and 3 on the board. Ask students to come to the board and write a sentence giving the main point of each section. Read and compare the sentences for each section of the article (for example, 1. More Americans are going to college / College enrollment is rising. 2. College is expensive. 3. Students can get scholarships, grants, and loans to help pay for college.).

B Look at the graph about high school...

- Read the Reading Skill note while the class reads along silently.
- Tell students to look at the article and point to the graph and then the table. Ask: Which main point does the graph support? (More Americans are going to college.) Which main point does the table support? (College is expensive.)
- Read the directions.
- Students compare answers with a partner. Tell them to take turns reading the questions and answers.
- Read the questions and call on students to answer.

• Ask more questions about the graph: What percentage of high school graduates went to college in 1990? (59 percent) In 2007? (over 66 percent) To figure out how many high school graduates went to college in 2007, what do you need to know? (the total number of high school graduates in 2007)

© Read the statements. Circle *True* or *False*.

- Read the directions.
- Say: You will use the table to answer one item.

D PAIRS. Compare your answers. Correct...

- Students compare answers with a partner. Tell pairs to correct the false statements to make them true (1. <u>more</u> high school graduates; 3. \$2,000; 5. grants and loans).
- Call on students to say the answers and correct the false statements.
- Ask: For which item did you use the table to answer? (item 3)
- *Optional:* Ask more questions about the table.

Communicative Practice 15 minutes

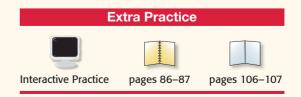
Show what you know!

PRE-WRITING. PAIRS. Is going to college...

- Read the directions. Say: *Answer the question* yes *or* no. *Find a partner with the same answer.*
- Say to pairs: If you think a college education is worth the cost, talk about what you can do with a college degree. Write your ideas in your notebooks. If you think a college education isn't worth the cost, talk about why not and what other things you can do with the money. Write your ideas.

WRITE. Write about your educational goals....

 Turn to page 272 and ask students to complete the activities. See page T-xii for general notes about Writing activities.



Discuss your child's behavior in school

Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures. Do students in your...

- Note: The checkboxes are for Exercise 2A.
- Tell students to look at the pictures. Say: *These* students are behaving badly. Say the behaviors and ask the class to repeat.
- To check understanding, describe the pictures in random order and ask the class to call out the behaviors. Say:

Steve's not in class today, but he's not sick. (skip class) *The girl is not listening to her math teacher.* (not pay

The girl is arguing with another student. (not get along with others)

The student is making fun of the teacher. (be disrespectful)

The boy is frightening a smaller and weaker student. (bully other kids)

The boy is playing in class. (fool around in class)

• Ask: Do students in your country behave in this way? Say each behavior and ask students to raise their hands if the behavior is common in schools in their country.

Culture Connection

- Tell students to look at the behaviors in Exercise 1 again. Ask: In your country, what happens to students who behave in this way? Write students' responses on the board.
- Ask: In the U.S., what happens to students who behave in this way? Elicit students' ideas. Talk about common forms of punishment in U.S. schools, for example, moving a student to another seat or to the front of the classroom, not allowing a student to participate in recess or some other fun activity, detention (making a student spend extra time at school, either before or after school), suspension (not allowing a student to attend school for a certain period of time), and expulsion (for serious offenses, making a student leave a school permanently).
- Explain: *In most states in the U.S., there are* laws against using physical punishment to correct bad behavior in schools.

LISTEN



A Listen to the conversation. Mr. and...

- Read the directions. Tell students to look at the picture.
- Say: Point to Mr. Herrera. Point to Mrs. Herrera. Ask: Who is Luis? (their son) Who called them? (Luis's teacher) Why are they upset? (because Luis is having trouble in school)
- Tell students to underline the question in the directions: What trouble is Luis having in school? Tell students to listen and check the boxes in Exercise 1.
- Play CD 3, Track 13.
- Repeat the question and call on students to say which boxes they checked.



B Listen again. What are Luis's parents...

- Read the directions and the answer choices.
- Tell students to underline the question in the directions: What are Luis's parents going to do?
- Play Track 13 again. Students listen and circle the letter of the answer.
- Repeat the question. Say each answer choice and ask students to raise their hand for the answer they chose. If many students answered incorrectly, play Track 13 again.
- Optional: On the board, write: Luis's parents __ talk to Luis tonight after dinner. Ask the class to complete the sentence. (will)

Conversation....

- Read each answer choice: Luis usually does well in school. Luis usually has problems in school.
- Play CD 3, Track 14. Students listen and underline the correct words.
- Ask the class: Which words did you underline? On the board, write: Luis usually does well in school.
- *Optional:* Ask the class: *Why do you think Luis is* having problems in school now? What are some reasons why students behave badly?

Discuss your child's behavior in school

3 CONVERSATION

A Listen to the possessive nouns. Then...

- Write a few possessive nouns that don't add a syllable on the board (for example, *Justin's band*, *Brianna's job*, *the baby's seat*). Say them and ask the class to repeat.
- Write the names from the Pronunciation Watch note on the board. Point to and pronounce the underlined sound in each name. Say: *After these sounds, the* 's *ending adds an extra syllable.*
- Add an 's ending to each name and a noun (for example, *Luis's parents*, *Liz's homework*, *Josh's teacher*, *Mitch's class*, *George's grades*). Say each phrase and ask the class to repeat.
- Play CD 3, Track 15. Students listen.
- Resume playing Track 15. Students listen and repeat.

B Listen again. Underline the possessive...

- Read the directions. Read the Pronunciation Watch note again. Tell students to look at Exercise 3A. Ask: Which possessive nouns do you think add a syllable? (boss's, Alex's, George's)
- Play CD 3, Track 16. Students listen and underline.
- Ask: Were you correct? Say boss's, Alex's, and George's and ask the class to repeat.

Controlled Practice 20 minutes

G Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 180.
- Tell students to read the conversation silently and to underline the possessive nouns.
- Ask: What did you underline? (friend's) Does the 's ending in friend's add an extra syllable? (No.) Say friend's and ask the class to repeat.
- Read the directions. Play CD 3, Track 17.

4 PRACTICE

A PAIRS. Practice the conversation. Then...

 Pair students and tell them to practice the conversation in Exercise 3C. Tell them to take turns playing each role.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each phrase and ask the class to repeat.
- Copy the conversation onto the board with blanks. Read through it and fill it in with information from the top row in the boxes.
- Ask two on-level students to read the conversation in front of the class.
- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. GROUPS OF 3. What...

- Read the directions.
- Review by asking: What trouble is Luis having in school? (not paying attention and skipping class) What are Luis's parents going to do? (talk to Luis)
- Say: When Luis's parents talk to him, what should they say? What can they do to change his behavior? Tell students to write a couple of ideas in their notebooks (for example, They need to find out what's going on. They need to ask why he's not paying attention and skipping class. They can ask for a parent-teacher conference. They can get him help with his schoolwork. They can punish him.).
- Form groups of 3. Tell group members to take turns saying their ideas and talking about them.
- Ask: *What's your group's best idea?* Ask each group to write one idea on the board. Read and talk about the ideas on the board.

EXPANSION: Speaking Practice for 4B

- Assign each group of 3 one bad behavior from Exercise 1 on page 180. Ask: *What should the parents of the student in the picture do?*
- Tell groups to brainstorm and record ideas. Tell them to choose one creative solution to present to the class.

Extra Practice Interactive Practice

Discuss your child's behavior in school

Getting Started

5 minutes

- Say: We're going to study possessive nouns. In the conversation on page 181, Mr. Herrera used this grammar.
- Play CD 3, Track 17. Students listen. Write on the board: *He's at a friend's house*. Underline *friend's*.

Presentation

10 minutes

Possessive nouns

- Copy the grammar charts onto the board or show Transparency 9.5 and cover the exercise.
- Above the singular sentence in the left chart, write: They have a son. Read the two sentences. Underline son and son's. Ask: Which noun is possessive? (son's) Say: Possessive nouns are followed by another noun. They show that one thing or person belongs to or is related to another thing or person. Point to the singular sentence in the left chart and ask: What belongs to their son? (his name)
- Read the singular sentence in the left chart. On the board, write *son name* with space between the two words. Ask: *What do you add to a singular noun to make it possessive*? Add 's to *son*.
- Read the first plural sentence in the right chart. On the board, write *sons names* with space between the two words. Ask: *What do you add to a plural noun that ends in -s to make it possessive?* Add an apostrophe to *sons*.
- Read the second plural sentence in the right chart. On the board, write *children classroom* with space between the two words. Ask: *What do you add to a plural noun that doesn't end in -s to make it possessive?* Use a different color to add 's to *children*.
- Tell students to read the Grammar Watch note silently. Then tell them to turn to page 287 and read the spelling rules for possessive nouns.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes



A Underline the correct word.

• Read the directions.

- Write the example on the board. Point to the answer and ask: Why is the answer daughter's? (because it's followed by another noun / because it's possessive)
- Note: In items 1–5, students determine whether the nouns are possessive or not. In items 6–7, students choose the correct possessive form.
- Students compare answers with a partner.
- Call on students to write the answers on the board.

B Find and correct the error in each sentence.

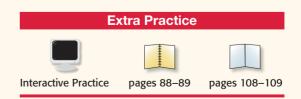
- Read the directions.
- Write the example on the board. Point to the answer and ask: Why is sons incorrect? (because it's followed by another noun and should be possessive) Read the sentence. Underline his and ask: Is it one son or more than one son? (one son) Write son on the board and ask: What do you add to a singular noun to make it possessive? Use a different color to add 's to son.
- Tell students that every sentence has one error. Direct them to cross out the noun that has an error and write the correct form above. Tell them to look at the rest of the sentence for clues to whether the noun is singular or plural.

© PAIRS. Check your answers.

- Call on students to write answers on the board.
- Tell students to check their own answers and then ask a partner to double-check them.

EXPANSION: Grammar Practice for C

- Tell students to write sentences telling the names of people in their family.
- Model the activity by writing your own sentences on the board (for example, *My parents' names are Robert and Karen. My husband's name is William. My sons' names are Lucas and Shawn. My daughter's name is Samantha.*).
- Tell students to ask a partner to check their possessive forms and correct any errors.



REVIEW

Show what you know!

1

GRAMMAR

A Complete the school newsletter. Use the future...

- Read the directions. Tell students to refer back to the grammar charts on page 170 (Future with *will*) as needed.
- Students compare answers with a partner. Tell them to read about one event each.
- Call on two students to read about the events.

Community Building

- Provide information (event, date, place, activities) about upcoming school or community events.
- Form groups of 4. Tell each group to choose a different event (or their own event) and write a paragraph like the ones in Exercise 1A.
- Tell groups to exchange papers and check spelling, grammar, and punctuation.
- Compile the paragraphs to create a newsletter. Post the newsletter in your classroom. Offer extra credit to students who post information about events classmates might be interested in throughout the term.

B Complete the conversations. Write the possessive...

- Read the directions. Tell students to refer back to the grammar charts on page 182 (Possessive nouns) and page 176 (Adverbs of manner) as needed.
- For the spelling of the adverb in item 4B, tell students to look at page 287 of the Grammar Reference.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations for the class. As students read, write the answers on the board.

Cross out the underlined nouns and write...

- Read the directions. Tell students to refer back to the grammar charts on page 177 (Object pronouns) as needed.
- Students compare answers with a partner.
- Call on students to read the sentences.

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 9, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice pages 90–91

EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review the Lesson 2 conversation...

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

STEP 2. ROLE PLAY. PAIRS. You are the parents...

- Read the directions.
- Pair students. Ask: What's the name of your daughter's school? (Lincoln Middle School) What's the name of your son's school? (Melrose High School)
- Say: Parent A, start a conversation by saying: Sandra brought a notice home from school today. There's a Parent B, ask when the event is. Tell Parent A about Kyle's events. Talk about which events you'll go to, who will go, and when you'll go.
- As needed, suggest that students review prepositions of time on page 130.
- Walk around and observe partners interacting. Check pairs' use of *will*, especially contractions with *will*, and possessive nouns (*Sandra's parentteacher conference*, *Kyle's band concert*).
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3

READ AND REACT

STEP 1. Read about Mai'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, Who is Kalaya? What trouble is Kalaya having in school? According to Kalaya, what is really happening? Who does Mai believe?).

STEP 2. PAIRS. What is Mai's problem? What can...

- Ask: What is Mai's problem? (Her daughter Kalaya's teacher says Kalaya is misbehaving in class. Kalaya says another student is bullying her.) What can Mai do?
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Mai.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think she can talk to the teacher. This is a good idea.).
- Now tell pairs to think of one new idea not in the list (for example, *She can ask the teacher to move Kalaya to a different seat, away from the other student.*) and to write it in the blank. Tell students to think of more than one idea and to write the ideas 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 Ask pairs to agree on one good idea. **Above-level** Ask pairs to rank the ideas in the list (including their new idea) on a scale of 1-4 (1 = the best).

4

CONNECT

Turn to page 253 for the Study Skills Activity and page 282 for the Team Project. See page T-xi for general notes about teaching these activities.

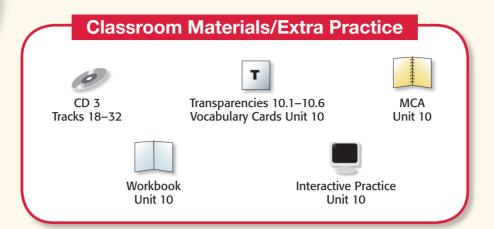
Progress Check

Which goals can you check off? Go back to page 165.

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

10

Let's Eat!



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Count nouns / Non-count nouns
- How much / How many
- Comparative adjectives with than
- Quantifiers with plural and non-count nouns

Pronunciation

• Weak pronunciation of to, the, a, and of

Reading

- Read an article about the nutrients in food
- Reading Skill: Read about the effects of caffeine

Writing

- Write a food shopping list
- Write a radio commercial for a food product
- Keep a caffeine journal

Life Skills Writing

• Complete a healthy eating log

Preview

- Set the context of the unit by asking questions about eating habits (for example, *Where do you shop for food? Do you try to eat a healthy diet? How often do you eat out?*).
- Hold up page 185 or show Transparency 10.1. Read the unit title and ask the class to repeat.
- Say: Look at the picture. Ask the Preview questions: Where are the people? (at the supermarket) What are they doing? (shopping for food / reading a label)

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:

Quantity: an amount of something that can be counted or measured (Use items in your classroom to demonstrate; for example, 10 paperclips is a quantity. Half a glass of water is a quantity.)

Nutrition information: the amount of calories, fat, cholesterol, etc., in a food product (Bring in a food product or container and point to the nutrition information on the label.)

Log: a record; a list of dates, times, and facts

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

Getting Started

10 minutes

Controlled Practice

25 minutes



WHAT DO YOU KNOW?

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

- Show Transparency 10.2 or hold up the book. Tell students to cover the list of words on page 187.
- Say: Look at the pictures. Which foods do you know? Elicit a food (for example, *Number 6 has donuts.*).
- Students call out answers. Help students pronounce foods if they have difficulty.
- Say: Look at the pictures. Which containers and quantities do you know? Elicit a container or quantity and write it on the board (for example, Number 4 is "box.").
- If students call out an incorrect container or quantity, change the student's answer into a question for the class (for example, Number 8 is "jar?"). If nobody can identify the correct container or quantity, tell students they will now listen to a CD and practice the food containers and quantities vocabulary.

Presentation

10 minutes



B Look at the pictures and listen. Then...

- Play CD 3, Track 18. Students listen. Pause after number 14 (pound).
- To check comprehension, say each container or quantity in random order and ask students to point to the appropriate picture.
- Resume playing Track 18. Students listen and repeat.

Teaching Tip

To make sure students are connecting the new words with their meanings, tell them to point to the pictures as they listen / listen and repeat.

PRACTICE

A Look at the pictures and listen. Check...

- Read the directions. Say: For example, when you hear "a bag of potato chips," write a checkmark in the box under the potato chips.
- Tell students to look at the pictures and read the labels on the food containers.
- Play CD 3, Track 19. Students listen and write a checkmark under the correct items.

B PAIRS. Check your answers.

- Pair students and tell them to compare checkmarks.
- *Optional*: Tell pairs to look at the pictures they didn't check and identify the container or quantity and the food.
- *Optional*: If you are using the transparency, as the class listens, check the pictures on Transparency 10.2.

© WORD PLAY. GROUPS OF 3. Which foods...

- Read the directions.
- On the board, write: *a bag of* . . . Ask: *Which picture* shows bag? (picture 1) What foods are in picture 1? On the board, list: *potato chips*, *rice*, *oranges*. Ask: What other foods come in a bag? Use students' responses to add to the list on the board (for example, pasta, flour, pretzels, frozen vegetables).
- Form groups of 3. Walk around and check spelling. If you see a misspelled food, write the word correctly on the board.

Vocabulary

Learning Strategy: Draw pictures

- 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 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 make cards with pictures to remember new words. Remind students to use this strategy to remember other new vocabulary.

Community Building

When students make cards for vocabulary words, they can use them to quiz each other.

Communicative Practice 15 minutes



STEP 1. Think about the food you have at home....

- Read the directions.
- Write the examples on the board. Underline *of* in each item. Add *a dozen eggs* to the list. Point out that we use *of* after all the containers and quantities except *dozen*.
- Model the activity. Write your own list of several food items on the board (for example, *a box of cereal*, *a bag of pretzels*, *a bottle of apple juice*, *a half-gallon of milk*, *a dozen bagels*). Underline *a* and *of* in each item.
- Walk around and spot-check students' spelling. Remind students to use a and of (except with dozen).

STEP 2. GROUPS OF 4. Compare your lists. Circle...

- Read the directions.
- Model the activity. Ask three students to read you their lists. As each student reads, check the items that are also on your list. Circle the items on your list that have three checkmarks.
- Form groups of 4. Students take turns reading their lists. Group members listen and check the items that are also on their list.

STEP 3. Tell the class about the food your group has...

- Read the directions and the example.
- Point to the circled items on your list on the board and say: *We all have* . . .
- Tell groups to check that all members circled the same items.
- Tell groups to write a sentence similar to the example and practice telling the class about the food the group has at home.
- Call on one student from each group to report to the class.

