

6

In the Past

Classroom Materials/Extra Practice



CD 2
Tracks 15–30



Transparencies 6.1–6.6
Vocabulary Cards Unit 6



MCA
Unit 6



Workbook
Unit 6



Interactive Practice
Unit 6

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Simple past: Regular verbs
- Simple past: Irregular verbs
- Simple past: *Yes / No* questions and short answers
- Simple past: Information questions

Pronunciation

- Simple past *-ed* endings
- Question intonation with statements

Reading

- Read a biography of a famous person
- *Reading Skill*: Scanning for information

Writing

- Write about your past activities
- Write about milestones in your life
- Write a short autobiography

Life Skills Writing

- Write a note to a teacher to explain an absence

Preview

- Set the context of the unit by asking questions about the past (for example, *Where were you born? When did you come to the U.S.? Did you watch a movie last weekend?*).
- Hold up page 105 or show Transparency 6.1. Read the unit title and ask the class to repeat.
- Say: *Look at the picture. What do you think their relationship is?* (grandfather and grandson) *What are they looking at?* (photos / a photo album)
- Ask the Preview question: *What are the people talking about?* (the events in the photos / past events)

Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask students to repeat. Explain unfamiliar vocabulary as needed:
Recognize: to know what something is because you have learned about it in the past
Milestones: very important events in a person's life
- Tell students to read the goals silently.
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

Getting Started

5 minutes

1

WHAT DO YOU KNOW?

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

- Show Transparency 6.2 or hold up the book. Tell students to cover the list of words on page 107.
- Say: *Look at the pictures. Which events with family and friends do you know?* Elicit an event (for example, *Number 2 is a wedding.*).
- Students call out answers. Help students pronounce events if they have difficulty.
- If students call out an incorrect event, change the answer to a question for the class (for example, *Number 3 is a birthday party?*). If nobody can identify the correct event, tell students they will now listen to a CD and practice the vocabulary for events with family and friends.

Presentation

5 minutes

B



Look at the pictures and listen. Listen...

- Read the directions. Play CD 2, Track 15. Pause after number 12 (*a surprise party*).
- Tell students to look at the pictures and vocabulary. Ask:
 - Which event celebrates the date on which a husband and wife got married?* (an anniversary party)
 - Which event celebrates the end of a person's career?* (a retirement party)
 - Which event marks the end of a person's life?* (a funeral)
 - Which event is a meeting of related people who haven't seen each other for a long time?* (a family reunion)
 - Which event is a meal in which everyone invited brings a dish to share?* (a potluck dinner)
- To check comprehension, say each event in random order and ask students to point to the appropriate picture.
- Resume playing Track 15. Tell students to listen and repeat.

Controlled Practice

20 minutes

2

PRACTICE

A PAIRS. Student A, point to a picture and ask...

- Read the directions. Read each line in the example and ask the class to repeat. Model correct intonation.
- Play Speaker A and model the example with an above-level student. Point to picture 3.
- Continue the conversation. Prompt Speaker B to point to a picture and ask: *Where are the people?*
- Pair students and tell them to ask about six pictures each.
- Walk around and help students correct each other's mistakes.

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

- Tell students to look at pictures 4 and 10. Say: *The people are dressed formally. What are they wearing?* (dark suits, ties, a dress)
- Tell students to look at pictures 5 and 9. Say: *The people are dressed casually. What are they wearing?* (shorts, jeans, T-shirts, sneakers)
- Read the directions.
- Tell students to complete the first column of the chart on their own and then compare events with their group members. Repeat with the second and third columns.

C CLASS. Are the answers to Exercise B the same...

- Draw the chart from Exercise 2B on the board. As a class, complete the chart for events in the U.S.
- Tell students to compare the chart on the board with their own chart. Ask: *Are there any differences?* Discuss as a class.
- Tell the class to look at the pictures again. Ask: *Are there any events that don't happen in your country? Do people have potluck dinners? Do they have family reunions?*

EXPANSION: Speaking practice for 2C

- Tell students to circle an event on their chart for which the dress is different than in the U.S.
- Form pairs. Say: *What do you wear for this event in your country? What do you wear for this event in the U.S.? Tell your partner.*

Learning Strategy: Personalize

- Read the directions. Explain: Personalize *means to make something about you*.
- Provide each student with five index cards or tell students to cut up notebook paper.
- Model the strategy. Make a card for an event you have attended and show it to the class. Read the information on the card.
- Tell students to make cards for five events they have attended in the past.
- Walk around as students work. If misspellings occur, tell them to check the list on page 107.
- Say: *To practice the vocabulary, read the date and names on one side of the card and try to say the event.* Turn the card over to check your answer.
- Call on students to read their events.
- Say: *You can remember new vocabulary when you write about things that are important to you.* Remind students to use this strategy to remember other new vocabulary.

