

4

Small Talk

Classroom Materials/Extra Practice



CD 1
Tracks 49–65



Transparencies 4.1–4.6
Vocabulary Cards Unit 4



MCA
Unit 4



Workbook
Unit 4



Interactive Practice
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.*

Getting Started

10 minutes


1 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

2 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

1 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 class)
- 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

2 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.

- Read the directions. Tell students to read the questions silently.
- 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.

C  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.*).

3 CONVERSATION

A  Listen. Notice that one syllable...

- Read the Pronunciation Watch note. Write *family* on the board. Say: *Most people don't say fa-mi-ly 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*, *favorite*, *different*).
- 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.

4 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*.

C 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

- 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*).

Controlled Practice

15 minutes

1 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.

B 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

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 grandmas?* Tell students to circle *have dinner at grandmas* 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)

Communicative Practice

15 minutes

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 third-person 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.

Extra Practice



Interactive Practice



pages 32–33



pages 40–41

Presentation

15 minutes

Controlled Practice

20 minutes

1 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: *Use at _____ with a beginning time. Use 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.

C 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.

Controlled Practice

20 minutes

2 PRACTICE

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.

Extra Practice



Interactive Practice



pages 42–43

Getting Started

5 minutes

1 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 for 1A

- 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 third-person 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

2 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.

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

C 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

3 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:

	<i>Do laundry</i>	<i>Iron</i>
<i>Jane hates . . .</i>		
<i>Karen hates . . .</i>		

- 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

4 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 above-level 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 do.
- On a sheet of paper, tell students to draw a two-column 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

- 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.

Controlled Practice

30 minutes

1 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.

C 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.

Extra Practice



Interactive Practice



pages 34–35



pages 44–45

Getting Started

5 minutes

Presentation


15 minutes

1 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)

2 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 for 2

- 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.*

Controlled 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.

C 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.

Communicative Practice

20 minutes

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.

Extra Practice



Interactive Practice



pages 36–37



pages 46–47

Getting Started

5 minutes

1 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.

Presentation

25 minutes

2 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.


C  **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.

3 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.

C  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.

4 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 roles.
- 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

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*.

C 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.*

Extra Practice



Interactive Practice



pages 38–39



pages 48–49

1 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.

C 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

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.