EXPANSION: Listening Practice for STEP 3

- As each group reports to the class in Step 3, tell students to listen and check the circled items that are also on their list.
- Ask the class: *Are there any foods that everyone in the class has at home?* Write these on the board.



Lesson 2 Ask for quantities of food

Getting Started

10 minutes



BEFORE YOU LISTEN

CLASS. Where do you go food shopping? What...

- Tell the class to look at the pictures. Say each type of store and ask the class to repeat.
- To check understanding, ask questions: Which is bigger, a supermarket or a convenience store? (a supermarket) Which one usually has better prices? (a supermarket) Where can you find the freshest fruits and vegetables? (at an outdoor market)
- Ask: *Where do you go food shopping?* Tell students to write down the name of the store where they usually shop for food. Ask: What kind of store is it? Tell students to circle the kind of store.
- Tell students to stand, mingle, and ask each other: Where do you go food shopping? What kind of store is it? Say: When you find a classmate who shops at the same kind of food store, stay together. Look for other classmates who shop at the same kind of food store. When you've formed a small group, sit down and talk about why you shop there.
- Write the three types of store on the board as headings. Ask a member from each group to come to the board and write a couple of the group's reasons under the appropriate heading.
- Read the reasons why students shop at each kind of store. Ask the class: Which type of store is most popular? Why?

Presentation

5 minutes

LISTEN

A CLASS. Look at the picture of two roommates....

- Read the directions. Ask: What are they talking about?
- Elicit students' guesses and list them on the board. Students will listen for the answer in Exercise B.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 305 as they listen to the conversations.

B Listen to the conversation. Was your...

- Read the directions. Play CD 3, Track 20. Students
- Ask: What are they talking about? Read the guesses on the board. Elicit and circle the best answer. (Answer: what they need from the grocery store)

Controlled Practice

10 minutes



G Listen again. What does Agnes need...

- Tell students to look at the picture again. Say: *Point* to Agnes. Point to Yuka. Ask: Which roommate is going to the grocery store? (Agnes)
- Read the directions.
- Point to each picture and ask the class to call out the food item (a can of tomatoes, onions, milk)
- Play Track 20 again. Students listen and write A or *Y* next to the pictures.
- To review, ask: What does Agnes need from the grocery store? (milk) What does Yuka need? (a can of tomatoes and two onions)

Listen to the whole conversation....

- Read the directions.
- Tell students to read the item and answer choices silently.
- Play CD 3, Track 21. Students listen and circle the letter of the correct answer.
- Call on a student to read the sentence.

EXPANSION: Vocabulary and listening practice for 2D

- Tell students they will write Agnes's complete grocery list. Tell them to first write the items pictured in Exercise 2C.
- Play CD 3, Track 21.
- Students listen to the whole conversation and write three more items. Tell them to use the food containers and quantities vocabulary from page 187.
- Play Track 21 as many times as needed to aid comprehension.
- Call on students to list the items on the board (a can of tomatoes, two onions, a jar of mayonnaise, a loaf of bread, a box of cereal).

Lesson 2 Ask for quantities of food

Presentation

5 minutes



CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 188.
- Tell students to read the conversation silently.
- Play CD 3, Track 22. Students listen and repeat.

Controlled Practice

15 minutes



PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Walk around and help with pronunciation as needed.
- Read the directions.
- Tell students to look at the pictures of food items. Ask the class to call out the foods. Say each food and ask the class to repeat. Use the plurals cucumbers, apples, and oranges.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with a student's name or information from the same row in the boxes. As you fill in each blank, say the color of the answer space and point to the picture in the same-color box.
- Ask two students to read the conversation on the board. Ask the student whose name you used to play B.
- Ask two on-level students to practice a new conversation in front of the class.

- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks.
- Walk around and check that students use the plurals cucumbers, apples, and oranges when appropriate.
- 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. Make your own....

- Read the directions.
- On the board, write as headings: some ______, a can of ______, and two _____. Brainstorm and list one food item under each heading.
- Tell students to look at the headings and example and think of their own three food items. Tell them to write their food items under the pictures in Exercise 4A. Walk around and check that the food items students choose work with some, a can of, and two respectively.
- Pair students and tell them to use B's food items in the conversation from Exercise 4A. Walk around and make sure partners take turns playing each
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Direct the higher-level student to play A first and model by repeating B's food items in A's second and third lines.

Extra Practice



Interactive Practice

Lesson 3 Ask for quantities of food

Getting Started

5 minutes

Controlled Practice

10 minutes

- Say: We're going to study count nouns and noncount nouns. In the conversation on page 189, Agnes and Yuka used this grammar.
- Play CD 3, Track 22. Students listen. Write on the board: I'm going to the store for some milk; Oh, and I need some onions; and two onions. Underline some milk, some onions, and two onions.

Presentation

15 minutes

Count nouns / Non-count nouns

- Copy the grammar charts onto the board or show Transparency 10.3 and cover the exercise.
- Point to the top charts. Ask: What are the singular count nouns? Underline an and a in an onion and <u>a</u> sandwich. Ask: What are the plural forms of the count nouns? Underline the plural endings in onions and sandwiches.
- Ask: What are the non-count nouns? (bread, fish, milk, and rice) Next to the heading Non-count nouns, write and then cross out a, an and -s:



Say: Do not use a or an with non-count nouns. Non-count nouns do not have plural forms.

- Point to the bottom charts. To the left, label the top row plural count nouns and the bottom row non-count nouns.
- Read the sentences for the plural count nouns across the charts (Are there any onions? Yes, there are some on the counter. / No there aren't any. *Sorry.*) and ask the class to repeat. Say: *Use* there are with plural count nouns.
- Read the statements for the non-count nouns across the charts (Is there any milk? Yes, there is some in the fridge. / No there isn't any. Sorry.) and ask the class to repeat. Say: *Use* there is with non-count count nouns.
- Read the Yes / No questions and the negative answers again and ask the class to repeat. Say: *Use* any in questions and negative sentences.
- Read the affirmative answers and ask the class to repeat. Say: Use some in affirmative sentences.
- Tell students to read the Grammar Watch note silently. Tell them to turn to pages 288–289 and read more about nouns.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Complete the questions with Is / Are there any...

- Read the first sentence of the directions. Write the first line of the example on the board. Ask: Why is the answer Is there any? (because bread is non-count)
- Read the second sentence of the directions. Write the second line of the example on the board. Ask: Why is the answer there's? (because bread is non-count and the answer is affirmative)
- Tell students to look at the noun in each item. Remind students that nouns with plural endings are count nouns.
- Walk around as students complete the exercise and spot-check students' answers. If you see an incorrect answer, ask the student to circle the noun in the item and then ask: *Is the answer* Is there any or Are there any? or Is the answer There's or There are? If the error is with affirmative / negative, tell the student to circle Yes or No in the second line.

B PAIRS. Practice the conversations in Exercise A.

- Pair students and tell them to compare answers by asking and answering the questions.
- Call on pairs to ask and answer the questions for the class. Correct as needed.

EXPANSION: Speaking Practice for 1B

- Tell students to look at the foods on pages 186–187 and make a list of five count and five non-count nouns. Model by writing the headings *count* and *non-count* on the board and numbering from 1 to 5. Elicit and list on the board a couple of count nouns (for example, *oranges*, *eggs*) and a couple of non-count nouns (for example, rice, olive oil).
- Pair students. Say: Ask your partner about the food in his or her fridge or cupboard at home. Use Are there any or Is there any and the foods on your lists. Model by pointing to a count noun on the board and asking an above-level student: *Are there any* [eggs] in your fridge? Then point to a non-count noun and ask the same student: *Is there any [rice] in your cupboard?*

Lesson 3 Ask for quantities of food

Presentation

5 minutes

Communicative Practice 15 minutes

How much / How many

- Copy the grammar chart onto the board or show the chart on Transparency 10.3 and cover the exercise.
- Read the sentences and ask the class to repeat.
- Ask: Do we use How many or How much with plural count nouns like eggs or oranges? (How many) What do we use with non-count nouns like chicken *or* sugar? (*How much*)
- Point out that containers and quantities can be used to make non-count nouns countable. *Optional*: For practice with this, write on the board: rice—2, soda—5, yogurt—8, milk—3, meat—1. Tell students to use containers or quantities to write the amounts (2 bags of rice, 5 bottles of soda, 8 containers of yogurt, 3 gallons of milk, a pound of meat)
- On the board, write: *How* ___ ____ rice? How _ bags of rice? Ask the class to complete the questions. (*much*, *many*)

Controlled Practice

10 minutes

PRACTICE

A Complete the conversation. Underline the correct...

- Read the directions and the example. Ask: Why is the answer many? (because potatoes is a plural count noun)
- Remind students to refer to page 289 for more examples of non-count nouns.
- Students compare answers by reading the conversation with a partner.
- Call on two higher-level students to read the conversation for the class.

B WRITE. Write Beatriz's shopping list.

- Read the directions. Read the first two lines of the conversation in Exercise 2A. Then point to the shopping list and read: 5 lbs. of potatoes.
- On the board, write: *lbs.* = pounds, *lb.* = pound.
- Call on students to write the items on Beatriz's shopping list on the board.

Show what you know!

STEP 1. What food do you like to take on a picnic....

- Read the directions. To model, elicit a couple of ideas and write them on the board.
- Walk around and check that students use plural count nouns or non-count nouns (no -s).
- Ask several students to write three items each on the board. Ask the class to check that the count nouns end in -s and the non-count nouns don't.

STEP 2. GROUPS OF 5. Plan a picnic. Decide...

- Form groups of 5. Read the directions.
- Ask a group to model the example. Assign roles of A, B, C, D, and E. A, B, and C read the example. Prompt D to suggest a food item from his or her list (*Let's take some* . . .). Prompt E to ask: *How* much / How many do we need? Say: OK. We have [five chicken sandwiches] and [two bags of potato chips]. What else will we take?
- Say: Every group member should take a turn *suggesting a food item to take. You can say:* Let's take some Every group member should ask How much / How many do we need? about another member's suggestion.
- Walk around and make sure all group members take a turn suggesting a food item and asking How much / How many do we need? about another member's suggestion.

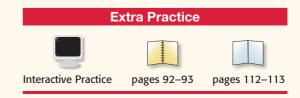
MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Assign roles of D and E to higher-level students in the group.

Progress Check

Can you . . . ask for quantities of food?

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



Lesson 4

Read nutrition information

Getting Started

5 minutes

- Ask: When you go food shopping, do you read food labels? What nutrition information do you look for?
- Write students' responses on the board (for example, *calories*, *sugar*, *fat*, *fiber*, *sodium*).

Presentation

35 minutes



READ FOOD LABELS

(A) CLASS. Do you eat a healthy diet? How do you...

- Ask: Do you eat a healthy diet? Ask for a show of hands.
- Ask students who raised their hands: How do you know the foods you eat are healthy? What fresh foods are healthy? (fruit, vegetables, fish, nuts) What packaged foods are healthy? Elicit a couple of ideas and then ask: How do you know?
- Say: To find out what packaged foods are healthy, you can read the nutrition information on the food label. Point to students' responses from Getting Started on the board. Point to each one and ask: What's healthy? High [fiber] or low [fiber]? Write high or low in front of each response.

B Scan the article. What is a nutrient?

- Read the directions.
- Remind students: Scanning an article means reading it quickly to find specific information. Look quickly at the article to find the word nutrient.
- Allow about a minute for students to scan the article. Ask where they found *nutrient* (in the first paragraph).
- Ask: What is a nutrient? (Possible answers: what's in food; the things in food that are good for you; things like carbohydrates, cholesterol, fiber.) Write students' responses on the board.

© Read the article. Write the missing food item...

- Direct students to read the article silently.
- Read the directions and the example. Tell students to find the part of the article that talks about carbohydrates and underline the foods that have a lot of carbohydrates.

- Students compare answers with a partner.
- Say each nutrient category and ask the class to repeat.
- Tell students to close their books. Say the groups of food items in random order and ask the class to call out the nutrient categories.

EXPANSION: Speaking and Vocabulary Practice for 1C

- Tell students to look at the food items in Exercise 1C and underline the ones they eat often. Ask: What nutrients do you eat a lot of?
- On the board, write: For a healthy diet, eat foods that are high in ______. Eat foods that are low in _____, and _____. Tell students to read the article again and complete the sentences (high in fiber; low in cholesterol, sodium, and sugar).
- Pair students. Say: Tell your partner what foods you will eat less of and why. Tell your partner what foods you will eat more of and why. Write on the board: I will drink / eat less ______. I will drink / eat more _____. Model by talking about your own diet. Say: I will drink less soda because it has a lot of sugar. I will eat more fruits and vegetables because they have a lot of fiber.

EXPANSION: Graphic Organizer for 1C

- Draw a chart on the board with the column headings: *Nutrient*, *Foods with a lot*, *What it does*, and *Eat a lot or a little?* Use the nutrient categories as row headings.
- Tell students to read the article again and complete the chart. Tell them that some information will be missing from the chart.
- To model, read the *Carbohydrates* section of the article and fill in the first row of the chart: *pasta*, *bread*, *potatoes*; *gives you energy*. Explain to students that for *carbohydrates*, they can leave the last column blank, since the article does not provide information about how many carbohydrates to eat.

Read nutrition information

Read the nutrition labels for a gallon of whole milk...

- Say: Read the nutrition labels for a gallon of whole milk and a gallon of non-fat milk.
- Ask: What nutrient does milk have that makes your body strong? (protein) How many grams of fat does whole milk have? (8 grams) How many grams of fat does non-fat milk have? (0 grams)
- Say: Greasy, oily foods like French fries, donuts, and butter have a lot of fat. Too much fat is not good for you. On the board, write: For a healthy diet, eat foods that are high / low in fat. Tell the class to call out the answer. Circle low.
- Tell students to find calories on the labels. Explain: Calories are a measure of how much energy a food can produce. People need a certain amount of calories every day to stay healthy. We burn calories through exercise and everyday activities. People gain weight when they eat a lot of calories and don't burn them. On the board, write: If you aren't trying to gain weight, eat foods that are high / low in calories. Tell the class to call out the answer. Circle low.
- Read the example. Tell students to find servings per container on each label. Ask: How much milk is in one serving? (one cup) Say: The nutrition information on each label is for one cup of milk.

E PAIRS. Check your answers.

- Students compare answers with a partner. Tell them to take turns reading the sentences out loud.
- Tell pairs to correct the false sentences (3. <u>8 grams</u>, 6. <u>0 grams</u>, 8. <u>8 grams</u>).

Communicative Practice 15 minutes

2 PRACTICE

A GROUPS OF 3. Look at the two nutrition labels...

- Form groups of 3.
- Say: Look at the two nutrition labels in Exercise D again. Circle the numbers that are different for each.
- Ask groups: Which milk do you think is better for your health? Why? Say: Take turns completing the example with one reason. Each group member should try to give a different reason.
- Ask the class: Which milk do you think is better for your health? Why? Elicit and write on the board: It's lower in calories. It's lower in fat. It's lower in cholesterol.

MULTILEVEL INSTRUCTION for 3A

Cross-ability Direct higher-level students to say a reason why non-fat milk is better for your health first, modeling the language to use. Direct lower-level students to say a reason second.

B PAIRS. Look at the labels. Circle...

- Read the directions.
- Tell students to silently re-read the last section (*How do you find out what's in your food?*) of the article on page 192.
- Pair students and tell them to find the sentence in the article that tells which ingredient is the main ingredient. (*The first ingredient on the list*...) Students circle the main ingredient on each label.
- Tell students to silently re-read the *Sugar* section of the article. Then tell pairs to find the other names for sugar (*high-maltose corn syrup*, *high-fructose corn syrup*). Students underline the sugar ingredients on each label.
- To review, ask: What's the main / largest ingredient in the peanut energy bar? (peanuts) What's the main / largest ingredient in the orange drink? (water) What are the sugar ingredients in the peanut energy bar? (high-maltose corn syrup, sugar, high-fructose corn syrup) What are the sugar ingredients in the orange drink? (high-fructose corn syrup, sugar)

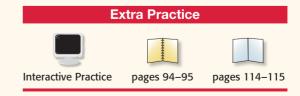
3 LIFE SKILLS WRITING

Turn to page 265 and ask students to complete the healthy eating log. See page T-xii for general notes about the Life Skills Writing activities.

Progress Check

Can you . . . read nutrition information?

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



Getting Started

10 minutes

Presentation

10 minutes



BEFORE YOU LISTEN

CLASS. Look at the people. Read the reasons...

- · Read the directions. Tell students to read the reasons silently.
- Read the reasons. Say the boldfaced words and ask the class to repeat.
- Write the boldfaced words on the board, and tell students to close their books. Say the following and ask the class to call out a word or phrase from the board:

It doesn't cost a lot. (price)

It's not frozen or canned. (fresh)

It's easy to prepare. (convenience)

It's good for you. (healthy)

I like to eat it. (tastes good)

• Tell students to open their books. Ask: What's important to you when you buy food? Draw a star next to the reason that's most important to you. Say each reason and ask for a show of hands. Tally the responses on the board and circle the most popular answer.

LISTEN



A Listen to the food commercial...

- Point to each picture and ask the class to call out the food item (fish, meat, chicken).
- Read the directions. Play CD 3, Track 23.
- Ask: What is the commercial for? Ask the class to call out the answer.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 305 as they listen to the conversations.

Controlled Practice

10 minutes



B Listen again. Check the words...

- Read the directions.
- Play Track 23 again.
- Ask the class: *How many boxes did you check?* Ask for a show of hands: *One box? Two boxes?* etc. Play Track 23 again as needed.
- Call on students to say the answers.

EXPANSION: Vocabulary Practice for 1B

- Tell students to number the people in Exercise 1 from 1 to 5.
- Tell pairs to look at the answers for Exercise 2B. Ask: According to the ad, who should buy French's *Chicken?* (person 2, person 4, and person 5).

Controlled Practice

20 minutes



CONVERSATION

A CLASS. Look at the picture of Lucy and her...

- Tell students to cover Exercise 3C. Read the directions. Ask: What is Estela holding? (a can of coffee) Ask: What are they talking about?
- Elicit students' guesses and list them on the board.

B Listen to the conversation....

