

2

All in the Family

Classroom Materials/Extra Practice



CD 1
Tracks 21–34



Transparencies 2.1–2.6
Vocabulary Cards Unit 2



MCA
Unit 2



Workbook
Unit 2



Interactive Practice
Unit 2

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.*

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.

C 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.

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 above-level 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

Getting Started

10 minutes

1

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.

C



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*).

3 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.

4 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 A and B.
- 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 above-level student. Use real information to complete B’s response.
- Pair students and tell them to take turns playing A and B.

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

- 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 family.*
- 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.

Controlled Practice

15 minutes

1 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.

Controlled Practice

15 minutes

2

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

Show what you know!

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.

Extra Practice



Interactive Practice



pages 12–13



pages 16–17

Getting Started

10 minutes

Presentation

20 minutes

1

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.

2

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*.

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.

C 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.

Extra Practice



Interactive Practice



pages 18–19

Getting Started

5 minutes

1

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

2

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.

Controlled Practice

10 minutes

C  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?*

3 CONVERSATION

A  Listen. Then listen and repeat...

- Tell students to look at the examples and underline each *do*.
- 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.

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.
- Then, in Exercise 4A, ask students to look at the words in the boxes. Say each one 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 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.

2

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.

Extra Practice



Interactive Practice



pages 14–15



pages 20–21

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 board.
- 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 \times 28.35 = grams and pounds \times .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

1 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.)*

C 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.

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 these.*
- 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

2 PRACTICE



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.

3 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.

Extra Practice



Interactive Practice



pages 16–17



pages 22–23

Getting Started

5 minutes

1

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

2

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.

Controlled Practice

15 minutes

B  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.

C  Listen again. Answer the questions.

- 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. map.
- 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.

Presentation

5 minutes

3 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 repeat.
- 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.

4 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 above-level 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

Getting Started

5 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* and *call*.

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


Controlled Practice

15 minutes

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.

C 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 for C

- 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.

Extra Practice



Interactive Practice



pages 18–19



pages 24–25

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.

C 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

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.