EXPANSION: Graphic organizer practice

- Draw a web diagram on the board. Tell students to choose a memorable event with family and friends. Tell them to write the event in the circle.
- At the ends of the lines radiating out from the circle, tell them to write as many details as they can about the event.
- To model the activity, complete the web diagram on the board with information about your own special event (for example, *My wedding: July 7, 2001; in Ventura, California; 120 guests; beautiful weather; steak and shrimp dinner; dancing.*).

STEP 2. GROUPS OF 3. Talk about your favorite...

- Ask two students to read the example out loud.
- Tell students to note what they like about their favorite event.
- Model the activity. Prompt a student to ask you: *What's your favorite event?* Answer truthfully, in a manner similar to the example. Then ask an above-level student: *What's your favorite event? Why?*
- Form groups of 3.
- Walk around and listen to students' conversations. Help them explain their choices as needed.
- Call on groups to perform for the class.

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Before students practice the conversation, group them according to the same favorite event. Tell groups to brainstorm reasons why they enjoy the event. Ask an above-level student to record the reasons on a sheet of paper. Tell group members to choose a few reasons and note them in their books. For the activity, group students with different favorite events and, to the extent possible, of different levels.

Extra Practice

Interactive Practice



pages 62–63

Communicative Practice 20 minutes**Show what you know!****STEP 1. Look at the list of events with family and...**

- Read the directions. Tell students to write their favorite event on the line.
- Ask them why they enjoy the event and tell them they will discuss their reasons in Step 2.

Getting Started

5 minutes

1 BEFORE YOU LISTEN

CLASS. Look at the pictures. Which of these...

- Tell the class to look at the pictures. Say each activity and ask the class to repeat.
- Ask: *Which of these activities do you do with your family or friends?* Tell students to put a checkmark next to the activities they do.
- Say: *Raise your hand if you do any of these: When you get together with family or friends, do you listen to family stories?* Repeat with the other three activities.

Presentation

40 minutes

2 LISTEN

A CLASS. Look at the picture of Michelle and Sam....


- Tell the class to look at the picture. Ask: *Where are the people?* (at work / in an office break room) *What day is it?* (Monday) *What time is it?* (9:10)
- Say: *Point to Michelle. Point to Sam. What are they talking about? What do people talk about at work on Monday morning?*
- Elicit students' guesses and list them on the board (for example, *their weekends, their work, their lunch plans, the weather*).

Teaching Tip


Optional: Remember that if students need additional support, tell them to read the Audio Script on page 301 as they listen to the conversations.

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

- Read the directions.
- Play CD 2, Track 16.
- Ask: *What are they talking about?* Read the guesses on the board. Elicit and circle the best answer. (their weekends)

C  **Listen again. Read the sentences....**

- Read the directions.
- Play Track 16 again. Students listen and circle *True* or *False*.
- Students compare answers with a partner.
- Call on students to read the sentences. Tell the class to call out *True* or *False*.
- Write the false sentences on the board. As a class, change the false sentences to make them true. (2. Sam was at a family reunion. 3. Sam looked at old pictures last weekend.)
- Ask the class: *Does your family have family reunions?*

D  **Listen to the whole conversation....**

- Tell the class to look at the first picture. Ask: *What is the event?* (a birthday party) Tell the class to look at the second picture. Ask: *What are the people doing?* (talking, laughing, eating, drinking) *Is it a birthday party?* (No.) *Is it a party?* (Yes. / Maybe.)
- Read the directions and the question. Play CD 2, Track 17.
- Ask: *What did Michelle do last weekend? Did she have a birthday party?* (No.) *Did she have a party?* (Yes.) *Why was it a "surprise" party?* (because she didn't plan to have a party) *Who did she invite over?* (some friends) *Who else came?* (some other friends) *Which picture shows what Michelle did?* (b)

EXPANSION: Vocabulary practice for 2D

- Tell students to refer back to page 27 and review the vocabulary for family members.
- Tell students to imagine they're planning a family reunion and that everyone can come. Say: *In your notebooks, list the names of family members you want to see at the family reunion and their relationship to you.* Then tell students to list the activities for the family reunion. Tell them to use the activities on page 108 and their own ideas. To prompt them, ask: *What does your family like to eat when they get together? What do they like to drink? What else does your family do? Sing? Listen to music? Play games?*
- Form pairs. Say: *Tell your partner who you really want to see at your family reunion. Tell your partner what your family is going to do at the reunion.*

3

CONVERSATION

A  Listen. Then listen and repeat.