- Read the directions. Play CD 3, Track 24. Students listen
- Ask: What are Lucy and her mother talking about?
 Read the guesses on the board. Elicit and circle the
 best answer. (reasons to buy the brand of coffee—
 better taste, lower price)

• Listen and repeat the conversation.

- Tell students to uncover Exercise 3C and read the conversation silently. Ask: What brand of coffee does Estela buy? (Franklin) Why? (It tastes great and it's not expensive.)
- Play CD 3, Track 25. 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 3C.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase 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, ask what color it is. Point to the box that's the same color and fill in the blank with the first item in the box.
- Ask two on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two abovelevel students to make up a new conversation in front of the class.

- Tell pairs to take turns playing A and B. Tell them to use information from the same row in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. GROUPS OF 3. Talk...

- Read the directions. Tell students to think about a product they like. Tell them to draw a simple picture of the product that shows the brand name. Do the same on the board.
- Model a conversation with an above-level student. Ask an above-level student to read A's lines from Exercise 4A, substituting your brand and product in the first line. Respond with B's lines from Exercise 4A. For B's last line, give your own two reasons.
- Pair students and tell them to practice the conversation. Tell A to ask about the product in B's drawing. Tell B to give two reasons for liking the product.
- Walk around and remind students to switch roles and practice both parts.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Direct students to write down two reasons why they like their product. **Above-level** Tell pairs to talk about a few products.

EXPANSION: Listening and Graphic Organizer Practice for 4B

- Draw a six-column chart on the board with the headings: *Brand and product*, *Convenient*, *Tastes good*, *Low price*, *Healthy*, and *Fresh*.
- As students listen to classmates' conversations, tell them to write the brand and product in the first column of the chart, then check the reasons they hear.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

20 minutes

- Say: We're going to study comparative adjectives with than. In the conversation on page 195, Estela used this grammar.
- Play CD 3, Track 25. Students listen. Write on the board: *I think it's better than all the other brands*. Underline *better than*.

Presentation

10 minutes

Comparative adjectives with than

- On the board, write: *fresh*, *tasty*, and *expensive*.
- Read the first item from the Grammar Watch note. Point to and say: *fresh*. Ask: *How many syllables does* fresh *have?* (one) *How do we form the comparative?* Add *-er* to *fresh* on the board. Say *fresher* and ask the class to repeat.
- Read the second item from the Grammar Watch note. Point to and say: *tasty*. Ask: *How many syllables does* tasty *have?* (two) Draw a line between *ta* and *sty*. *Does it end in -y?* (Yes.) *How do we form the comparative?* On the board, change the *y* in *tasty* to *i* and add *-er*. Say *tastier* and ask the class to repeat.
- Read the third item from the Grammar Watch note. Point to and say: *expensive*. Ask: *How many syllables does* expensive *have?* (three) Draw lines between *ex* and *pen* and *pen* and *sive*. *How do we form the comparative?* Write *more* in front of *expensive* on the board. Say *more expensive* and ask the class to repeat.
- Tell student to read the fourth item from the Grammar Watch note silently. Say: *There are no rules for forming irregular comparatives. You have to study and practice them.*
- Tell students to turn to page 289 for more examples of spelling rules.
- Copy the grammar chart onto the board or show Transparency 10.4 and cover the exercise.
- Read the sentences in the grammar chart and ask
 the class to repeat. Point out that the first sentence
 in each pair describes one thing—this coffee—and
 the second compares two things—this coffee and
 the other brands.
- If you are using the transparency, do the exercise with the class.

PRACTICE

(A) Write the comparative forms with *-er* or *more*.

- Read the directions and the example.
- Tell students to say the adjectives and count the syllables. Walk around and pronounce adjectives for students as needed.
- Students compare answers with a partner.
- Call on students to write answers on the board and correct as needed. Say the comparative adjectives and ask the class to repeat.
- Optional: Draw a four-column chart on the board with the headings: one syllable: add -er; two syllables ending in -y: y → i, add -er; 2+ syllables: more ______; irregular. Ask students who come to the board to write answers in the appropriate column. Say the comparative adjectives in each column and ask the class to repeat.

B Complete the sentences. Write the comparative...

- Read the directions and the example.
- Tell students to look at their answers and check that they all include *than*.
- Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the completed sentences. Ask students who read items 4 and 8 to spell *tastier* and *easier*.

EXPANSION: Grammar Practice for 1B

- Tell students to use the answers from Exercise 1B in new sentences.
- Model by writing your own sentence with *sweeter than* on the board (for example, *Ice cream is sweeter than yogurt.*).
- Pair students. Say: Student A, read your sentences to your partner. Student B, say whether you agree or disagree with each statement. On the board, write: I agree, I disagree.

2

PRACTICE

A PAIRS. Compare the food in the supermarket ad....

- Read the directions. Say the adjectives in the box and ask the class to call out the comparatives.
- *Optional:* Direct students to write the comparative forms next to the adjectives in the box.
- Read the example. Tell students to look at the supermarket ad. Ask: *How much is a small salad?* (\$2.99) *How much is a large salad?* (\$4.99) Elicit another comparison from the class (for example, *The potato chips are saltier than the pretzels.*).
- Pair students. Walk around and check that students are using the correct comparative forms and *than*.

B On a separate piece of paper, write six sentences...

- Read the directions. Tell students to use the example in Exercise 2A as a model.
- To provide an additional model, call on a pair to say a comparison. Write the sentence on the board. Correct as needed.
- Tell partners to exchange papers and check each other's sentences. Tell students to check that the sentences are true, that the comparative forms are correct and correctly spelled, and that the sentences contain *than*.
- Call on students to write sentences on the board with each of the adjectives from the box. Read them and correct as needed.

Communicative Practice 25 minutes

Show what you know!

STEP 1. GROUPS OF 3. You are the owners of...

- Read the directions.
- Form groups of 3. Tell groups to decide on a product and invent a brand name. Say: *Each group member, think of one reason why your product is better than other brands. Groups, write three sentences.* Point out that students can use adjectives from the box in Exercise 2A.
- Walk around and check that groups write three complete sentences with correct comparatives and *than*.

STEP 2. WRITE. SAME GROUPS OF 3. Write...

- Read the directions and the example.
- Play CD 3, Track 23, the commercial for French's Chicken, again.
- Tell groups to use their sentences from Step 1 in a radio commercial.

STEP 3. Read your commercial to the class....

- Read the directions.
- Tell students to take turns reading their commercial in their groups. Tell them to choose one group member to read the commercial to the class.
- As students read their commercials, write the brand name and product on the board. When all groups have read, say each brand and product and ask students to raise their hands for the best one.
- Circle the best product. Ask the class: *Why did you like this product?*

MULTILEVEL INSTRUCTION for STEP 3

Cross-ability Make sure there is at least one higher-level student in each group to help write the commercial. In Step 3, direct the higher-level student to read the commercial first, modeling for other group members.

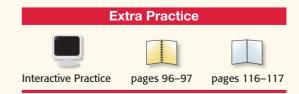
EXPANSION: Listening and Writing Practice for STEP 3

- For homework, tell students to listen to radio or TV commercials in English.
- For five commercials, tell them to write down the brand name, product, and one reason why the product is better than other brands.

Progress Check

Can you . . . compare information in food ads?

Say: We have practiced comparing information in food ads. Now, look at the question at the bottom of the page. Can you compare information in food ads? Tell students to write a checkmark in the box.



Read about the effects of caffeine

Getting Started

10 minutes

Presentation

15 minutes



BEFORE YOU READ

A CLASS. What do you know about the drug...

- Ask: What do you know about the drug caffeine? Elicit students' responses and write them on the board (for example, It's in coffee. It helps you wake up / stay awake. Pregnant women shouldn't have too much.).
- Ask: *How does it make people feel?* Elicit students' responses and write them on the board (for example, awake, energetic, focused, nervous, shaky).
- Ask for a show of hands: Is it good for you? Or bad for you? Ask students who raised their hands for good for you: Why? Ask students who raised their hands for bad for you: Why?

B Look at the products. Check the products...

- Tell students to look at the products but cover the words. Ask: Can you name the products? Point to each picture and ask the class to call out the product.
- Ask: Which products do you think have caffeine? Write a checkmark next to them. Which product do you think has the most caffeine? Circle it.
- Ask the class: Which product do you think has the most caffeine? Ask for a show of hands for each product. Write the most popular guess on the board.

Listen and check your answers. Are you...

- Read the directions.
- Play CD 3, Track 26. Tell students to listen and use a different color to check and circle the products in Exercise 1B.
- Ask the class: Which products have caffeine? (cola, coffee, tea, chocolate, headache medicine) Were your guesses correct? Which product has the most caffeine? (coffee) Point to the guess on the board and ask: Was our guess correct?
- Ask: Are you surprised by this information? Is there a product that you didn't know had caffeine?

READ



Listen. Read the article.

- Play CD 3, Track 27. Students listen and read silently.
- Play Track 27 again. Pause the CD after the first paragraph and ask: What percentage of Americans has caffeine every day? (90 percent)
- Resume playing Track 27.
- Pause the CD after the What are the effects of *caffeine?* section and ask:

What is caffeine? (a chemical found in coffee beans, tea leaves, cocoa beans, and other plants) How does caffeine make people feel? (Your heart beats faster. You have more energy. You feel more awake. You feel happier.)

How do they feel several hours later? (tired and sad)

• Finish playing Track 27. Ask: *Is some caffeine* bad for you? (No.) Is too much caffeine bad for you? (Yes.) Why? What can it do? (can make you feel nervous and irritable, can give you a headache or an upset stomach, can make it difficult to sleep) *How can you find out whether* products have caffeine? (read the labels) Explain to students that some product labels do not include information about caffeine. Brainstorm with the class a list of additional caffeine-containing products (for example, energy drinks, some bottled water, green tea).

Read about the effects of caffeine

Controlled Practice

20 minutes

3 CHECK YOUR UNDERSTANDING

A Look at the words in bold in the article. Guess...

- Read the Reading Skill note as students read along silently.
- Read the directions. Say the words and ask the class to repeat.
- Tell students to find the word *contain* in the article. Tell them to read the sentence before the sentence with *contain*, the sentence with *contain*, and the sentence after the sentence with *contain*.
- Tell students to read the definitions and find the one for *contain*.
- Read the sentences around *contain*, from *After work* . . . to *consumes caffeine*. Ask: *What does* contain *mean*? (have something inside it)
- Tell students to find each word in the article, read the sentences around the word, and choose the definition.
- Students compare answers with a partner.
- Call on students to read the definitions for the words.
- Optional: Write the words on the board. Tell students to close their books. Read the definitions in random order and ask the class to call out the words.

EXPANSION: Vocabulary Practice for 3A

- Tell students to use the words from Exercise 3A in their own sentences.
- Model the activity by asking the class to compose a sentence with *contain* (for example, *Milk contains protein.*).
- Students compare sentences in small groups.

B Read the article again. Complete the statements.

- Read the directions.
- Write item 1 on the board. Ask: *What does* consume *mean?* (eat or drink something) Elicit the answer to item 1 and complete the sentence on the board.

© PAIRS. Check your answers.

- Students compare answers with a partner. Tell partners to take turns reading the sentences in Exercise 3B. Say: *If you and your partner have a different answer, refer back to the article.*
- Call on students to read the sentences in Exercise 3B.

Communicative Practice 15 minutes

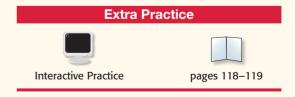
Show what you know!

PRE-WRITING. PAIRS. Is caffeine bad for you....

- Read the directions. Tell students to read the *Is* caffeine bad for you? section of the article again.
- Pair students and tell them to read items 4–6 in Exercise 3B.
- On the board, write the questions: *How much coffee is it OK to drink?* (2–3 cups a day) *When is caffeine harmful?* (when you have too much) *What are the bad effects of caffeine?* (It can make you feel nervous or irritable, or it can give you a headache or an upset stomach.) Tell pairs to talk about each question.
- Ask pairs: Is caffeine bad for you? Tell pairs to write a few sentences explaining their answer (for example, It's OK to drink two to three cups of coffee a day. Too much caffeine is bad for you. It can make you feel irritable, can give you an upset stomach, or can make it difficult to sleep.).
- Call on pairs to read their answers.

WRITE. Keep a caffeine journal. See page 272.

Turn to page 272 and ask students to complete the activities. See page T-xii for general notes about Writing activities.



Order food in a restaurant

Getting Started

10 minutes



BEFORE YOU LISTEN

CLASS, Look at the menu. Which foods...

- Tell students to look at the menu. Ask: What's the name of the restaurant? (Mom's Café) How much are the main dishes? (\$9.95) What do the main dishes come with? (a house salad and one side) Say: Point to the sides. Do you have to pay extra for the *salad or the sides?* (No.)
- · Say each main dish, side, and drink and ask the class to repeat.
- Ask: Which foods do you know? Tell students to write a checkmark next to the foods they know.
- Ask: Which foods do you not know? Call on students to name foods they don't know. Describe these foods or elicit descriptions from other students (for example, S: I don't know macaroni and cheese. T / classmate: It's pasta with cheese sauce. My kids love it!).
- Ask: Which foods look good? Call on a few students to answer. Then ask questions with comparatives: Which looks better, the hamburger or the fish sandwich? Which looks tastier, the French fries or *the mashed potatoes?*

EXPANSION: Speaking Practice for 1

- Form groups of 3. Ask groups: If you're trying to eat a healthy diet, what can you order at Mom's Café? Tell groups to talk about the main dishes, sides, and drinks and choose the healthiest one in each group. Ask: Which foods and drinks are not healthy? Why? Why is the food or drink you chose healthier than the others?
- Say: Talk about one choice and explain your choice to your group. Provide an example: Mixed vegetables are healthy. Vegetables have fiber. French fries and onion rings have more sodium (also more calories, fat, and cholesterol) than mixed vegetables.

Presentation

20 minutes



LISTEN



A Ernesto and Angela are ordering...

Read the directions.

- Tell students to look at the guest check. Ask: What drinks did Ernesto and Angela order? (iced teas) What sides did they order? (mixed vegetables and onion rings) What's missing from the guest check? (the main dishes)
- Play CD 3, Track 28. Students listen for the main dishes and write them on the guest check.
- Call on students to say the answers.
- Tell students to point to the pictures of *meatloaf*, mixed vegetables, hamburger, and onion rings in Exercise 1.

B Listen to the whole conversation....

- Ask a student to read the directions and answer choices.
- Play CD 3, Track 29. Read the question again. Call on a student to say the answer.

EXPANSION: Speaking Practice for 2B

• On the board, write:

| Angela: I'd like the | |
|--|----|
| Waitress: And what would you like with tha | t? |
| Angela: | |

• Pair students and tell partners to take turns ordering for Angela.

Culture Connection

- Tell students to fill in the prices on the guest check. Assign a price for the drinks, such as \$1.50 each. Write the sales tax for your state on the board. Tell pairs to calculate the tax and total.
- Elicit the total and write it on the board. Ask: How much should Ernesto and Angela leave for a tip? Explain that in the U.S. a tip is not included in the bill (except for large groups). Point out that servers in the U.S. are usually paid a low wage because it's expected that they will receive a tip from every table.
- Next to the total on the board, write: 15–20% tip. Say: Tip 15% for normal service. Tip 20% for really good service. Ask pairs to calculate a 15% tip and a 20% tip for Ernesto and Angela's waitress.
- Ask: Do servers usually receive tips in your country? Is the tip / service included in the bill? How much do customers generally tip?

Order food in a restaurant

3 CONVERSATION

A Listen to the sentences. Notice...

- Read the Pronunciation Watch note.
- Read the directions. Play CD 3, Track 30. Students listen.
- Resume playing Track 30. Students listen and repeat.

B Listen to the sentences. Complete...

- Read the directions. Play CD 3, Track 31.
- Write the items on the board. Call on students to write the answers.
- Read the sentences with the weak pronunciation of *a*, *to*, *the*, and *of*. Ask the class to repeat.
- Tell students to take turns reading the sentences to a partner. Tell them to practice the weak pronunciation of *a*, *to*, *the*, and *of*. Walk around and listen. Model as needed.

Controlled Practice 10 minutes

G Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 200.
- Tell students to look at the picture. Say: *Point to the waitress. Point to Ernesto. What is Ernesto's wife's name?* (Angela)
- Tell students to read the conversation silently. Tell them to underline *to*, *the*, *a*, and *of*.
- Read the directions. Play CD 3, Track 32.
- As students repeat, listen carefully for the weak pronunciation of *to*, *the*, *a*, and *of*.

4 PRACTICE

A PAIRS. Practice the conversation.

• Pair students and tell them to practice the conversation in Exercise 3C. Remind them to practice the weak pronunciation of *to*, *the*, *a*, and *of*.

Communicative Practice 20 minutes

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

- Read the directions.
- Model a conversation with two above-level students. Play C (the waiter or waitress). To prompt A and B, write *I'd like the* ______ on the board. Ask: *Are you ready to order? And what would you like with that? And for you?* Repeat A's and B's orders back to them. End the conversation by saying: *I'll be right back with your salads*.
- Tell students to look at the conversation in Exercise 3C and underline language they can use when they're the waiter or waitress (*Are you ready to order? And what would you like with that?*). Brainstorm and write on the board how to ask for the second customer's order (for example, *And for you? What would you like? What can I get for you?*).
- Tell students to look at the menu on page 200 and circle the two main dishes and two sides they will order. Say: You'll play a customer twice. What will you order each time?
- Form groups of 3. Tell groups that each member should take a turn playing the waiter or waitress.
- Walk around and check that C takes A's and B's orders. Listen for the weak pronunciation of *to*, *the*, *a*, and *of*.
- Call on pairs to role play for the class.
- *Optional:* As pairs role play, tell students to listen and write down their orders.

MULTILEVEL INSTRUCTION for 4B

Pre-level Direct students to cross out the food in Ernesto's lines in Exercise 3C and write in new foods.

Above-level Direct students to also take their customers' drink orders. Provide language as necessary: What would you like to drink? Can I get you (started with) some drinks?

Extra Practice Interactive Practice

Order food in a restaurant

Getting Started

5 minutes

- Say: We're going to study quantifiers with plural nouns and non-count nouns. In the conversation on page 201, Ernesto used this grammar.
- Play CD 3, Track 32. Students listen. Write on the board: *Oh, and could we have some sugar?* Underline *some*.

Presentation

15 minutes

Quantifiers with plural nouns

- Copy the top grammar charts onto the board or show the top charts on Transparency 10.5 and cover the exercise.
- Read each affirmative sentence, and then its corresponding negative sentence (*We have many apples*, *We don't have many apples*, etc.).
- Ask: Which quantifiers for plural nouns can you use in the affirmative and the negative? (many, a lot of) Which ones can only be used in the affirmative? (some, a few) What do some and a few change to in the negative? (any)

Quantifiers with non-count nouns

- Copy the bottom grammar charts onto the board or show all the charts on Transparency 10.5 and cover the exercise.
- Read the affirmative sentences with plural nouns and with non-count nouns. Ask: Which quantifiers can you use with plural nouns and non-count nouns? (a lot of, some) Say: a lot of apples, a lot of sugar, some apples, some sugar.
- Ask: Which quantifiers can only be used with plural nouns? (*many*, *a few*) Say: *many apples*, *a few apples*.
- Ask: Which quantifier can only be used with non-count nouns? (a little) Say: a little sugar.
- Read the sentences under *Quantifiers with* non-count nouns. Read each affirmative sentence and then its corresponding negative sentence (We have a lot of sugar, We don't have a lot of sugar, etc.).
- Ask: Which quantifier for non-count nouns can be used in the affirmative and the negative? (a lot of) Which ones can only be used in the affirmative? (some, a little) What does some change to in the negative? (any) What does a little change to in the negative? (much)

- Tell students to read the Grammar Watch note silently.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes



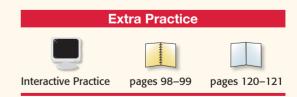
PRACTICE

A Underline the correct words.

- Read the directions and the example. Ask: *Why is the answer* a lot of? (because the sentence is affirmative and *sugar* is non-count)
- Students compare answers with a partner. Tell them to take turns reading the sentences out loud.
- Call on students to read the sentences.

B Complete the conversations. More than one...

- Read the directions.
- Write item 1 on the board. Read the conversation. Point to: *I eat only* ______ eggs a week. Ask: *Is the sentence affirmative or negative?* (affirmative) *Is* eggs a plural noun or a non-count noun? (a plural noun) Point to the top left chart. Ask: What are the possible answers? (many, a lot of, some, a few) Read the conversation again and ask: What is the best answer? (a few)
- Walk around and spot-check students' answers. If you see an incorrect answer, ask questions (Affirmative or negative? Plural or non-count?) to help the student determine the correct chart to choose an answer from.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations.



REVIEW

Show what you know!

1

GRAMMAR

A Complete the conversation. Underline the correct...

- Read the directions. Tell students to refer back to the grammar charts on page 190 (Count nouns / Non-count nouns), page 191 (*How much / How many*), and page 202 (Quantifiers with plural nouns and non-count nouns) as needed.
- Students compare answers with a partner by reading the conversation.
- Call on an above-level pair to read the conversation for the class. Discuss any errors.
- *Optional:* Tell students to read the conversation again and write the shopping list.

B Compare two foods. Write four sentences. Use...

- Read the directions. Tell students to refer back to the grammar chart on page 196 (Comparative adjectives with *than*) as needed.
- Tell students that they can use different foods in each sentence if they wish.
- Walk around and spot-check students' sentences for correct comparative forms and *than*. Remind students to start sentences with a capital letter and end with a period.
- Tell students to read their sentences to a partner. Students say whether or not they agree with each of their partner's sentences. On the board, write: *I agree*, *I disagree*.
- For each adjective in the box, call on a few students to read a sentence. Discuss any errors.

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!

2

ACT IT OUT

PAIRS. Read the nutrition labels. Compare...

- Read the directions. Ask: Which chicken do you think tastes better? Which chicken do you think is better for your health?
- Pair students. Tell them to say which brand they would buy and to say at least two reasons why each. Remind pairs to use the comparative forms of the verbs in the box and *than*.
- Walk around and observe partners interacting. Check pairs' use of comparatives and *than*.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii 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.

3

READ AND REACT

STEP 1. Read about Amalya'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, How many hours a week does Amalya work? What does she have to do after work? What does she not have time to do? Why doesn't she buy fresh fruit and vegetables?).

STEP 2. PAIRS. What is Amalya's problem? What...

- Ask: What is Amalya's problem? (She doesn't have time to prepare a healthy dinner for her family, and fruits and vegetables are expensive in her neighborhood.) What can Amalya do?
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Amalya.

- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think she can ask her family to help with shopping, cooking, and washing dishes. This is a good idea.).
- Now tell students to think of one new idea not in the list (for example, *She can prepare healthy meals on the weekend and freeze them.*) 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 Ask: Which ideas save time? Which ideas save money? Pair lower-level students and tell them to draw a two-column chart with the headings save time and save money. Tell pairs to write the ideas from the book and the board in the chart

Above-level Tell pairs to compare two ideas for saving time and two ideas for saving money. Tell them to write two sentences (for example, Asking her family to help is easier than preparing meals on the weekend. Buying frozen vegetables is cheaper than shopping at a farmer's market.).

4

CONNECT

Turn to page 253 for the Community-building Activity and page 283 for the Team Project. See page T-xi for general notes about teaching these activities.

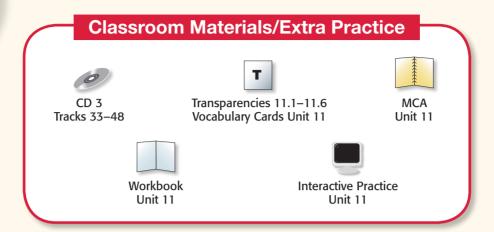
Progress Check

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.

11)

Call 911!



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Present continuous: Statements and questions
- There was / There were
- Compound imperatives

Pronunciation

- Stressed syllables
- The sound /h/ at the beginning of words

Reading

- Read an article about causes of home injuries
- Reading Skill: Identifying supporting details

Writing

- Write about what people are doing
- Describe emergency situations
- Write about the safety of your home

Life Skills Writing

• Complete an employee accident report

Preview

- Set the context of the unit by asking questions about emergencies (for example, *How do you react in an emergency? Are you calm or nervous and scared? Can you think clearly, or do you panic?*).
- Hold up page 205 or show Transparency 11.1. Read the unit title and ask the class to repeat.
- Ask: What's the first thing you should do in an emergency? (Call 911!) What's 911? Explain: In the United States and Canada, it's the telephone number for emergency police, fire, or ambulance services.
- Say: Look at the picture. Ask the Preview questions: Who are the people? (emergency medical technicians, or EMTs / paramedics) What is happening? (There's a medical emergency. / Someone is very sick or hurt, and an ambulance is taking the person to the hospital.)
- Say: Look at the picture and the unit title. How did the EMTs know to come and help the woman? (Someone called 911.)

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:

Procedures: the correct way of doing something

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

Getting Started

10 minutes

Controlled Practice

20 minutes



WHAT DO YOU KNOW?

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

- Show Transparency 11.2 or hold up the book. Tell students to cover the list of words on page 207.
- Say: Look at the pictures. Which medical emergencies do you know? Elicit a medical emergency (for example, *In number 9*, *he fell*.).
- Students call out answers. Help students pronounce medical emergencies if they have difficulty. As needed, restate students' responses to match the vocabulary on page 207.
- If students call out an incorrect medical emergency, change the student's answer into a question for the class (for example, *In number 4*, he's choking?). If nobody can identify the correct medical emergency, tell students they will now listen to a CD and practice the vocabulary for medical emergencies.

Presentation

5 minutes



B Look at the pictures and listen. Listen...

- Read the directions. Play CD 3, Track 33. Pause after number 9 (He fell.).
- To check comprehension, act out several medical emergencies in random order and ask students to call out the medical emergency (for example, for *choking*, pretend to take a bite of food, then grab your neck and try to speak without any sound coming out).
- Resume playing Track 33. Students listen and repeat.

Teaching Tip

Acting out new vocabulary is especially helpful for kinesthetic learners. Call on volunteers to act out a medical emergency for the class to guess.

PRACTICE

A PAIRS. Student A, point to the pictures. Ask...

- Read the directions. Read each line in the example and ask the class to repeat.
- Play A and model the example with an abovelevel student. Point to picture 5 and ask: What's *the emergency?* Point to another picture and ask: What's the emergency?
- Model changing roles. Tell the student to point to a picture and ask you: What's the emergency?
- Pair students and tell them to take turns playing A and B.

B WORD PLAY, PAIRS. Look at the list of medical...

- Read the directions. Say: You're going to look at the list of medical emergencies and decide which ones are happening now and which ones happened in the past. How can you tell? Elicit students' ideas.
- Copy the chart onto the board and read the example. Underline right now, 's, and -ing in the left side of the chart.
- Point to *Happened in the past* and ask: *What is the ending for regular past-tense verbs?* (*-ed*) Remind students that some verbs are irregular in the past
- Pair students and tell them to look at each medical emergency and decide where to write it in the
- Call on students to write the medical emergencies in the chart on the board. Correct as needed.

Language Note

Point to the left side of the chart and ask: Which emergency isn't present continuous? Write *She's unconscious* on the board. Underline unconscious and ask: What part of speech is unconscious? (adjective) Point to the right side of the chart and ask: Which emergency had an irregular past-tense verb? (He fell.) What's the base form of fell? (fall)

Lesson 1

Vocabulary

Learning Strategy: Use your language

- Provide each student with five index cards or tell students to cut up notebook paper into five pieces.
- Read the directions. If you have students with low first-language 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 207.
- 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.

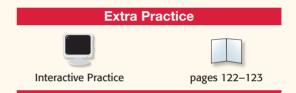
Communicative Practice 20 minutes

Show what you know!

GROUPS OF 3. Have you or someone you know...

- Read each question and note your own answers on the board (for example, *my aunt—fell off her bike, broke her wrist; my uncle—drove her to the ER*).
- Ask a student to ask you each question from the directions. Answer with real information. Use your notes on the board (for example, *My aunt fell off her bike. She broke her wrist. My uncle drove her to the emergency room.*).

- Tell students to think of a medical emergency that they, a family member, or friend had. If students have trouble thinking of something, tell them to think of a medical emergency from a TV show or movie. Tell them to note answers to the three questions in their notebooks. Students should use the vocabulary on this page and can also refer back to Unit 7 (pages 127, 128, and 134) for more ideas.
- Show students how to make the present continuous medical emergencies past tense. On the board, write: *She's bleeding*. Cross out 's and write was.
- Form groups of 3 and tell each student to take a turn asking and answering the questions.
- Walk around and check students' use of the past tense.



Call 911 to report a medical emergency

Getting Started

10 minutes



BEFORE YOU LISTEN

READ. CLASS. Read about 911 emergency calls....

- Write 911 on the board. Say nine-one-one and ask the class to repeat.
- Tell students to read the note about 911 emergency calls silently.
- To check comprehension, ask: When should you call 911? (when there is an emergency situation) How much does it cost to call 911? (It's free.)
- Direct students to look at the first picture. Ask the class: What is the situation? (She fell. She hurt her knee.) Is it an emergency? (No.) Should you call 911? (No.)
- Repeat with pictures 2–4 (2. He's having a heart attack. Yes. Yes; 3. She swallowed poison. Yes. Yes; 4. He has a cold. No. No.)

Culture Connection

- Say: 911 is the emergency telephone number for the U.S. and Canada. It is only for emergencies. For non-emergencies, call the local police or fire station or your doctor's office. List local police and fire station numbers on the board for students to copy.
- Ask: *Is there an emergency telephone number* in your home country? What is it? List countries and their emergency telephone numbers on the board.
- Optional: Provide additional examples: Australia—000; European Union—112; United Kingdom—999.

Presentation

25 minutes

LISTEN

A CLASS. Look at the picture. Guess: What is...

- Read the directions. Ask: What is happening?
- Elicit students' guesses and list them in two columns on the board under the headings *Man* and Woman. Students will listen for the answer in Exercise B.

B Listen to the conversation. Was your...

- Read the directions. Play CD 3, Track 34. Students
- Ask: What is happening? Read the guesses on the board. Elicit and circle the best answer. (The man is having a heart attack. The woman is calling 911.)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 306 as they listen to the conversations.

C Listen again. What does the 911...

- Read the directions. Play Track 34 again. Students listen and check the questions they hear.
- Ask the class: *How many questions did you check?* (Students should have checked four questions.) Play Track 34 again as needed.
- Call on students to read the questions they checked.

D Listen again. Where is...

- Read the directions.
- Explain: *A* cross street *is a street that crosses* another street. On the board, draw and label the street your school is on. Mark the location of the school. Then draw and label the two nearest cross streets on either side of your school. Say: [Peach Avenue] and [Cherry Street] are the nearest cross streets to our school.
- Play Track 34 again.
- On the board, draw and label Elm Street and mark the location of Dave's Sports Shop. Then draw two streets crossing Elm on either side of Dave's. Ask: What are the cross streets? Label the cross streets: 17th Avenue and 18th Avenue
- Tell students to write the nearest cross streets for their home and work in their notebooks.

1 Listen to the whole conversation....

- Read the directions and the answer choices. Play CD 3, Track 35.
- Ask the class: *How is the man going to get to the* hospital?

Call 911 to report a medical emergency

Presentation

10 minutes

Communicative Practice 10 minutes



CONVERSATION



A Listen to the words. Notice the stressed...

- Read the Pronunciation Watch note.
- Write *allergic* on the board and pronounce it slowly. Ask: How many syllables does allergic have? (three) Pronounce allergic again, exaggerating the stress on the second syllable. Ask: Which syllable is longer and louder? Mark the stress on the second syllable. Pronounce *allergic* again and ask the class to repeat.
- Play CD 3, Track 36. Students listen.
- Resume playing Track 36. Students listen and repeat.

B Listen to the words. Mark (•) the...

- Tell students to listen and mark the stress over the vowel in the syllable that is longer and louder than the other syllables.
- Play CD 3, Track 37. Repeat as needed.
- Write the words on the board. Call on students to mark the stress. Make corrections as needed.
- Pronounce the words and ask the class to repeat.

Controlled Practice 5 minutes

C Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 208.
- Tell students to read the conversation silently and to look for words from Exercises 3A and 3B in the conversation and mark the stressed syllables.
- Call on volunteers to write the words on the board and mark the stressed syllables (emergency, location)
- Play CD 3, Track 38. Students listen and repeat.
- Walk around and check that students are stressing the correct syllables in *emergency* and *location*.

PRACTICE

A PAIRS. Practice the conversation.

• Pair students and tell them to practice the conversation in Exercise 3C. Walk around and help with pronunciation as needed. Pay particular attention to students' pronunciation of *emergency* and location.

B ROLE PLAY, PAIRS, Make new conversations....

- Read the directions.
- Model the activity. On the board, write:

Emergency:

Location:

Cross streets:

- Fill in the information you will use in your conversation.
- Ask an on-level student to play A and read the questions. Play B and answer the questions using the information on the board.
- Tell students to fill in the blanks (in pencil) with an emergency, a location, and cross streets to use when they play B. Remind students to refer back to the list of medical emergencies on page 207.
- Pair students and tell them to practice the conversation.
- Walk around and check A's pronunciation of *emergency* and *location*. Check that B correctly provides information about an emergency.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Direct lower-level students to play A first.

Extra Practice



Interactive Practice

Talk about medical emergencies

Getting Started

5 minutes

- Say: We're going to study the present continuous. In the conversation on page 209, Olivia used this grammar.
- Play CD 3, Track 38. Students listen. Write on the board: *I think a man is having a heart attack*. Underline *is having*.

Presentation

20 minutes

Present continuous: Statements and questions

- Copy the grammar charts onto the board or show Transparency 11.3 and cover the exercise.
- Remind students: Use the present continuous for events happening at the present time. Ask: What's happening in our classroom right now? Elicit a few present continuous sentences and write them on the board (for example, You are talking. We are listening. Wen is looking at the clock.). Underline am, is, or are in the sentences and -ing.
- Read the sentences in the top four charts and ask the class to repeat.
- Tell students to turn to Exercise 2B on page 206 and choose one medical emergency from the *Happening right now* side of their charts. On the board, write:

Affirmative:

Negative:

Yes / No question:

Short answer:

- Tell students to write the affirmative statement, make it negative, use it to form a Yes / No question, and write short answers. Do one example on the board with students: He is choking. He is not choking. Is he choking? Yes, he is. No, he's not. Direct students to choose another emergency and write the four types of sentences in their notebooks.
- Tell students to read their sentences to a partner.
 Walk around and check that students are forming the present continuous correctly.

- Read the Grammar Watch note and ask the class to read along silently. Tell students to rewrite their affirmative and negative statements using contractions (for example, *He's choking*. *He's not choking*. *He isn't choking*.). Ask: *When do we use contractions?* (in conversation and informal writing)
- From the two bottom charts, read each information question and its answers and ask the class to repeat.
- Tell students to look at the picture in Exercise 2A on page 208 and write a couple of information questions. Call on students to write questions on the board (for example, *What is happening? What is the woman / Olivia doing? Who is calling 911?*). Make corrections as needed. Read the questions and call on students to answer using the present continuous.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

1

PRACTICE

Complete the sentences. Use the correct...

- Read the directions and the example. On the board, write: *choke*. Cross out the *e* and write *-ing*. Review the spelling rules for *-ing* verbs on page 290 as needed.
- Walk around and encourage students to use contractions.
- Students compare answers with a partner, taking turns reading the sentences.
- Call on students to read the sentences. Write the answers on the board. Write all possible answers (for example, for item 2: *is not breathing, isn't breathing, 's not breathing*). Tell students to check their spelling.

Talk about medical emergencies

2

PRACTICE

Complete the phone conversation between...

- Read the directions.
- Ask two students to read the first two lines of the conversation. Write the example on the board. Circle 's and say: *Remember, we use contractions in the present continuous in conversation.*
- Walk around and check that students use *is* or *'s* and the verb + -*ing*.
- Students compare answers by reading the conversation with a partner.
- Ask a pair to read the conversation for the class.
 Write the answers on the board. Tell students to check their spelling.
- Optional: Call on pairs to perform for the class.

Communicative Practice 20 minutes

Show what you know!

STEP 1. PAIRS. Student A, look at the picture on...