- Say: *Look at the words. What do they all end in? (-ed)*
- Write *invited* and *needed* on the board. Read the first sentence of the Pronunciation Watch note. Underline as follows: *invited*, *needed*. Pronounce *invited* and *needed*, emphasizing the /ɪd/ ending.
- Say: *The -ed ending does not add an extra syllable after other sounds.*
- Write *looked* and *dropped* on the board. Underline as follows: *looked*, *dropped*. Say: *After some sounds, the -ed ending sounds like /t/.* Pronounce *looked* and *dropped*, emphasizing the /t/ ending.
- Write *listened* and *showed* on the board. Underline as follows: *listened*, *showed*. Say: *After some sounds, the -ed ending sounds like /d/.* Pronounce *listened* and *showed*, emphasizing the /d/ ending.
- Play CD 2, Track 18. Students listen. Then resume playing Track 18. Students listen and repeat.

B Say the words to yourself. For which verbs does...

- Tell students to look at the words and underline the letter or sound that comes before the -ed ending. Ask: *After which sounds does the -ed ending add a syllable? (/t/ and /d/)*

C  Listen and check your answers.

- Play CD 2, Track 19. Then ask: *For which verbs does -ed add a syllable?* Pronounce *visited* and *wanted* and ask the class to repeat.

Language Note

Ask: *For which verbs does -ed sound like /t/?* Play Track 19 again. Elicit and list on the board: *danced*, *watched*, *talked*. Add *looked* and *dropped* to the list. Tell students to copy the list into their notebooks and underline the letter or sound that comes before the -ed ending (*danced*, *watched*, *talked*, *looked*, *dropped*). Say the underlined sounds and ask the class to put their hands on their throats and repeat. Ask: *Did you feel any vibration when you said these sounds?* (No.) Explain: *These sounds are voiceless, so the ending /t/ is also voiceless.* Ask: *For which verbs does -ed sound like /d/?* Repeat the steps above. Ask: *Did you feel any vibration when you said these sounds?* (Yes.) Explain: *These sounds are voiced, so the ending /d/ is also voiced.*

D

 Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 108.
- Tell students to read the conversation silently and underline any verbs that end in -ed.
- Ask: *What words did you underline? (showed, looked, listened)* Say: *Does the -ed ending add a syllable for any of these verbs? (No.)*
- Play CD 2, Track 20. Students listen and repeat.

Controlled Practice

25 minutes

4

PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3D. Walk around and check pronunciation of the -ed endings.
- Then, in Exercise 4A, tell students to look at the information in the green and red boxes. Tell them to look at the verbs and underline the sound that comes before the -ed endings. Ask: *Does the -ed ending add a syllable for any of these verbs? (No.)*
- Ask two above-level students to practice a conversation for the class.

Communicative Practice

15 minutes

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

- Say: *Think of a past family event. What did you do?* Write your own family event and a couple of things your family did on the board.
- On the board, write: *How was your _____?* Prompt a student to ask you about your family event. Answer in a manner similar to Speaker B in the conversation in Exercise 4A. Use the information you wrote on the board.
- Pair students. Say: *Before you practice, tell your partner what your family event is.* Walk around and check that students form the past tense correctly.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study simple past statements. In the conversation on page 109, Sam used this grammar.*
- Play CD 2, Track 20. Students listen. On the board, write: *We looked at old pictures and listened to family stories.* Underline *looked* and *listened*.

Presentation

10 minutes

Simple past: Regular verbs

- Copy the grammar charts onto the board or show Transparency 6.3 and cover the exercise.
- Tell students to look at the left grammar chart. Ask: *How do you form the simple past with regular verbs?* (add *-ed* to the base form of the verb) Say: *The form is the same with all subjects.* Read a sentence from the chart. Elicit a few other affirmative simple past statements and write them on the board.
- Tell students to look at the right grammar chart. Ask: *How do you form negative sentences in the simple past tense?* (*didn't* + base form of a verb) Say: *The form is the same with all subjects.* Read a sentence from the chart. Elicit a few other negative simple past statements and write them on the board.
- Say: *Look at the grammar charts again. Read the examples. What other words tell you these sentences describe past activities?* (*yesterday, last night*) Ask students to think of other past time expressions.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

25 minutes

1

PRACTICE

A Complete the letter. Use the simple past of the...

- Read the first two sentences of the letter. Ask: *How do you form the simple past of want?* (add *-ed*) On the board, write: *want* → *wanted*. Ask: *How would you form the simple past of not want?* (*didn't* + *want*) On the board, write: *not want: didn't want*.
- Say: *If a verb ends in -e, just add -d to form the simple past.* Write *dance* on the board and ask the class how to form the past tense. Add *-d* to *dance*.