- Ask the class: Where are the people? (in the emergency room of a hospital / in an ER)
- Pair students and assign partners roles of A and B. Tell Student A to look only at the picture on this page and Student B to look only at the picture on page 247.
- Say: *Study your picture. What are the people doing?* Tell students to read the example and write six sentences in their notebooks.

MULTILEVEL INSTRUCTION for STEP 1

Cross-ability In Step 1, pair or group lower-level and higher-level students with the same role. Direct them to work together to write six sentences about the people in their picture.

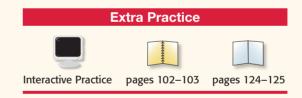
STEP 2. SAME PAIRS. Talk about your pictures....

- Ask two students to read the example.
- Say: Take turns. Student A, talk about a person in your picture. Student B, say what the same person is doing in your picture. Then, Student B, talk about a person in your picture. Student A, say what the same person is doing in your picture.
- Say: If you're not sure which person your partner is talking about, ask what clothes the person is wearing.
- Tell pairs to number the differences in the picture as they find them.
- Walk around and help as needed. Check that students use the present continuous correctly.
- To check answers, draw a T-chart on the board with the headings *A's picture* and *B's picture*.
 Number from 1 to 6. Call on pairs to say differences. Write the differences in the chart on the board.
- Tell partners to look at each other's pictures.

Progress Check

Can you . . . talk about medical emergencies?

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



Understand fire safety procedures

Getting Started

5 minutes

10 minutes

- List the following words from Exercise 1 on the board: *lamp*, *cord*, *rug*, *window*, *heater*, *curtain*.
- Say the words and ask the class to repeat.
- Ask: Do we have any of these objects in our classroom? Call on students to point out the objects.
- *Optional:* Ask volunteers to write the words on cards and label the objects in your classroom.

Presentation

15 minutes



IDENTIFY FIRE HAZARDS

PAIRS. Look at the picture. Match the fire hazards...

- Explain: Hazards are things that may be dangerous or cause accidents. Fire hazards are things that may cause a fire.
- Read the directions. Pair students and tell them to look for words from the board in the descriptions.
- Read each description and ask the class to call out the letter of the fire hazard.
- Say: Read the descriptions again. Do you have any of these fire hazards in your home?
- *Optional:* Tell students to copy the fire hazards into their notebooks and check their own homes for fire hazards.

2 IDENTIFY FIRE SAFETY WORDS

A What fire safety words do you know? Write...

- Read the directions and the words from the box.
- Tell students to match as many fire safety words and pictures as they can.

B Listen and check your answers....

- Read the directions.
- Play CD 3, Track 39. As needed, pause to allow students to fill in missing answers and / or make corrections.
- Resume playing Track 39. Tell students to point to the pictures in Exercise 2A as they listen and repeat.
- Say: Look at the fire safety pictures and words again. Which things does your home have?

GROUPS OF 3. What are other home fire hazards....

Communicative Practice

- Form groups of 3.
- Say: Look at the fire hazards in Exercise 1. What are other home fire hazards? Elicit a couple of ideas (for example, a kitchen towel close to the stove, a lighter available to children).
- Say: Look at the fire safety words in Exercise 2A. What can people do to make their homes safer? Elicit a couple of ideas (for example, have a fire extinguisher on each floor of the house, install smoke alarms).
- Tell groups to take out two sheets of paper and write the titles *Home fire hazards* and *Ways to make your home safer*. Ask two students in each group to be recorders. Tell groups to brainstorm and list their ideas.
- Direct the third student in each group to write one idea from each list on the board. Tell students to try to choose ideas that are not already on the board.
- Read the ideas in each list on the board. Correct as needed.
- Tell students to write down one thing they will do to make their home safer.
- *Optional:* Tell students to rank the ideas for making a home safer in order of importance.

MULTILEVEL INSTRUCTION

Cross-ability Direct the two higher-level students in each group to be the recorders.

Lesson 4 Understand fire safety procedures

Presentation

20 minutes

Communicative Practice

10 minutes



LEARN FIRE SAFETY TIPS

A Listen to the fire safety tips. Then...

- Ask: Do you know what to do in case of a fire? List students' ideas on the board.
- Tell students to read the fire safety tips silently.
- Play CD 3, Track 40. Students listen.
- Play Track 40 again. Students listen and complete the tips.
- Students compare answers with a partner by reading the sentences.
- Call on students to read the sentences. Write the answers on the board. Tell students to check their spelling.
- Ask a few comprehension questions: When should you call 911? (after you leave your home) What should you take with you? (nothing) What should you do before you open a door? (feel it) Should you open a hot door? (No.) What should you do if you *smell smoke?* (stay close to the floor, cover your mouth and nose with a wet cloth)

B READ. PAIRS. Read about Carmen. Which of the...

- Tell students to read the paragraph silently.
- Read the directions.
- Pair students. Tell pairs to read the paragraph again and highlight the fire safety tips Carmen followed in one color and the mistakes she made in another color.
- Ask the class: Which of the fire safety tips from Exercise 3A did Carmen follow? Call on students to read the sentences they highlighted (She touched the front door to her apartment, but it was not hot. *She opened the door. She didn't take the elevator. She* waited across the street from the building until the firefighters said it was OK to go back inside.).
- Ask the class: What mistakes did Carmen make? Call on students to read the sentences they highlighted. For each mistake, ask the class to identify the tip she didn't follow and then read the tip (for example, S: First, she called 911. T: Which tip did she not follow? Class: Number 2. T: Don't stop to call 911 . . .). (Other mistakes: Then she got her wallet and keys . . . — Tip number 1. She smelled *smoke so she ran* . . . — *Tip number 5*.)

TALK ABOUT FIRE ESCAPE PLANS

PAIRS. Look at the Pierre family escape plan....

- Say: Look at the Pierre family escape plan. It shows how family members will exit the house quickly and safely if there is a fire.
- Pair students and tell them to answer the questions about the Pierre family escape plan. Tell students to write their answers.
- Call on pairs to ask and answer each question. Explain each answer. For example, for item 1, count on your fingers as you say: (1) Mom and *Dad's bedroom*, (2) *Aunt Fran's bedroom*, (3) Jack and John's bedroom. For item 3, point to the windows on the diagram and count.
- Say: Fire escape plans should have two ways out of each room. They should have a family meeting place away from the home. Do you have a fire escape plan?

EXPANSION: Life Skills Practice for 4

- For homework, tell students to create a family escape plan like the one shown in Exercise 4.
- Direct students to exchange papers and answer the questions from Exercise 4 about their partner's escape plan.

Progress Check

Can you . . . understand fire safety procedures?

Say: We have practiced understanding fire safety procedures. Now, look at the question at the bottom of the page. Can you understand fire safety procedures? Tell students to write a checkmark in the box.

Extra Practice Interactive Practice pages 126-127

Getting Started

10 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

CLASS Look at the dangerous situations. What are...

- Say: *Look at the dangerous situations*. Say each dangerous situation and ask the class to repeat.
- Ask: What are some other dangerous situations? Write students' ideas on the board (for example, a fire, a natural disaster [a hurricane, an earthquake, a tornado], a fall, a wild animal).

Presentation

5 minutes

LISTEN

A CLASS. Look at the picture. Guess: What are...

- Read the directions. Ask: What are Mr. and Mrs. Novak talking about?
- Write the answer choices on the board and read them. Call on students to guess.

B Listen to the conversation. Was your...

- Play CD 3, Track 41. Students listen.
- Circle the correct answer on the board. Ask: *Was* your guess correct?

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 306 as they listen to the conversations.

G Listen again. Which story...

- Tell students to read the newspaper headlines silently and underline the dangerous situations.
- Say each newspaper name and ask the class to call out the dangerous situation (a. fire, b. car accident, c. gas explosion, d. bank robbery).
- Play Track 41 again. Students listen and circle the letter of the story they hear.
- Ask: Which story are they talking about? Call on a student to answer.
- Ask the class: *How many people were hurt?* (two)

Listen to the whole conversation.

- Tell students that the gas explosion caused another problem.
- Play CD 3, Track 42. Students listen and write the answer to the question.
- Students compare answers with a partner.
- Ask: What problem did the emergency situation cause? Ask the class to call out the answer. (Traffic is bad. A lot of streets are closed downtown.) Write the answer on the board.

EXPANSION: Graphic Organizer Practice for 2D

- Draw a Wh- question chart on the board. In the What? box, write gas explosion. Play Track 42 again. Tell students to listen for the Who? Where? When? and Why? of the story.
- Elicit the class's help to complete the chart on the board (Who? two people hurt; Where? downtown; When? yesterday; Why? They don't know yet.)
- Ask: What is the name of our local newspaper? What were the headlines today?
- Bring in newspapers or tell students to look at the local paper for homework. Tell students to choose a story about a dangerous situation and complete a Wh- question chart with information from the story.

Describe an emergency

CONVERSATION



A Listen to the pairs of words. Notice...

- Model pronouncing the /h/ sound. Say: First, open your mouth. Then use your throat to breathe out. Say the /h/ sound and ask the class to repeat.
- Read the directions. Play CD 3, Track 43. Students
- Resume playing Track 43. Students listen and repeat.

Controlled Practice

20 minutes



B Listen to each pair of words. Are the....

- Read the directions. Play CD 3, Track 44. Students listen and write *S* or *D*.
- Play Track 44 again if students have difficulty.
- Say each pair of words and ask the class to call out same or different.

G Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 214.
- Tell students to read the conversation silently. Tell them to find words that begin with *h* and underline the h (\underline{h} ear, \underline{h} appened, \underline{h} appened, \underline{h} urt, \underline{h} ospital). Say the words and ask the class to repeat.
- Play CD 3, Track 45. Students listen and repeat.

PRACTICE

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

- 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 the dangerous situations in the blue box and ask the class to repeat.
- Say the sentences in the red box and ask the class to repeat. Ask: Which two sentences have the same meaning? (No one was hurt. There were no injuries.)
- Copy the conversation onto the board with blanks. Read it and when you come to a blank, ask what color it is. Point to the box that's the same color and fill in the blank with the first item in the box.

- Ask two on-level students to practice the conversation on the board for the class.
- Tell pairs to take turns playing A and B. Tell them to use the information in the boxes to fill in the
- Walk around and check students' pronunciation of the /h/ sound at the beginning of hear, happened, and hurt. As needed, pronounce the words and ask students to repeat.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

Communicative Practice 15 minutes

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

- Ask the class: *Do you read the newspaper? Where* do you get your news?
- Pair students. Say: *Think about an emergency* situation you have heard about. In your notebooks, write down the type of situation and the number of *injuries and / or deaths.*
- Optional: Bring in newspapers and tell students to look for stories about dangerous emergency situations. Tell them to write down the type of situation and the number of injuries. Tell partners to choose different stories.
- Say: Student A, talk about the information you wrote down. Begin the conversation by saying: Did you hear what happened yesterday?
- Call on pairs to perform for the class.

■ MULTILEVEL INSTRUCTION for 4B

Pre-level Tell students to write down the type of dangerous emergency situation. Tell them to write a sentence, similar to the sentences in the red box in Exercise 4A, about injuries. Direct pairs to use their information in the conversation in Exercise 4A.

Above-level Tell higher-level pairs to talk about the information they wrote in their notebooks without looking at the conversation in Exercise 4A.

Extra Practice



Interactive Practice

Lesson 6

Describe an emergency

Getting Started

5 minutes

- Say: We're going to study There was and There were. In the conversation on page 215, Mr. Novak used this grammar.
- Play CD 3, Track 45. Students listen. Write on the board: *There was a gas explosion downtown*. Underline *There was*.

Presentation

15 minutes

There was / There were

- On the board, draw a word box with was and were. Side-by-side, write: 1. There ____ a gas explosion yesterday. 2. There ____ two car accidents last week. Say: Look at sentence 1. What comes after the blank? (a gas explosion) Look at sentence 2. What comes after the blank? (two car accidents) Which do you think is the answer for number 1, was or were? (was) Why? (because explosion is singular) Which do you think is the answer for number 2, was or were? (were) Why? (because the word accidents is plural)
- Underline *last week* and *yesterday* in the sentences on the board. Say: *Use* there was / there were *to talk about the past.*
- Copy the grammar charts onto the board or show Transparency 11.4 and cover the exercise.
- Read the sentences in the top two charts and ask the class to repeat.
- Point to sentence 1 on the board and ask: How do I make this sentence negative? Tell students to look at the top left grammar chart. Elicit and write under sentence 1: There wasn't a gas explosion yesterday. There was no gas explosion yesterday. Repeat with sentence 2 and write: There weren't any car accidents last week. There were no car accidents last week.

- Read the sentences in the bottom two grammar charts and ask the class to repeat.
- Point to sentence 1 on the board and ask: *How do I make this sentence into a question?* Tell students to look at the grammar chart. Elicit and write under sentence 1: *Was there a gas explosion yesterday?* Repeat with sentence 2 and write: *Were there any car accidents last week?*
- Elicit affirmative and negative short answers to each question and write them on the board.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes



PRACTICE

Complete the conversations. Use there and was or were.

- Read the directions. Write the example on the board and point to the answer. Ask: *Why is the answer* There was? (because *robbery* is singular)
- Students compare answers with a partner by reading the conversations.
- Optional: Pair students and ask them to practice the completed conversations. Call on pairs to perform the completed conversations for the class.

Lesson 6

Describe an emergency

2

PRACTICE

WRITE. Look at the pictures of emergency...

- Read the directions.
- Say the words from the box and ask the class to repeat.
- Say the words from the box again and ask the class to call out *singular* or *plural*. Tell students to look at the first noun. Explain: A lot of smoke *is singular because* smoke *is non-count*. You use There was with a lot of and There were with lots of.
- Tell students to look at picture 1. Read the example.
- Say: For each picture, use your own idea to write the first sentence and words from the box to write the second sentence. There is more than one correct answer.

B PAIRS. Compare your answers.

- Tell pairs to take turns reading their sentences for each picture.
- Ask the class: Were there many differences between your sentences and your partner's sentences? What situation did you say there was in picture 4? What situation did your partner say there was?
- Call on a couple of students to read their sentences for each picture.

Communicative Practice 20 minutes

Show what you know!

STEP 1. GROUPS OF 3. Student A, tell about...

- Read the directions.
- Ask two on-level students to read the example.
- Ask for a show of hands: Did you watch the news on TV last night? Did you read the newspaper this morning? Did you listen to the news on the radio today or yesterday? Did you read the news online today or yesterday?
- Tell students to think of an emergency situation they have heard about. Tell them to write down where they heard about it and the information they remember—the situation, where it happened, when it happened, the number of injuries.

- As a class, brainstorm questions that B and C can ask to get more information. Write them on the board (for example, *Was anybody hurt? Were there any injuries? Where / When / How did it happen? Did the police / firefighters / an ambulance come? Was there a lot of smoke / traffic?*).
- Model the activity. Play A and tell about an emergency situation you have heard about. Say where you heard about the situation, what the situation was, and where it happened (for example, I read the newspaper this morning. There was a robbery at Community Bank on Lincoln Highway.). Call on volunteers to ask you questions from the board or their own questions. Answer the questions.

STEP 2. Tell the class about an emergency situation.

- Read the directions.
- Model the activity. Tell the class about the emergency situation you described in Step 1. Begin in the same way (for example, *I read the newspaper this morning. There was a robbery* . . .). Include the information elicited by students' questions.
- Tell students to practice telling a partner about the emergency situation from Step 1.
- Call on students to tell the class about their emergency situation. Check that students use *There was / There were* correctly.

EXPANSION: Listening and Writing Practice for STEP 2

- For homework, tell students to watch the local news on TV in English.
- Tell students to write two sentences with *There was / There were* about three different emergency situations.
- Call on students to tell the class about one emergency situation.

Progress Check

Can you . . . describe an emergency?

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

Interactive Practice pages 104–105 pages 128–129

Read about causes of home injuries

Getting Started

10 minutes



BEFORE YOU READ

CLASS. Look at the pictures of everyday objects...

- Say: Look at these pictures of everyday objects. Say each object and ask the class to repeat.
- Ask: Which of these objects can be dangerous? Tell students to circle the words for the objects they think can be dangerous.
- Ask: Which objects did you circle? Call on a few students to answer.

Presentation

20 minutes



READ



Listen. Read the article. Were your guesses...

• Play CD 3, Track 46. Students listen and read silently.

• Optional: Play Track 46 again. Pause the CD after each cause of home injuries and ask the class:

How many people are injured each year? (1. 5 million; 2. 2.3 million; 3. 261, 000; 4. no information)

Who is most affected? (1. people age 65 and older; 2. people of all ages; 3. people in the kitchen; 4. children younger than five)

- Tell students to read the article again and underline the everyday objects from Exercise 1 that are in the article. (They are all mentioned in the article.) Ask: Which everyday objects from Before You Read can be dangerous? (all of them) Were your guesses correct?
- Say the most common causes of home injuries (falls, poisonings, burns, and choking) and ask the class to repeat. Say the everyday objects from Exercise 1 and ask the class to call out the type of home injury it can cause (for example, T: *candy*, Ss: choking).

Read about causes of home injuries

Controlled Practice

15 minutes



CHECK YOUR UNDERSTANDING

A GROUPS OF 3. Look at paragraphs 2, 3, and 4...

- Read the Reading Skill note. Ask: What are supporting details? (reasons, examples, steps, or other kinds of information) What do they help explain? (the main ideas)
- Tell students to read paragraph 1 (Falls) in the article again. Read the example. Tell students to underline the main idea sentence in the paragraph. Ask: Which sentences help explain the main idea? (More than 5 million people are injured by falls each year. and Falls are especially dangerous for people age 65 and older.) Say: These are the supporting details.
- Write the example on the board and complete it with the two sentences above.
- · Read the directions.
- Form groups of 3. Tell each member to choose a different paragraph. Tell students to first underline the main idea sentence in their paragraph.
- Tell group members to take turns talking about their paragraphs. Remind them to use the example as a model.
- Call on students to say the main idea and supporting details for paragraphs 2, 3, and 4.

EXPANSION: Graphic Organizer Practice for 3A

- Ask: Can you guess what the fifth most common cause of home injuries is? (drowning)
- Draw three boxes on the board. In the top box, write: *Main idea*. In the middle and bottom boxes, write: *Supporting detail*.
- Say: Pretend we're going to write a paragraph about drowning. What can the main idea sentence be? To write sentences with supporting details, what do we need to find out? Elicit answers and write them in the boxes on the board:

Main idea: Drowning is the fifth most common cause of home injuries.

Supporting detail: how many people are injured by drowning each year

Supporting detail: who is most affected by drowning

B GROUPS OF 3. Read the safety tips for each...

- Read the directions and the example.
- Tell students to read the safety tips for each kind of home injury again and to underline the things that they do.
- Say: Each group member should take a turn asking and answering: Which of the tips do you do?
- Ask: Which of the tips do you do? Call on a few students.

Communicative Practice 15 minutes

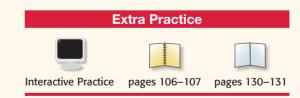
Show what you know!

PRE-WRITING. PAIRS. How safe is your home...

- Read the directions.
- Tell students to look at the safety tips they didn't underline in Exercise 3B. Ask: Which of these tips can you follow to make your home safer?
- To model the activity, talk about something you can do to make your home safer (for example, *I* can keep my floors clear of toys. *I* can ask my kids to clean up their toys when they are finished playing.).
- Pair students. Tell partners to take turns asking each other: What can you do to make your home safer?

WRITE. Write about the safety of your home....

• Turn to page 273 and ask students to complete the activities. See page T-xii for general notes about Writing activities.



Respond to a police officer's instructions

Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU LISTEN

A CLASS. Do you know what to do if you are pulled...

- Read the question.
- Tell students to look at the picture. Ask: *What does* it mean to be pulled over by the police? (A police car signals—usually with its lights and its siren that you should drive to the side of the road and stop.)
- Repeat the question. Elicit students' ideas and write them on the board.

B Take the quiz. Check *True* or *False*.

- Tell students to look at the quiz. Explain unfamiliar vocabulary. Say: Look at numbers 1 and 2. What phrase means drive to the side of the road and stop? (pull over) Tell students to look at number 4. If possible, bring in your car registration and proof-of-insurance card to show the class.
- Read the quiz title. Read each quiz item and ask students to raise their hands for True or False.
- Tell students they will now listen to the CD to check their answers.

Culture Connection

- Explain that laws about car registration and car insurance vary from state to state in the U.S.
- Say: In most states, you go to the Department of Motor Vehicles (DMV) to register a car. You show your owner's certificate, pay a fee, and receive a registration card, license plate(s), and a sticker for your car window that shows your registration is valid for one year.
- Say: *Most states require car insurance—to* cover the cost of damage, medical expenses, etc. if you are in an accident. Many states require drivers to carry proof of insurance, a card from the insurance company that has your policy number and the dates your insurance is valid.
- Ask: What are the laws about car registration and car insurance in your home country? Are they similar to the laws in the U.S.?

LISTEN

A Listen to the police officer talking...

- Play CD 3, Track 47. Students listen and check their answers.
- To aid comprehension, pause the CD after each sections and / or play Track 47 as many times as needed.
- Ask the class: *Did you change any of your answers?* Which ones? Tell students to circle the item number of any answers they changed.
- Play Track 47 again. Pause after each answer in the recording, read the quiz item, and elicit the correct answer.

EXPANSION: Listening Practice for 2A

- Play Track 47 again. Tell students to listen and correct the false items in the quiz (1, 2, and 6).
- Students compare answers with a partner.
- Call on students to read the corrected items: 1.... pull over to the <u>right</u>. 2. . . . you should <u>stay in</u> your car. 6. If a police officer gives you a ticket, <u>don't</u> pay the police officer . . .

B PAIRS. Discuss the quiz. Did any of the answers...

- Say: Look at the item numbers you circled on the quiz. What did you think the answer was? What did you learn?
- Pair students. Say: *Ask each other the questions* from the directions. Tell your partner which answers surprised you and what you learned.
- To wrap up, ask a few students the questions from the directions.

Culture Connection

- Tell students to close their books and listen again to the police officer talking about what to do if you're pulled over. Play Track 47 again.
- Say: Now do you know what to do if you are pulled over by the police? Tell a partner what you can remember about what to do.
- Ask: What do you do if you are pulled over by the police in your country? Which things are the same? Which things are different?

Respond to a police officer's instructions

CONVERSATION

A CLASS. Look at the traffic violations. What are...

- Tell students to look at the traffic violations. Say each violation and ask the class to repeat.
- To check comprehension, say: Look at the *violations.* Which one means driving too fast? (speeding) Which one means driving too close to the car in front of you? (tailgating) Which one means not stopping? (running a red light)
- Ask the class: What are some other violations you know of? List students' ideas on the board (for example, running a stop sign, making an illegal turn, not using car seats for young children, passing a school bus, driving too slowly, talking on a cell phone [in some states]).

Controlled Practice 15 minutes

B Listen and repeat the conversation.

- Read the directions. Play CD 3, Track 48. Students listen and repeat.
- Ask: What did the police officer ask for? (license, registration, and proof of insurance) Did the driver *wait for the police officer to ask for his documents* before he got them out? (Yes.) Why did the officer pull him over? (for speeding) Did he argue with the officer? (No.)
- As needed, explain *glove compartment*. Ask: Where is the glove compartment in a car? (in front of the passenger's seat) What did the driver from the conversation have in his glove compartment? (registration and proof of insurance) What do you have in your glove compartment?
- Optional: Play Track 48 again to aid comprehension and give students more practice saying the new vocabulary.

PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B.
- Say: Now make new conversations. Use different traffic violations. Tell pairs to underline the information in the conversation in Exercise 3B that they will need to change. Ask the class: What

- did you underline? (speeding) Point out that students may also want to change pocket to purse, pocketbook, backpack, etc.
- Tell pairs to substitute traffic violations from the top of the page or the board for speeding in the conversation in Exercise 3B.
- Tell students to stand, mingle, and practice the conversation with several new partners.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. GROUPS OF 3. Talk...

- Model the activity. Talk about a time when you or someone you know was pulled over (for example, My husband was pulled over for making an illegal turn in San Francisco. There was a sign, but we didn't see it. We apologized and explained that we weren't from the city. The police officer didn't give us a ticket!).
- On the board, write: . . . was pulled over for . . . Ask: What did you / someone you know do? What did the police officer do?
- Walk around and listen to students' conversations. Ask questions to elicit more information.

MULTILEVEL INSTRUCTION for 4B

Above-level Encourage students to elaborate on their stories and ask each other questions to get more information.

Pre-level Ask students to note who was pulled over and what the violation was. Tell them to use this information to complete the prompt on the board.

Extra Practice



Interactive Practice

Respond to a police officer's instructions

Getting Started

5 minutes

- Say: We're going to study compound imperatives, or how to connect two commands. In the conversation on page 221, the police officer used this grammar.
- Play CD 3, Track 48. Students listen. Write on the board: *Please turn off your engine and stay in your car.* Underline *turn off* and *and stay*.

Presentation

10 minutes

Compound imperatives

- To review, say: *Imperatives are the form of the verb you use when you give someone a command, directions, or advice. To form imperatives, use the base form of a verb or don't + the base form of a verb.* On the board, write: *Call 911. Don't call 911.*
- Say: Compound imperatives are two imperatives joined together in the same sentence.
- Copy the grammar chart onto the board or show Transparency 11.5 and cover the exercise.
- On the board, write: *Turn off your engine*. *Stay in your car.*
- Read the first item from the Grammar Watch note. Write *and* between the two affirmative imperatives on the board. Read the first sentence in the chart and ask the class to repeat.
- On the board, write: Don't get out of your car. Don't take off your seat belt.
- Read the second item from the Grammar Watch note. Write *or* between the two negative imperatives on the board and cross out *Don't* in the second one. Read the second sentence in the chart and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

PRACTICE

A Read the driving rules. Complete each sentence...

• Read the directions and the example. Ask: Why is the answer and? (because drive carefully and obey all laws are affirmative)

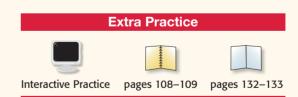
- Optional: Tell students to circle Don't in the sentences. Say: If Don't is at the beginning of a sentence, use or.
- Students compare answers with a partner. Tell pairs to take turns reading the sentences.
- Call on students to read the completed sentences.

B Read the advice about what to do during a traffic...

- Read the directions.
- Write item 1 on the board. Cross out *You should* in both sentences. Write *and* between the two sentences. Read the example.
- Walk around and check students' work. If you see mistakes in items 4 and 5, write item 4 on the board; cross out *You should not* in both sentences and write *or* between the sentences.
- Students compare answers with a partner. Tell pairs to take turns reading the sentences.
- Call on students to read the sentences.

EXPANSION: Grammar practice for B

- Tell students to read the fire safety tips on page 213 again.
- On the board, write: *If there's a fire* . . .
- Pair students. Tell them to choose two affirmative imperatives and combine them with *and*. Tell them to choose two negative imperatives and combine them with *or*.
- Call on pairs to read their sentences (for example, Leave your house immediately and call 911 from a neighbor's house. Don't take anything with you or stop to call 911.).





Show what you know!

1

GRAMMAR

Complete the phone conversations. Use the correct...

- Read the directions. Tell students to refer back to the grammar charts on page 210 (Present continuous: Statements and questions) and page 216 (*There was / There were*) as needed.
- Remind students to use a capital letter when an answer begins a sentence.
- Students compare answers with a partner by reading the conversations.
- Call on two pairs to read the conversations for the class. As pairs read, write the correct answers on the board. Discuss any errors. Tell students to check their spelling.
- *Optional:* Call on pairs to perform for the class.

2

LIFE SKILLS WRITING

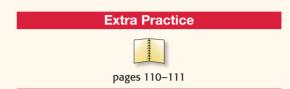
Turn to page 266 and ask students to complete the employee accident report. See page T-xii for general notes about Life Skills Writing activities.

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.



EXPAND

Show what you know!

3

ACT IT OUT

STEP 1. CLASS. Review the Lesson 2 conversation...

- Tell students to review the conversation in Exercise 3C on page 209.
- Tell them to read the conversation silently and then practice it with a partner.
- Play CD 3, Track 34. Students listen.
- As needed, play Track 34 again to aid comprehension.

STEP 2. ROLE PLAY. PAIRS. Student A, you see...

- Read the directions and the guidelines for A and B.
- Tell A to think of an emergency situation and location. Suggest that A review the medical emergencies on page 207 and the dangerous situations on page 214. Tell A to start the conversation by pretending to dial 911.
- Tell B to highlight or underline questions from the Lesson 2 conversation that he she can ask.
- Remind A to use the present continuous or simple past with a medical emergency (for example, *She's bleeding* or *He swallowed poison*.) or *There was / There were* with a dangerous situation. Suggest that B can also ask *Was anybody hurt?* about a dangerous situation.
- Walk around and observe partners interacting. Check A's use of the present continuous, simple past, or *there was / there were*.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii 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 Fahad'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 happened to Fahad? What did the doctor say? What is Fahad afraid to do? Why?).

STEP 2. PAIRS. What is Fahad's problem? What...

- Ask: What is Fahad's problem? (Fahad can't work for one week because he had an accident. He's afraid to tell his boss.). What can Fahad do?
- Pair students. Read the ideas in the list. Give them a couple of minutes to discuss possible solutions for Fahad.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think he can report his accident to his boss. This is a good idea.).
- Now tell students to think of one new idea not in the list (for example, *He can call in sick.*) 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

Cross-ability Tell students to read the ideas in the book and think about the pros and cons of each. Direct the higher-level student to say a pro and con of one idea and the lower-level student to identify the idea (for example, *He can report his accident to his boss.* Pro: *It's honest. He can stay home and get well.* Con: *He might lose his job.*).

5

CONNECT

Turn to page 254 for the Study Skills Activity and page 284 for the Team Project. See page T-xi 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.

12

The World of Work

Classroom Materials/Extra Practice T CD 3 Transparencies 12.1–12.6 Workbook Unit 12 Workbook Unit 12 Morkbook Unit 12 Unit 12

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Expressions of necessity: must / have to
- Expressions of prohibition: *must not / can't*
- Information questions with *Who*
- Information questions with What / Which / When / Where
- Can / Could to ask permission

Pronunciation

- Rising intonation in Yes / No questions
- Falling intonation in statements and Whquestions

Reading

- Read a FAQ about the Social Security program
- Reading Skill: Think about what you know

Writing

- Write about your responsibilities
- Write about your life after you retire

Life Skills Writing

• Complete a vacation request form

Preview

- Set the context of the unit by asking questions about work (for example, *Do you work? Where do you work? What are your job duties? What are your hours?*).
- Hold up page 225 or show Transparency 12.1. Read the unit title and ask the class to repeat.
- As needed, explain: The world of work means all about work.
- Say: Look at the picture. Ask the Preview questions: Where is the woman? (at work) What is she doing? (clocking in / out) As needed, explain: When you clock in, you record the time you arrived at work. When you clock out, you record the time you left work.

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:
 - *Policies*: similar to procedures or rules; the way things are done at a particular place
 - Pay stub: a piece of paper that's attached to your paycheck; it shows how much money you earned and how much money was taken out for taxes, insurance, etc. (Show the art on page 232.)
 - *Cover your hours:* to work for you when you can't come to work
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

Getting Started

10 minutes



WHAT DO YOU KNOW?

A CLASS. Look at the pictures. What are the people...

- Show Transparency 12.2 or hold up the book. Tell students to cover the list of words on page 227.
- Say: Look at the pictures. What are the people doing? Which job responsibilities do you know? Elicit a job responsibility (for example, Number 7 is wash hands.).
- Students call out answers. Help students pronounce job responsibilities if they have difficulty.
- If students call out an incorrect job responsibility, change the student's answer into a question for the class (for example, Number 9 is wear a uniform?). If nobody can identify the correct job responsibility, tell students they will now listen to a CD and practice the job responsibilities vocabulary.

Presentation

5 minutes



B Look at the pictures and listen. Listen...

- Read the directions. Play CD 3, Track 49. Pause after number 12 (store the equipment).
- Tell students to look at picture 5. Explain: Work as a team means work together to do a job.
- Tell students to look at pictures 11 and 12. Explain: Maintain the equipment *means take care of the* equipment. Store the equipment means put the equipment away properly.
- To check comprehension, say each job responsibility in random order and ask students to point to the appropriate picture.
- Resume playing Track 49. Students listen and repeat.

Controlled Practice 20 minutes

PRACTICE

A PAIRS. What are the job responsibilities for...

- Read the directions.
- Say the jobs from the box and ask the class to repeat.

- Ask: *Do you remember these jobs from Unit 8?* Ask: Who receives shipments and unloads materials? (a warehouse worker) *Who installs computer* hardware and helps with computer problems? (a computer system administrator) Who takes care of patients and records patient information? (a nurse assistant) Who assists customers and sometimes stocks shelves? (a sales assistant) Point out that sales assistant is the same as sales associate.
- Ask: What are other responsibilities of these jobs? Ask two students to read the example.
- Pair students. On the board, write: What are the responsibilities of a _____? Say: Student A, ask about the responsibilities of a job from the box. Student B, say at least two job responsibilities from the list on page 227. Then switch roles.
- Walk around and help as needed. Tell students that there is more than one correct answer. Encourage students to guess if they're not sure about the responsibilities of a job. Remind students to switch roles.
- Write each job from the box as a heading on the board. Ask the class: What are the responsibilities of a computer system administrator? List students' ideas on the board (for example: maintain the equipment, ask questions, work as a team). Repeat with the other jobs from the box.

B WORD PLAY. GROUPS OF 3. Look at...

- Read the directions.
- Say: Look at the example. Wear a uniform is a *job responsibility in the category* Wear the right clothing. What's another job responsibility in this category? (wear latex gloves / wear safety gear)
- Form groups of 3. Ask: What's a job responsibility in the category Follow health and safety rules? Tell groups to talk about job responsibilities for each category and to choose one to write in the chart.
- List the categories on the board. Ask one student from each group to write the group's answers to the right of each category on the board. Tell the students to write only answers that are not already on the board.
- Read the categories and job responsibilities on the board. Talk about how the job responsibilities fit into the categories (for example, say: A uniform is clothing, so wear a uniform can go in the Wear the right clothing *category*.).

Lesson 1 Vocabulary

Learning Strategy: Learn words that go together

- Provide each student with six index cards or tell students to cut up notebook paper into six pieces.
- Read the directions.
- Walk around as students work. If misspellings occur, tell them to check the list on page 227.
- Say: You can remember new vocabulary when you write words that go together. Remind students to use this strategy to remember other new vocabulary.

Communicative Practice 15 minutes

Show what you know!

STEP 1. Look at the list of job responsibilities. Think...

- Read the directions.
- Model the activity. List the responsibilities for your job on the board (for example, *Teacher: follow directions, ask questions, work as a team*).
- Tell students to think about the job they have now or a job they want. Tell them to look at the list of job responsibilities and circle the responsibilities for their job.
- Tell students to write the job title and list the responsibilities.

STEP 2. PAIRS. Tell your partner about the job and...

- Read the directions.
- Model the activity. Tell the class about your job. Point to the job title and responsibilities on the board. Say: *I am a teacher. Teachers have to follow directions, ask questions, and work as a team.*
- Write on the board: *I want to be a* _____. Ask are above-level student to tell the class about a job he or she wants and the responsibilities.
- Pair students. Tell them to take turns describing their job's responsibilities.
- To wrap up, ask a few students to tell the class about the job his or her partner has or wants.

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability The higher-level student describes the job he or she wants first. Then, as needed, the higher-level student can prompt the lower-level student by asking questions, for example, *Do cooks have to wear a uniform?*



Ask about policies at work

Getting Started

10 minutes



BEFORE YOU LISTEN

A CLASS. Look at the picture of a customer and...

- Read the directions. Say: *Point to the customer.* Point to the employee. Ask: Where are they? (at the Greenville Hotel)
- Ask: What is the employee doing wrong? Elicit students' ideas and write them on the board. (Possible answers: He's eating. He's drinking. He's talking on the phone and not helping the customer. He isn't wearing the right clothing. He isn't helping the customer.)

Teaching Tip

If you notice that students are not using the present continuous, do a mini-review by prompting students to rephrase responses in the present continuous. For example, if a student says *He has food*, write *He's* on the board and elicit eating.