- Read the letter. Tell students to check their answers.
- Tell students to look at their answers. Ask: *For which verbs does -ed add a syllable?* (*wanted, invited*) Pronounce *invited* with the /ɪd/ ending and ask the class to repeat.
- Optional: Tell students to take turns reading the letter to a partner.

B Complete the conversation. Use the past tense...

- Read the directions. Tell students to use the words in the box only once.
- Students compare answers with a partner. Tell them to read the conversation. Walk around and check students' pronunciation of the /ɪd/ ending in *visited* and *wanted*.
- Call on two above-level students to read the conversation for the class.

Teaching Tip

Completion activities such as Exercises 1A and 1B are a great opportunity for students to demonstrate their reading comprehension. After Exercise 1A, ask: *What was the event?* (a birthday party) *What did people do?* (They listened to music. They danced. They stayed up late.) After Exercise 1B, ask: *What did A do last night?* (watched a soccer game on TV with his or her cousin) *What did Speaker B do last night?* (invited some friends over) *What did you do last night?* Write the questions on the board. Tell students to ask and answer the questions with a partner or copy the questions into their notebooks and write answers in class or for homework.

EXPANSION: Grammar and writing practice for 1B

- Ask: *What did you do last weekend?* Tell students to write at least five sentences using verbs on this page and pages 108 and 109 (for example, *I watched a movie on Friday night. I stayed up late. On Saturday, I cleaned the house. On Saturday night, I talked to my best friend on the phone. On Sunday, I cooked dinner for my family.*).

2

PRACTICE

A Read Kathy's to-do list. Then look at the pictures...

- Read the directions. Tell students to look at the pictures. Point to the first picture and ask: *What did Kathy do this morning?* (She visited Mrs. Parker.) Say: *Find visit Mrs. Parker on Kathy's list and check it.* Tell students to do the same for the other three pictures.
- Point to the second, third, and fourth pictures and ask: *What did Kathy do this morning?* (She watched a movie. She walked the dog. She baked cookies.) Then read each item on Kathy's list and ask the class to call out *yes* or *no*.

B PAIRS. Talk about what Kathy did and did not do...

- Read the directions.
- Tell students to look at the first two items on Kathy's list. Ask: *Did she visit Mrs. Parker?* (Yes.) *Did she call Joe?* (No.)
- Ask two students to read the example out loud.
- Tell students to look at the third item on Kathy's list. On the board, write: *She didn't finish homework.* Ask: *What's missing?* Add *her* before *homework*. Say: *You need to add words to some sentences.*
- Pair students and tell them to take turns talking about the items on Kathy's list. Remind students to add *-ed* to the verb for the things she did and to use *didn't* + the verb for the things she didn't do.

C WRITE. On a separate piece of paper, write five...

- Read the directions. Tell students to choose five items from Kathy's list but not to choose the first and second items.
- Tell students to use the sentences in Exercise 2B as a model. Remind students to start each sentence with a capital letter and end each sentence with a period.
- Ask students to write a sentence on the board for each item, beginning with *finish homework*. Read each sentence and correct as needed. Check that students added necessary words as follows: *She didn't finish her homework. She watched a movie. She didn't return the movie to the video store.*

EXPANSION: Writing practice for 2C

- Tell students to write four additional sentences about what Kathy still needs to do (for example, *Kathy needs to call Joe.*).

Communicative Practice

20 minutes

Show what you know!**STEP 1. Complete the sentence with true...**

- Model the activity. Think of one thing you did last week. On the board, write a sentence. Use a regular simple past verb (for example, *I baked banana bread last week.*).
- Tell students to think of one thing they did last week and to complete the sentence. Encourage them to use verbs from this unit.
- Walk around and check that students are using a regular simple past verb and the *-ed* ending.

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

- Read the directions. Ask three students seated in a row to read the example out loud. Then ask the same three students to model the activity by substituting their own names and activities into the example.
- Form groups of 5 and tell group members to count off. Say: *Student 1, read your sentence from Step 1. Student 2, say what Student 1 did and then read your own sentence. Student 3, say what Student 1 did, say what Student 2 did, and then read your own sentence, and so on.*
- Call on the fifth student in each group to report what all the people in his or her group did.

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Instead of telling group members to count off, assign lower-level students number 1 or 2 and higher-level students number 4 or 5.

Progress Check**Can you . . . talk about past activities?**

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

Extra Practice

Interactive Practice



pages 52–53



pages 64–65

Getting Started

10 minutes

Culture Connection

- Say: *On national holidays, people don't have to go to work or school. What are some national holidays in your country?*
- On the board, write the countries represented in your class. For each country, elicit a couple of important national holidays and list them on the board.
- Tell the class to look at the holidays on the board. Ask: *Which ones are also holidays in the U.S.? Circle the holidays that are also celebrated in the U.S.*
- Ask: *What's your favorite holiday in your country? When is it? Why do you like it?*

Presentation

20 minutes

1

RECOGNIZE U.S. HOLIDAYS

A PAIRS. Look at the calendars. Write the name of...