B CLASS. What other things are employees...

- Say: *Employees are usually not allowed to eat, drink,* talk on the phone, wear shorts or wild clothing, or not pay attention to customers.
- Ask: What other things are employees usually not allowed to do at work? Elicit students' ideas and list them on the board (for example, chew gum, smoke, text, wear too much jewelry, arrive late, use alcohol or drugs).

Presentation

20 minutes



LISTEN

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 307 as they listen to the conversations.

A Listen to the Michelle Rivera...

- Read the directions.
- Tell students to look at the picture and point to Michelle. Ask: Who is Michelle talking to? (new employees) What kind of meeting is this? (an orientation) What is an orientation? (a meeting for new employees) Say: At an orientation, new employees learn about company policies, or what they are expected to do and what they are not allowed to do.
- Tell students to read the directions and answer choices silently.
- Play CD 3, Track 50. Students listen and check the boxes of topics they hear.
- Students compare answers with a partner.
- Ask: What does Michelle talk about? Call on students to say the answers.
- Write *dress code* on the board. Ask: *Which of the* four answers has the same meaning as dress code? (wearing the right clothing) Tell students to write dress code next to wearing the right clothing.

B Listen again. Complete the sentences....

- Read the directions.
- Tell students to read the sentences silently.
- Play Track 50 again. Students listen and write the
- Play Track 50 again to aid comprehension. Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the sentences. Write the answers on the board. Tell students to check their spelling.
- Ask: What's an ID badge? Tell students to point to Michelle Rivera's ID badge in the picture. Tell students to look at the picture in Before You Listen. Ask: Is the employee wearing his ID badge? (No.) Do you wear an ID badge at your job?
- Optional: Say: Housekeeping and food service are two departments at the Greenville Hotel. What department does Michelle Rivera work in? Play the beginning of Track 50 again. Tell students to listen for her department. Repeat the question. Elicit and write on the board: human resources. Explain: Human resources is the department in a company that deals with employing, training, and helping people. Most people call it H.R.

Lesson 2 Ask about policies at work

CONVERSATION



A Listen to the questions. Then listen...

- Read the Pronunciation Watch note and the directions.
- Tell students to look at the questions. Ask (with rising intonation): *Are they all* Yes / No *questions?* (Yes.) Say: Listen for the voice to go up at the end of each question. Then practice making your voice go *up at the end of each question.*
- Play CD 3, Track 51. Students listen.
- Resume playing Track 51. Students listen and repeat.

Controlled Practice 15 minutes

B Monica is a new employee at...

- Read the directions. Ask: Who's Monica? (a new employee at the Greenville Hotel)
- Tell students to read the conversation silently and underline the Yes / No questions.
- Ask: Which questions did you underline? Write Can I ask you a question? and Am I allowed to wear *sneakers?* on the board and mark the intonation with an arrow as in Exercise 3A. Tell students to mark the sentences in their books. Say the questions and ask the class to repeat.
- Optional: Point out that What do you want to know? is an information question and has different intonation / pronunciation.
- Play CD 3, Track 52. Students listen and repeat.
- Ask: Are employees at the Greenville Hotel allowed to wear sneakers? (No.) What do they have to wear? (black shoes) Say: Look at the picture in Exercise 1A on page 228 again. Is the employee wearing black *shoes?* (No.) *What is he wearing?* (sneakers)

PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Walk around and pay particular attention to students' intonation in the *Yes / No* questions.
- Read the directions.
- Tell students to look at the information in the boxes. Say each phrase and ask the class to repeat.

- Copy the conversation onto the board with blanks. Read it and when you come to a blank, fill in a student's name or information from the same row in the boxes. As you fill in each blank, say the color of the answer space and point to the same-color phrase you choose from the boxes.
- Ask the student whose name you used and another on-level student to practice the conversation.
- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks.
- Walk around and check that A uses rising intonation in the *Yes / No* questions.
- 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. Make your own...

- Read the directions. Write: *Am I allowed to* .? and No, you aren't. You have to _ as headings on the board. As a class, brainstorm pairs of phrases to complete the sentences and write them on the board (for example, wear shorts / wear pants, drink in the warehouse / drink in the break room, leave early / talk to a manager).
- Pair students and tell them to practice the conversation in Exercise 4A with the information on the board or their own information.
- Walk around and check that pairs substitute information correctly and that A uses rising intonation in the *Yes / No* questions.
- Call on pairs to perform for the class.

EXPANSION: Speaking Practice for 4B

- Pair students.
- Say: What are you not allowed to do at your job? Tell your partner. If you don't work, talk about what a family member's not allowed to do at work.
- Call on several students to say something their partner (or their partner's family member) is not allowed to do at their job.

Extra Practice



Interactive Practice

Talk about responsibilities

Getting Started

5 minutes

- Say: We're going to study *must*, *have to*, *must not*, and *can't*. In the conversation on page 229, Michelle used this grammar.
- Play CD 3, Track 52. Students listen. Write on the board: *You have to wear black shoes.* Underline *have to wear.*

Presentation

10 minutes

Expressions of necessity: must / have to

- Copy the top grammar chart onto the board or show Transparency 12.3 and cover the exercise.
- Read the first two sentences in the top chart. On the board, write: *have to wear = must wear*. Say: *These two sentences have the same meaning*: You need to wear black shoes.
- Read the first and third sentences in the top chart. On the board, write: have / has to + *base form of a verb.*
- Read the second and fourth sentences in the top chart. On the board, write: must + base form of a verb. Explain: Must does not change, and we don't use to after must.
- Read all of the sentences in the top chart and tell the class to repeat.
- Read the Grammar Watch note and ask the class to read along silently. Underline He has to wear black shoes in the top chart. Ask the class to make it into a question. Elicit and write on the board: Does he have to wear black shoes?

Expressions of prohibition: must not / can't

- Copy the bottom grammar chart onto the board or show Transparency 12.3 and cover the exercise.
- Read the two sentences in the bottom chart and tell the class to repeat. Say: *These two sentences have the same meaning: Don't wear sneakers.*
- On the board, write: must not / can't + base form of a verh.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes



PRACTICE

Complete the conversations. Use must, must not...

- Read the directions and the example. Ask: What is another possible answer? (must go) How do we know to use the verb go? Underline Are you going in A's line.
- Students compare answers with a partner by reading the conversations. Remind students that there is more than one correct answer.
- There are two possible answers for each item. Elicit both answers by calling on two pairs to read each conversation. For each item, write both possible answers on the board.
- *Optional:* Call on pairs to perform the completed conversations for the class.

Talk about responsibilities

2

PRACTICE

A READ. Read the information. Answer the questions.

- Ask students to read the information silently and write answers to the questions.
- Read the information out loud. Ask the class the questions and elicit answers.

B Complete the statements about Jack's...

- Tell students to look at the information again. Say: *Jack is an employee. What are his responsibilities?* Read the directions.
- Write the example on the board. Point out that have to changes to has to because Jack is the subject. Ask: How do we know to use the verb be? Tell students to circle Be in the first reminder in the list Your Duties as an Employee. Ask: What is another possible answer? (must be)
- Remind students to use verbs from *Your Duties as* an *Employee*. Say: *There is more than one correct* answer.

© PAIRS. Compare your answers.

- Pair students. Students compare answers by taking turns reading the sentences.
- Say: If you both have the same answer, talk about the other possible answer. Write the other possible answer to the right of each sentence.
- Call on students to read the sentences. Elicit both possible answers for each item.

Communicative Practice 20 minutes

Show what you know!

STEP 1. NETWORK. Are you an employee...

- Read the directions.
- Ask for a show of hands as you ask the questions from the directions: *Are you an employee? A student? A parent?*

 Designate an area of the classroom for employees, students, and parents to meet. If groups are very disproportionate, switch students who are members of more than one group to the smaller groups.

STEP 2. SAME GROUPS. What responsibilities...

- Read the directions.
- Tell all students to take out one sheet of paper. Provide groups with tape.
- Tell groups to think of responsibilities and form sentences with have to or can't. Say: Ask one group member to write each sentence in large print on their sheet of paper. Ask two other group members to check the sentence. Then tape the sheet of paper on the wall for the whole group to see.
- Remind groups to write and post at least five sentences.

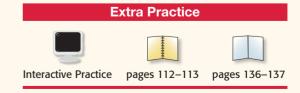
STEP 3. CLASS. Write three lists of responsibilities...

- On the board, write the headings: Your Duties as an Employee, Your Duties as a Student, and Your Duties as a Parent.
- Read the directions.
- Ask two students from each group to collect the sheets of paper and copy the responsibilities onto the board
- Call on two different students from each group to take turns reading their group's sentences.
- Ask the class: Which group has the most responsibilities: employees, students, or parents? Count the sentences and circle the answer.

Progress Check

Can you . . . talk about responsibilities?

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



Read a pay stub

Getting Started

5 minutes

Cook at Frank's pay stub again. Correct...

Controlled Practice

• Ask: Do you work? When you get your paycheck, do you look at the pay stub? (Explain as needed: The paycheck.) What information is on your pay stub? (how much money you earned and how much

- pay stub is the piece of paper that's attached to your money was taken out for taxes, insurance, etc.)
- Tell students to look at Frank's pay stub again. Say: Point to the pay date. Ask the class: What is the meaning of pay period? (days you worked for this paycheck) What is the meaning of rate of pay? (amount of money you get per hour)

25 minutes

- Read the directions. Write the example on the board. Ask: Why is the answer one week? (because the pay period is 10/17-10/23: seven days)
- Students compare answers with a partner.
- Call on students to read the corrected sentences.

Presentation

15 minutes

READ A PAY STUB

A PAIRS. Look at Frank's pay stub. How much...

- Write *deductions* on the board. Tell students to look at the pay stub and find the definition for deductions. Ask: What are deductions? (money taken out [of your paycheck] to pay for taxes and insurance)
- Read the directions.
- Pair students. Tell them to read the pay stub and circle the answers to the two questions.
- Ask: How much money did Frank earn? (\$400) Say: \$400 is his gross pay, the amount of money he earns before deductions.
- Ask: How much money did Frank get? (\$296.80) Say: \$296.80 is his net pay, the amount of money he gets after deductions. Net pay is also called take-home pay.
- Ask: How much money was taken out of Frank's paycheck? (\$103.20) What did this money pay for? (federal tax, state tax, Social Security, Medicare, and State Disability Insurance)

B Look at Frank's pay stub again. Match...

- Read the directions.
- Say the deductions and ask the class to repeat. Do the same for the definitions. Explain that someone who is *disabled* has a physical or mental condition that can make it difficult for him or her to work.
- Students compare answers with a partner.
- Say the deductions and call on students to read the definitions.
- Tell students to close their books. Say the definitions in random order and tell students to call out the deductions.

Teaching Tip

Encourage students to keep a personal dictionary with English words and definitions in their notebooks. When definitions are provided (as pay stub terms and kinds of deductions are here), they can copy the words and definitions into their notebooks.

Culture Connection

- Ask: What is Social Security? (money for older people not working now) What is Medicare? (money for health care for older people)
- Say: Social Security and Medicare are *employment taxes collected by the U.S.* government. Ask: Are they state or federal programs? (federal)
- Explain: Social Security and Medicare are social insurance programs. Social Security provides money for retired people, disabled people, and the children of workers who die. Medicare provides health insurance coverage to people who are 65 years old and over.
- · Ask: Do older people receive money and health care from the government in your home country? *Is money deducted from people's* paychecks to pay for these programs?

Read a pay stub

2 PF

PRACTICE

A Read Alex's pay stub. Answer the questions.

- Read the directions and note. Ask: When do you get overtime pay? (when you work more than 40 hours a week) Do you get paid more or less for overtime? (more)
- Read the example. Tell students to highlight or underline the pay period on Alex's pay stub. Ask: *How many weeks of work is this?* (two weeks)
- Tell students to refer back to the explanations of Frank's pay stub on page 232 as needed.

B PAIRS. Check your answers.

- Students compare answers with a partner. Tell them to take turns asking and answering the questions.
- Read the questions and call on students to say the answers.
- Ask additional questions: How many deductions were taken out of Alex's paycheck? (four) How much did Alex pay the U.S. government in taxes? (\$114) What are the other deductions on Alex's pay stub? (state tax, Social Security, and Medicare)
- Explain: Social Security and Medicare taxes are employment taxes collected by the U.S. government. FICA, or Federal Insurance Contributions Act, is the law that requires employees and employers to pay Social Security and Medicare taxes.

Communicative Practice 15 minutes

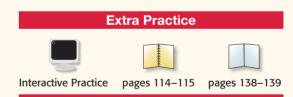
© PAIRS. Look at the pay stub in Exercise A. Look...

- Read the note about overtime pay again. On the board, write: *overtime* = 1.5 *x regular rate of pay*.
- Tell students to look back at Frank's pay stub on page 232. Ask the class to calculate Frank's overtime pay rate. Elicit and write on the board: $1.5 \times 10.00 = 15.00$.
- Read the directions.
- Tell students to circle Alex's overtime earnings (\$180.00). Ask: *How many overtime hours did Alex work?* (10 hours)
- Pair students and tell them to calculate Alex's overtime pay rate. Tell them to show two different ways to calculate it.
- Ask two students to show how to calculate Alex's overtime pay rate on the board: \$180/10 = \$18.00 per hour; $1.5 \times $12.00 = 18.00 per hour.
- *Optional:* Tell students to calculate their own overtime rate of pay.

Progress Check

Can you . . . read a pay stub?

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



Ask a co-worker to cover your hours

Getting Started

10 minutes



BEFORE YOU LISTEN

A READ. Look at the picture. Read the information...

- Tell students to look at the picture. Ask: Where are the people? (at a music store) Say: Point to the *employee. Point to the customers. How does the* employee look? (stressed, tired, upset) How do the customers look? (angry, impatient, annoyed)
- Read the directions. Tell students to read the information silently.
- Ask: Who is the employee in the picture? (Ron) What is his position? (manager) Who is Jim? (one of Ron's employees)
- Tell students to read the questions and underline the answers in the paragraph.
- Ask the questions and elicit answers.

B GROUPS OF 3. What should employees do if...

- Ask the class: When does Jim call to say he can't work his shift? (an hour before his shift starts)
- Read the directions. Form groups of 3. Tell groups to assign a recorder, listener, and reporter.
- Tell groups to brainstorm and reporters to list their group's ideas (for example, call as soon as they know they will miss work, ask another employee to work their shift, trade shifts with another employee, find another solution for a personal situation to avoid missing work).
- Ask: What should employees do if they are going to miss work? Call on the reporter from each group to say one idea. To avoid repetition, tell the listeners to look at the group's list and make checkmarks next to ideas other groups say.

Presentation

20 minutes



LISTEN

A CLASS. Luis and Rachel are co-workers. Look...

• Read the directions. Direct students to look at the picture. Say: Point to Luis. Point to Rachel. Ask: Are they wearing uniforms? (Yes.) What do you think their job is? (nurse assistants)

- Ask: What are they talking about?
- Elicit students' guesses and list them on the board.
- Tell students to look at the schedule behind Luis and Rachel. Ask the class: When is Luis working? (on Monday from 9:30 to 2:00 and on Tuesday from 2:00 to 9:00) When is Rachel working? (on Tuesday from 6:00 to 9:00)

B Listen to the conversation. Was your...

- Read the directions.
- Play CD 3, Track 53.
- Ask: What are they talking about? Read the guesses on the board. Elicit and circle the best answer. (trading shifts)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 307 as they listen to the conversation.

G Listen again. Answer the questions.

- Read the directions.
- Tell students to read the questions silently. Ask: What's a favor? (something that you do for someone in order to help them)
- Play Track 53 again. Students listen and answer the questions.
- Students compare answers with a partner. Tell them to take turns reading the questions and answers.
- Read the questions and call on students to answer.
- Say: Rachel will cover Luis's hours on Monday. Tell students to write this change on the schedule in the picture.

D Listen to the whole conversation....

- Read the directions. Tell students to read the question and answer choices silently.
- Play CD 3, Track 54. Students listen and answer the questions.
- Read the question and answer choices. Ask students to raise their hands for their answer.
- *Optional:* Ask: *Do you ever ask co-workers to cover* your hours? Do you ever cover hours for your co-workers? Who do you like to work with?

Lesson 5 Ask a co-worker to cover your hours

CONVERSATION



A Listen to the sentences. Then listen...

- Read the Pronunciation Watch note.
- Optional: Ask: What kind of intonation do Yes / No *questions have?* (rising intonation) What kind of intonation do information questions and statements *have?* (falling intonation)
- Tell students to look at the sentences. Say: Point to the information questions. Point to the statements.
- Write the sentences on the board and mark the intonation. For each sentence, ask: What's the most *important word in the sentence?* (up, start, study, 9:30)
- Read the directions. Say: Listen for the voice to jump up on the most important word in each sentence and then go down at the end of each sentence.
- Play CD 3, Track 55. Students listen.
- Resume playing Track 55. Students listen and repeat.

Controlled Practice 15 minutes



B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 234.
- Tell students to read the conversation silently, find the Yes / No questions, and mark the rising intonation. (Can I ask you a favor? Can you take my shift for me?) Tell them to find the information questions and mark the falling intonation (What is it? What's up? What time do you start?)
- On the board, write these statements: *I'm on the* schedule for Monday, but I can't come in. I have to study for a test. Mark the falling intonation and ask the class to repeat. Tell students to mark the intonation in the conversation.
- Read the directions. Play CD 3, Track 56. As students repeat, listen carefully for the correct intonation.

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 boxes. Write the red questions on the board. Ask: *Rising or falling intonation?* Mark the falling intonation. Say the questions and ask the class to repeat.
- Say the blue phrases and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board with blanks. Read it and use the name of an on-level student in the first blank. When you come to the second blank, ask what color it is. Point to the box that's the same color and fill in the blank with the first item in the box
- Ask the student whose name you used and another on-level student to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two abovelevel students to make up a new conversation in front of the class.
- Tell pairs to take turns playing A and B. Tell them to use their names and the information in the boxes to fill in the blanks.
- Walk around and check students' intonation.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

Communicative Practice 15 minutes

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

- Read the directions.
- Brainstorm and write on the board different reasons. for missing work. Begin each reason with the base form of a verb (for example, go to my daughter's parent-teacher conference, go to the doctor, study for a test, stay home and wait for the plumber). If possible, draw a blue box around the list.
- Pair students and tell them to practice the conversation, using information on the board or their own information.
- Walk around and remind students to switch roles. Check that students are using correct intonation.
- Call on pairs to perform for the class.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

15 minutes

- Say: We're going to study information questions with Who. In the conversation you listened to in Exercise 2D on page 234, Rachel used this grammar.
- Play CD 3, Track 54. Students listen. Write on the board: *By the way, who's working that day?* Underline *who's working*.