- Tell students to look at the names of national holidays in the box. Say each holiday for the class to repeat.
- Tell students to look at the pictures next to the calendars. Say: *Look at the picture next to January 21st. Who is this man?* (Martin Luther King Jr.) *Look at the picture next to February. Who are these men?* (George Washington, the 1st president of the U.S., Abraham Lincoln, the 16th president of the U.S.) *Look at the picture next to July. What do you see?* (fireworks) *Look at the picture next to September. What event is this?* (a barbecue) *Look at the picture next to November. What food is this?* (turkey) *Point to the pictures of soldiers. What months are they next to?* (May, November)
- Pair students and tell them to look at the calendars and pictures. Say: *Write the names of the holidays you know first. Cross them off in the box. Then try to guess the other holidays.*

B

**Listen and check your answers. Then...**

- Play CD 2, Track 21. Tell students to circle any incorrect answers.
- Say: *Correct the answers you circled.*
- Play Track 21 again. Say: *Change any answers that are still not correct.*

- Review the difference between written and spoken numbers. On the board, write: *New Year's Day—January 1.* Say: *New Year's Day is on January 1st.* Ask: *When is Independence Day?* (on July 4th) Ask: *What do people usually call Independence Day?* (The Fourth of July) *When is your birthday?* Review ordinals as needed.
- Resume playing Track 21. Students listen and repeat.

EXPANSION: Vocabulary practice for 1B

- Tell students to look at the dates of the holidays in Exercise 1A. Ask: *Which holidays are celebrated on the same date every year? Which holidays change dates every year?*
- On the board, draw a T-chart with the headings *Same date every year* and *Change dates every year*. Number from 1 to 4 on the left side of the chart. Number from 1 to 6 on the right side of the chart.
- Call on students to complete the chart on the board.

Controlled Practice

30 minutes

C

**Look at the calendars. Listen...**

- Play CD 2, Track 22. Pause after item 1. Ask: *What holiday has fireworks?* (Independence Day) On the board, write: *independence day*. Ask: *Is this correct?* (No.) *What do I need to do?* (begin each word with a capital letter) Cross out *independence day* and write *Independence Day*.
- Resume playing Track 22.

D PAIRS. Check your answers.

- Students compare answers with a partner and check that they capitalized each word.
- Ask a question for each item: 2. *On which holiday do people usually eat turkey?* 3. *For which holiday do some people decorate a tree?* 4. *For which holidays do people often have a barbecue?* 5. *On which holiday do people stay up late the night before?*

EXPANSION Speaking practice for 1D

- Tell pairs to ask and answer questions about the dates of the holidays. On the board, write:
A: *When is New Year's Day?*
B: *It's on January 1st. When is Thanksgiving Day?*
A: *It's on the fourth Thursday in November. . .*
- Tell partners to ask about three holidays each.

2

PRACTICE

A Read the article about national holidays.

- Tell students to take out a piece of paper and number from 1 to 3. Tell students cover the article with the piece of paper.
- Say: *I'm going to ask you three questions about U.S. holidays. Write your guess. Ask each question from the article.*
- Number from 1 to 3 on the board. Repeat each question, elicit answers from the class, and write them on the board.
- Tell students to read the article silently and check the answers on the board.
- Read each question again. Point to each answer on the board and ask if it's correct. Correct as needed.
- *Optional:* Read the article out loud. Pause after each quiz question and answer and ask:

1st question: *What are the "Big Six" holidays that many U.S. businesses observe?* (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day) *Do you get these days off?*

2nd question: *What did Martin Luther King Jr. do?* (He worked for the equality of all people.)

3rd question: *Who do we remember on Memorial Day?* (U.S. military personnel who died in wars)

B Read the article again. Read the sentences....

- Read the example. Ask: *How do you know it's true? Where in the article does it say that there are ten national holidays?* Elicit and tell students to underline in the article: *There are ten national holidays.*
- Say: *For each item, underline the words in the article that give the answer.*
- Students compare answers with a partner.
- Tell pairs to look at their false answers. Say: *For each false answer, look at the words you underlined in the article. Tell pairs to correct the false information in the sentences in Exercise 2B.*
- Call on three students from different pairs to write corrected items 2 and 5 on the board (2. *Many businesses in the U.S. stay open on national holidays.* 4. *President's Day celebrates George Washington and Abraham Lincoln. / Martin Luther King Jr. Day celebrates the life of Martin Luther King Jr.).*

Culture Connection

- Explain: *In the U.S., the holiday season begins on Thanksgiving Day and ends on New Year's Day. During these five weeks, people say to each other, "Happy Holidays."*
- Ask: *Is there a special holiday season in your country? When is it? What do people say to each other?*
- Explain: *According to the calendar, summer begins on June 21st or 22nd and ends on September 21st or 22nd. Unofficially, summer begins on Memorial Day and ends on Labor Day in the U.S. For example, public swimming pools open on Memorial Day weekend and close on Labor Day weekend.*
- Ask: *Does any holiday or do special events mark the beginning and / or end of summer in your country? What are they?*

EXPANSION: Vocabulary and speaking practice for 2B

- For homework, tell students to bring a calendar for this year to class. Tell them to circle the national holidays.
- The following day, pair students. Tell Student A to write the dates for the six holidays with dates that change every year. Tell Student B to write the day of the week for the four holidays that are celebrated on the same date every year.
- Tell pairs to talk about the information they found. On the board, write:
A: *What day is Christmas this year?*
B: *What date is Martin Luther King Jr. Day this year?*
- Remind students to use ordinals to talk about dates.

Progress Check

Can you . . . recognize U.S. holidays?

Say: *We have talked about U.S. holidays. Now, look at the question at the bottom of the page. Can you recognize U.S. holidays? Tell students to write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 66–67

Getting Started

5 minutes

1 BEFORE YOU LISTEN

CLASS. Look at the pictures of milestones. What...

- Tell students to read the directions silently. Ask: *What are milestones?* (important times in a person's life)
- Say: *Look at the pictures of milestones in one person's life.* Say each milestone and ask the class to repeat. Say: *Imagine the pictures of your milestones. Check the milestones in your life.*
- Ask: *What are some other milestones?* Elicit students' ideas and list them on the board (for example, *moving, buying a house, retiring, becoming a grandparent*).

Language Note

On the board, write: *Being born is the first milestone.* Underline *being born* and ask if it's a noun or a verb. Point out that the *-ing* words at the beginning of the milestones act like nouns. Explain that *-ing* words that act like nouns are called *gerunds*.


EXPANSION: Graphic organizer and vocabulary practice for 1

- Draw a web diagram on the board. Write *Milestones* in the circle and ask students to copy the diagram into their notebooks.
- At the ends of the lines radiating from the circle, tell students to write the milestones they checked in Exercise 1. Tell them to draw circles around the milestones and then more lines radiating from each circle. On these lines, students note some details about each milestone, for example, a date, place, names.
- To model the activity, create your own web diagram on the board.

Presentation

20 minutes

2 LISTEN

A  Listen to the interview on a radio....

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

- Play CD 2, Track 23. Tell students to listen and check the milestones the people talk about.
- Tell students to look at the picture again. Say: *Point to Amber Jenkins. Point to Daniel Lopez. Which one is the host / interviewer?* (Amber Jenkins)
- Say each milestone. Tell the class to call out *yes* or *no*.
- Ask: *Who is Daniel Lopez? / Why is Amber Jenkins interviewing him?* (He's a star / an actor / a celebrity.)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 302 as they listen to the conversations.

B  Listen again. Complete the sentences.

- Tell students to read the sentences and answer choices silently.
- Play Track 23 again. Students circle the letter of the correct answer.
- Students compare answers with a partner.
- Call on students to read the sentences.
- *Optional:* Tell students to cross out *Daniel* in the sentences and write *I*. Say: *Now complete the sentences with information about yourself.* For each item, call on several students to read their sentence.

EXPANSION: Graphic organizer and vocabulary practice for 2B

- Ask: *Are you interested in celebrities' lives? Who's your favorite actor / actress / singer / . . . ?*
- Tell students to choose a celebrity and create a web diagram of his or her milestones.
- Pair or group students who like the same celebrity. If appropriate in your setting, allow students to research their celebrity online, or assign the activity for homework.
- Tell pairs / groups to copy their web diagram onto chart paper but leave off the celebrity's name. Number and post the web diagrams. Tell students to walk around, read the diagrams, and try to identify the celebrities. Tell them to write the numbers and names in their notebooks. Hold a competition to see who can identify the most celebrities.

3

CONVERSATION

A  Listen to the intonation of the...