Presentation

10 minutes

Information questions with Who

- Copy the grammar charts onto the board or show Transparency 12.4 and cover the exercise.
- Tell students to look at the answers in the right charts. Point to each answer and ask: *Who?*Underline: *Luis and I, Mary, your supervisor*, and *Jeff.* Point to the underlined people in the first two answers and say: *They are subjects.* Point to the underlined people in the last two answers and say: *They are objects.* Label subjects and objects on the board.
- Tell students to look at the questions. Read the questions in the bottom left chart. Say: When who is the object of the question, use normal question word order. Write on the board: Who + does, do, or did + subject + base form of verb.
- Read the first two questions. Say: When who is the subject of the question, don't use does, do, or did. Don't change the verb, except to make third-person plural verbs singular. Write on the board: Who + verb. Then write: Luis works on Mondays. → Who works on Mondays? / Luis and I work on Mondays → Who works on Mondays.
- Read the first item in the Grammar Watch note. Then read the questions and answers in the top grammar charts and ask the class to repeat.
- Read the second item in the Grammar Watch note. Then read the questions and answers in the bottom grammar charts and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

PRACTICE

A Put the words in order. Write questions. Capitalize...

- Read the directions.
- Tell students to read the Grammar Watch note again and underline Who + *a verb* and Who + *a helping verb* + *a subject* + *a verb*.
- Write the example on the board. Point to *Who* and *needs* in the answer and say: Who + *a verb*.
- Tell students to find items in the exercise that have *do* and to mark those sentences *Object*. Tell them to review the grammar charts as they do the exercise.
- Walk around and spot-check for capitalization.
 Remind students to use questions marks. If students have difficulty, suggest that they cross out the words as they use them.
- Students compare answers with a partner. Tell them to take turns reading the questions.
- Call on students to read the questions.

EXPANSION: Grammar Practice for 1A

- Tell pairs to write answers to the questions in Exercise 1A. Tell them to use classmates' names (for example, *Sergio needs extra hours*. *Ask Minh about sick time*.).
- Call on pairs to read questions and answers.

B Write questions with Who to ask for...

- Read the directions. Write item 1 on the board and point to the answer. Ask: *Why is the answer* Who needs a favor? (because Bill is the subject) Ask two students to read the example.
- Say: Before you write a question, look at the underlined information in B's response. Decide if it's the subject or the object. Read the Grammar Watch note again.
- Students compare answers with a partner by reading the conversations. Walk around and spotcheck for capitalization and question marks.
- Call on pairs to read the conversations. Write the questions on the board. Discuss any errors.

Lesson 6 Ask about work schedules

Presentation

5 minutes

Communicative Practice 15 minutes

Information questions with What / Which / When / Where

- Copy the grammar charts onto the board or show Transparency 12.4 and cover the exercise.
- Read the questions and answers in the charts and ask the class to repeat.
- Tell students to look back at the Grammar Watch note on page 236. Ask the class: Which pattern do these questions follow? On the board, write: question word + a helping verb + a subject + a verb. Ask: What are the helping verbs? List does, do, and did under a helping verb. Ask: What form of the *verb do you use?* Write *base form* under *a verb*.
- Tell students to close their books. On the board, write: Which days, Where, and What time. Say: at 3:00 P.M., the break room, Thursday and Friday and ask the class to call out the question word(s).
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes



PRACTICE

Complete the conversations. Write information...

- Read the directions. Tell students to underline the question words in the directions.
- Ask two students to read the example. Repeat the question. Point to *question word* + *a helping verb* + a subject + a verb on the board. Ask the class: What are the question words? What's the helping verb? What's the subject? What's the verb? As students answer, write each word or phrase from the question under its corresponding label.
- Tell students to first look at the responses and decide what time, which, or where.
- Walk around and spot-check for capitalization and question marks.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations for the class. Write the questions on the board. Discuss any errors.

Show what you know!

GROUPS OF 3. Look at the work schedule. Student...

- Form groups of 3.
- Read the directions. Ask: What does Student A do? (chooses one employee) *Does Student A tell the* group which employee? (No.) What do Students B and C do? (guess the employee) How? (They ask questions with What, Which, and When.)
- Ask a group to read the example. Ask: Who can it be? (Ivan, Marco, or Will)
- Tell students to look at the work schedule. Brainstorm other questions students can ask and write them on the board (for example, Which days does he have off? What time does he get breaks? What time does he finish work?).
- Tell Students B and C to take turns asking Student A questions.

MULTILEVEL INSTRUCTION

Pre-level Direct students to use the questions on the board when they play B and C. Point out that all the employees are men, so they don't need to make any changes to the questions. **Above-level** Direct students not to look at the questions on the board when they play B or C.

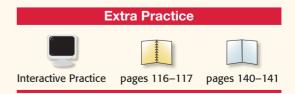
EXPANSION: Speaking Practice

• Tell pairs to choose two employees with different hours from the work schedule and to role-play asking their partner to cover their hours.

Progress Check

Can you . . . ask about work schedules?

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



Read about the Social Security program

Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU READ

A READ. PAIRS. Look at the pictures. Read about...

- Read the directions.
- Pair students and tell them to read about Fran and Al silently. Tell them to underline the reasons why they stopped working.
- Read the sentences about Fran and Al. Ask: How old is Fran? (70 years old) Why did Fran stop working? (She retired.) What happened to Al? (He was in an accident.) Why did he stop working? (He is disabled.)
- Say: When you stop working because of your age, you . . . Elicit retire from the class. Say: Someone who can't work because of an injury is . . . Elicit disabled from the class. Say retired and disabled and ask the class to repeat.

B CLASS. Social Security is a government program...

- Read the Reading Skill note and the directions.
- Tell students to look back at Exercise 1B on page 232. Ask: What is Social Security? (money for older people not working now)
- Draw a K-W-L chart (a three-column chart with the headings *Know*, *Want to know*, and *Learned*). Under *Know*, list: *government program* and *money* for older people not working now. Ask: What else do you know about Social Security? Add students' ideas to the list under *Know* (for example, a federal / U.S. government program, a deduction from your paycheck, for retired people).
- Point to the second column in the chart and ask: What do you want to know about Social Security? Elicit a couple of questions and write them in the chart (for example, How old do you have to be to get Social Security? Do you have to pay Social Security? Do you have to be a U.S. citizen to get Social Security?).

READ



Read and listen to the FAQ...

- Tell the class to look at the reading. Ask: Where can you find this information? (online) What is the title? (Social Security FAQ)
- Tell students to look at the directions. Ask: What is FAQ? (Frequently Asked Questions) Explain: Frequently Asked Questions is a list of questions that many people ask about a particular topic and their answers.
- Tell students to look at the reading. Ask: What are the Frequently Asked Questions about Social Security? (What is Social Security? How did Social Security start? How does Social Security work? How much do people pay? etc.) Tell students to look at the K-W-L chart on the board. Ask: *Are any of* these questions the same as the questions on our
- Play CD 3, Track 57. Students listen and read along silently.
- Read your class's questions in the *Want to know* column of the chart on the board. Play Track 57 again. Pause the CD after each question and answer and ask if any answers were given to the questions in the chart. Write answers under *Learned* on the chart. Ask: *What else did you learn?* For each question and answer in the reading, write one thing students learned on the chart.
- Tell students to take turns reading the information under *Learned* in the chart to a partner.

Read about the Social Security program

Controlled Practice

20 minutes

Communicative Practice 10 minutes

3

CHECK YOUR UNDERSTANDING

A Read the FAQ again. Read the statements. Circle...

- Read the directions.
- Students compare answers with a partner.
- Read the statements and call on students to say the answers. For false items, call on another student to read the question and answer from the FAQ that gives the correct information (2. Every retired person in the U.S. does not get Social Security benefits. 3. You have to work a total of ten years to get Social Security benefits. 4. U.S. citizens and noncitizens can get Society Security benefits. 5. Everyone does not get the same Social Security payment.)

B PAIRS. Look at the boldfaced questions in...

- Tell students to read the Social Security FAQ again silently.
- Pair students. Read the directions. Say: Student A, ask your partner the boldfaced questions from the Social Security FAQ. Student B, close your book and answer the questions in your own words. Look at the chart on the board if you need help.
- Model the activity. Ask a higher-level student: What is Social Security? If the student gives incorrect information, change the student's answer into a question (for example, Social Security is for people 65 and older?).
- Walk around and help as needed. Continue to model how to change incorrect information into a question.

MULTILEVEL INSTRUCTION FOR 3B

Cross-ability Direct the lower-level student to ask the questions first. When it's the lower-level student's turn to answer the questions, direct the higher-level student to ask more specific questions as needed to prompt his or her partner (for example, *Is it a U.S. government program or a state program? What age do you have to be?*).

Show what you know!

Culture Connection

- Ask: How old do you have to be to get Social Security? (62 years old) Explain: You can get some Social Security benefits at 62, but to get full benefits you have to be 67.
- Ask: What is the retirement age in your home country? What age do you have to be to receive retirement benefits?
- Say: In the U.S., older people live on Social Security and also other money they have saved for retirement. There are many types of retirement plans. They allow workers to save money for retirement and pay less in taxes now. The two most popular types of retirement plans are 401Ks and IRAs. You contribute money to a 401K plan through your employer. IRA stands for Individual Retirement Account. You can go in to any bank to open an IRA.
- Ask: How do people save for retirement in your home country?

PRE-WRITING. PAIRS. Someday you will retire...

- Read the directions. Ask: What age do you want to retire at? What year will that be?
- Ask: Are you saving for your retirement? Do you have any retirement accounts? Are there any deductions from your paycheck for retirement? What money will you live on when you retire?
- Model the activity. Say, for example, *I will retire* in 2030. *I have a 401K. When I'm 62, I'll get Social Security.*
- Pair students. Tell partners to ask each other the questions.

WRITE. Write about your life when you are retired....

Turn to page 273 and ask students to complete the activities. See page T-xii for general notes about Writing activities.



Request a schedule change

Getting Started

5 minutes



BEFORE YOU LISTEN

CLASS. Look at some reasons that people change...

- Say: Look at some reasons that people change their work schedules. Say the reasons and ask the class to repeat.
- Ask: What are some other reasons that people change their work schedules? Write students' ideas on the board (for example, I want to work parttime / full-time. My child-care situation changed. *I* want to be home with my children after school. *I* need to get a ride with another employee.).
- Optional: Ask: Have you ever asked to change your work schedule? What was the reason?

Presentation

10 minutes



LISTEN

A CLASS. Look at the picture of Linda and Ron....

- Read the directions. Ask: What's their relationship?
- Write the answer choices on the board and read them.
- Call on students to guess. They will listen for the answer in Exercise B.

Listen to Linda and Ron's...

- Read the directions. Play CD 3, Track 58.
- Circle the correct answer on the board. Ask: Was your guess correct?
- Ask: Who is the employee? (Linda) Who is the manager? (Ron)

Controlled Practice

10 minutes



G Listen again. Answer the questions.

- Read the directions.
- Tell students to read the questions silently.
- Play Track 58 again. Students listen and write answers to the questions.
- Walk around as students listen. If students have incomplete or incorrect answers, play Track 58
- Read the questions and call on students to say the answers. Write the answers on the board.

Teaching Tip

Remember that if students need additional support, they can read the Audio Script on page 307 as they listen.

D Listen to the whole conversation....

- Read the directions.
- Play CD 3, Track 59. Students listen.
- Read the question again. Call on a student to say the answer.
- Optional: Ask: Why is Linda taking business classes? (because she wants to be a manager) What kinds of classes would help you get a better job?

Request a schedule change

Presentation

5 minutes

Communicative Practice 15 minutes

CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 240.
- Read the directions. Play CD 3, Track 60. Students listen and repeat.

Controlled Practice

15 minutes



PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with an on-level student's name or information from the top row in the boxes. As you fill in each blank, say the color of the answer space and point to the same-color word or phrase you choose from the boxes.
- Ask the two students whose names you used to read the conversation in front of the class.
- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

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

- Read the directions.
- Review the reasons for asking for a schedule change in Exercise 1 on page 240. Say the reasons and ask the class to repeat. Review the additional reasons the class brainstormed on the board. Say the reasons and ask the class to repeat.
- Say: Pretend you need to ask for a schedule change at work. On the board, write: When do you work now? Why do you need to change your schedule? What schedule do you want to change to? (If possible, write the first question in blue, the second in green, and the third in red.) Tell students to write down their answers.
- Model the activity. Write your own answers to the questions on the board. Play Student A and roleplay a conversation with an above-level student. Substitute your answers into the conversation in Exercise 4A. At B's blue blank, prompt the student to use your first answer.
- Pair students and tell them to practice the conversation, substituting the information they wrote into the conversation.
- Walk around and remind students to switch roles.
- Call on pairs to perform for the class.

LIFE SKILLS WRITING

Turn to page 267 and ask students to complete the vacation request form. See page T-xii for general notes about Life Skills Writing activities.

Extra Practice Interactive Practice

Request a schedule change

Getting Started

5 minutes

10 minutes

Communicative Practice

- Say: We're going to study ways to use Can / Could to ask permission. In the conversation on page 241, Linda used this grammar.
- Play CD 3, Track 60. Students listen. Write on the board: Can I speak to you for a minute? and Could *I change to evenings?* Underline *Can...speak* and Could . . . change.

Presentation

5 minutes

Can / Could to ask permission

- Copy the grammar charts onto the board or show Transparency 12.5 and cover the exercise.
- Read the Grammar Watch note.
- On the board, write: *Can I speak to you?* and *Could I speak to you?* Ask: Which one is more formal? (Could I speak to you?) Which one would you use probably use with your manager? (Could I speak to you?) Which one would you probably use with a co-worker? (Can I speak to you?) Point to the answer Yes, you can and ask: Which one is this an answer for? (both)
- Read the questions and answers in the charts and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

Controlled Practice 10 minutes

PRACTICE

A Complete the conversations. Write questions with...

- Read the directions and the example. Ask: What *is the other possible question?* (Could I take a break *now?*) Point out that both *Can I take a break now?* and Could I take a break now? are correct.
- *Optional:* Tell students to look at the responses. Say: If it sounds like a manager, use Could. If it sounds like a co-worker, use Can.
- Students compare answers with a partner by reading the conversations.
- Call on two pairs to read each conversation, one with Can and one with Could.

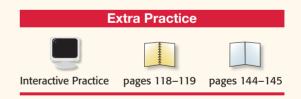
- **B** PAIRS. Student A, ask for permission to do...
- Read the directions.
- Say: Look at the first idea in the box. What question can Student A ask? On the board, write:

A: Can / Could I use your dictionary?

- Tell students to study the grammar charts and Exercise A. Ask: *How can Student B answer?* List ideas on the board (for example, Sure. Of course. Yes, you can. No problem. I'm sorry, but you can't. *Go ahead.*). Say the responses and ask the class to repeat.
- Pair students. Tell students to take out their supplies so their partner can see what they have.
- Walk around and check that students form questions with *Can / Could* correctly.
- Call on pairs to perform for the class.

EXPANSION: Grammar Practice for B

- Write the following list of people on the board: a manager, a co-worker, a police officer, a waiter or waitress, your child's teacher, a doctor, a sales associate, a family member, your teacher, a celebrity.
- Pair students. Say: *Copy the list of people. Ask each* person for permission to do something. Write a *question with* Can *or* Could.
- Tell students to change partners and compare their questions.



REVIEW

Show what you know!

1

GRAMMAR

A Complete the conversation. Use can, can't, could...

- Read the directions. Tell students to refer back to the grammar charts on page 230 (Expressions of necessity: *must / have to*) and page 242 (*Can / Could* to ask permission) as needed.
- Tell student to read the Safety Reminder.
- Students compare answers with a partner by reading the conversation.
- Call on a pair to read the conversation. Where *can* and *could* are both correct, elicit the alternate answer from the class.

B Complete the conversations. Write information...

- Read the directions.
- Tell students to refer back to the grammar charts on page 236 (Information questions with *Who*) and page 237 (Information questions with *What / Which / When / Where*) as needed as they fill in the blanks.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations for the class. Discuss any errors.

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 12, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.



EXPAND

Show what you know!

2

ACT IT OUT

STEP 1. CLASS. Review the Lesson 2 conversation...

- Tell students to review the conversation in Exercise 3B on page 229.
- Tell them to read the conversation silently and then practice it with a partner.
- Play CD 3, Track 52. Students listen.
- As needed, play Track 52 again to aid comprehension.

STEP 2. ROLE PLAY. PAIRS. Student A, you are...

- Read the directions and the guidelines for A and B.
- Pair students. Tell A: Ask if you are allowed to do something and if you have to do something. Tell B to answer with what employees must do, have to do, must not do, or can't do.
- Walk around and observe partners interacting. Check pairs' use of expressions of necessity and prohibition.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii 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.

3

READ AND REACT

STEP 1. Read about Ivan'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 is Ivan's job? When did Ivan start? What does Ivan need? What did the new employees get? Why is Ivan upset?).

STEP 2. PAIRS. What is Ivan's problem? What can...

- Ask: What is Ivan's problem? (The new employees get a lot of overtime hours, but Ivan almost never gets overtime.). What can he do?
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Ivan.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think he can offer to cover other employees' hours. This is a good idea.).
- Now tell students to think of one new idea not in the list (for example, *He can apply for a job in another department.*) 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, for idea 1, A: I like this idea. Maybe the boss doesn't know that Ivan wants more hours.

Above-level Pairs discuss the problems with each idea (for example, A: *He can't get a second job because commuting to two jobs is hard.*)

4

CONNECT

Turn to page 255 for the Goal-setting Activity and page 285 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 225.

Ask students to turn to page 225 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.