- Say: *Sometimes you can make a statement into a question without changing word order.* On the board, write: *You were born in California.* Say the statement for the class to repeat. Then change the period into a question mark. Say the question for the class to repeat.
- Read the Pronunciation Watch note. Ask: *When can you say a statement as a question?* (to check understanding)
- On the board, write: *I was born in _____.* Call on several students to complete the statement. Model repeating the statement as a question to check understanding. For example, S: *I was born in Jakarta.* T: *You were born in Jakarta?* S: *Yes. / Right.*
- Play CD 2, Track 24. Say: *Listen to the intonation.*
- Say: *Now listen and repeat. Make your voice go up at the end.* Resume playing Track 24.

B  Listen to the sentences. Are they...

- Read the directions. Play CD 2, Track 25.
- Call on students to write the sentences with the correct punctuation on the board. Play Track 25 again. Ask the class to listen and check the sentences on the board. Correct as needed.
- Read the statements and then the questions for the class to repeat. Tell students to read the sentences with a partner.

Controlled Practice

20 minutes

C  Listen and repeat the conversation.

- Tell students to look at the picture. Ask: *Where are Fred and Chen?* (at work / in an office break room) Tell students to read the conversation silently and underline the milestones in Chen's life. Ask: *What did you underline?* Elicit: *born in a small village, grew up in Beijing, came to the U.S. five years ago, got an apartment in Long Beach, moved to San Francisco.*
- Tell students to read the conversation again and look for a clue to one more milestone in Chen's life. Tell students to circle the clue. Ask: *What did you circle?* (my wife) *What's the milestone?* (getting married)
- Play CD 2, Track 26. Students listen and repeat.

4

PRACTICE

A **PAIRS.** Practice the conversation.

- Walk around and check that students are using question intonation in Fred's second line.

EXPANSION: Speaking practice for 4A

- Tell one partner in each pair to close his or her book. This student tries to remember the events in Chen's life by making statements with question intonation (for example, *He's from China?*).
- The other partner looks at the conversation and answers *yes* or *no*. For *no* answers, he or she tells the first student to guess again.

Communicative Practice

15 minutes

B **MAKE IT PERSONAL. PAIRS.** Ask your partner...

- Ask two above-level students to read the example.
- Write a few things you know about a student's life on the board (for example, *came to U.S. in 2007, studied English in El Salvador, two children*). Start a conversation with the student by asking: *Where are you from?* Then say statements as questions to check your understanding of the events in the student's life (for example, *You came to the U.S. in 2007? You studied English in El Salvador? You have two children?*). Correct the information on the board as needed.
- Tell pairs to ask each other: *Where are you from?* Say: *What do you already know about your partner? Use statements as questions to check information.*

C Tell the class about your partner.

- Ask the student who played Angela in Exercise 4B to read the example.
- Use the information on the board to make statements (for example, *Hugo is from El Salvador. He came to the U.S. in 2007. He studied English in El Salvador. He has two children.*).
- Call on students to tell the class about their partner.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study simple past statements using irregular verbs. In the conversation on page 115, Chen and Fred used this grammar.*
- Play CD 2, Track 26. Students listen. On the board, write *I grew up in Beijing.* and *And you came to the U.S. five years ago?* Underline *grew up* and *came*.

Presentation

10 minutes

Simple past: Irregular verbs

- Copy the grammar charts onto the board or show Transparency 6.4 and cover the exercise.
- Ask: *How do you form the simple past with regular verbs?* (add *-ed*) Write *graduate* on the board and elicit the past tense: *graduated*.
- Say: *Some verbs do not have -ed forms. They are irregular. Come is an irregular verb. Look at the top chart. What is the past form of come?* (*came*) Say the sentence in the top chart and ask the class to repeat.
- Ask a few students: *When did you come to the U.S.?* Note their names and responses on the board.
- Use the information on the board to form affirmative and negative simple past sentences with *come*. For example, *Ching Lie came to the U.S. three years ago. She didn't come to the U.S. six months ago.* Point out that the negative sentences are formed in the same way as regular verbs: *didn't* + base form of verb.
- Tell students to look at the Grammar Watch note. Say: *These are some of the verbs that have irregular simple past forms.* Say each past-tense form and ask the class to repeat.
- Say the base forms in random order and tell the class to call out the past-tense forms. Correct pronunciation as needed.
- Tell students to turn to page 286 and read the list of other verbs that are irregular in the simple past.
- If you are using the transparency, do the exercise with the class.

Community Building

Encourage students to quiz each other. Tell students to study the irregular past-tense forms. Then tell them to quiz a partner. Say: *Student A, close your book. Student B, say the past-tense form and tell Student A to say the base form. Then say the base form and tell Student A to say the past-tense form.*

Controlled Practice

15 minutes

1

PRACTICE

A Complete the sentences. Underline the correct words.

- Tell students that all the sentences are in the past tense. Remind students to look at the Appendix on page 286 for past-tense forms of verbs that aren't in the Grammar Watch note.
- Students compare answers with a partner and take turns reading the sentences out loud.
- Call on students to read the sentences for the class.
- On the board, write *meet* and *find*. Elicit the past-tense forms and write them next to the base forms: *meet—met, find—found*. Say the past-tense forms and ask the class to repeat.

B Complete the sentences. Write the simple past of...

- Ask: *What is the simple past of be?* (*was, were*) Tell students to look at the paragraph. Call on a student to read the first sentence.
- Remind students to use *didn't* + the base form of the verb with negative sentences.
- Walk around and spot-check students' spelling of irregular past forms.
- Students compare answers with a partner. Tell them to each read half of the paragraph out loud.
- Call on two above-level students to read the paragraph for the class. As they say the answers, write them on the board. Tell students to check their spelling.

EXPANSION: Grammar and vocabulary practice for 1B

- Tell students to read the paragraph in Exercise 1B again. Tell them to list five milestones in the person's life. Tell them to use the simple past tense.
- Pair students. On the board, write: *What was the first milestone?* Elicit the ordinal numbers *second* through *fifth* and list them under *first*. Say: *Take turns asking and answering the questions with a partner.*
- Review as a class: *1st—born in Venezuela, 2nd—grew up in Caracas, 3rd—came to the U.S., 4th—found a job, 5th—got a promotion.*

Presentation

15 minutes

Simple past

- Copy the grammar charts onto the board or show Transparency 6.4 and cover the exercise.
- Tell students to look at the left chart. Ask: *How do you form Yes / No questions in the simple past?* What comes first? Next? Elicit and write on the board: *Did + subject + base form of verb.*
- Tell students to look at the right chart. To elicit *Yes, I did.* and *No, I didn't.*, ask a few students: *Did you grow up in Ecuador?* Ask several more students: *Did you grow up in [Country]?*
- To elicit short answers with *he, she,* and *they,* ask students about their classmates: *Did [Student] grow up in [Country]?* *Did [Student] and [Student] grow up in [Country]?* On the board, write: *Yes, they were.*
- Tell students to look at the Grammar Watch note. Ask a few students: *Were you born in Poland?* Elicit *Yes, I was.* or *No, I wasn't.* Ask several more students: *Were you born in [country]?* To elicit short answers with *he, she,* and *they,* ask students about their classmates: *Was [Student] born in [Country]?* *Were [Student] and [Student] born in [Country]?* On the board, write: *Yes, they were.*
- If you are using the transparency, do the exercise with the class.

2

PRACTICE

Write questions and answers. Use the correct...

- Write item 1 on the board. Elicit the question step-by-step, writing each part on the board: *What comes first? Next?* Then elicit the short answer and write it on the board. Call on two students to read the question and answer.
- Walk around and remind students to use the base form of the verb.
- Students compare answers with a partner and take turns asking and answering the questions.
- Call on pairs to read the questions and answers for the class.

Communicative Practice

15 minutes

Show what you know!

STEP 1. Write your name and four sentences...

- Tell students to look at the milestones on page 114. Point to each one and elicit the simple past form. Say: *To talk about your own milestones, say I . . .* Elicit: *was born, grew up, graduated from school, got a job, got married, had children.*
- Model the activity. Write your name and four sentences about events in your life (for example, *I grew up in California. I moved to the Northeast ten years ago. I got married in 2001. I had my daughter in 2003 and my son in 2004.*).

STEP 2. GROUPS OF 5. Mix up the papers from...

- Form groups of five. Read the directions.
- Ask one group to read the example. Assign the roles of A, B, C, D, and E.
- Ask another group to model the activity with a paper from their group. Tell one student to choose a paper and not show the rest of the group. Call on each of the other group members to ask a *Yes / No* question or make a guess. Help students form questions as needed.
- Walk around and check that students form *Yes / No* questions correctly and use short answers.

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Allow a lower-level student in each group to play Speaker A first and answer *Yes, he / she did* or *No, he / she didn't.* This allows the student to hear appropriate *Yes / No* questions modeled before *he / she* has to ask them.

Progress Check

Can you . . . talk about milestones?

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

Extra Practice



Interactive Practice



pages 54–55



pages 68–69

Getting Started

10 minutes

1 BEFORE YOU READ

CLASS. Scan the article. Who is Oprah Winfrey?...

- Read the Reading Skill note.
- Ask: *What does scanning mean?* (reading quickly to find specific information) *What kinds of information can scanning help you find?* (names and dates)
- Ask a student to read the directions. Tell students to scan the article for answers to the questions. Tell them to underline this information in the article in pencil.
- Ask the class: *Who is Oprah Winfrey?* (host of *The Oprah Winfrey Show*) *When was she born?* (1954)
- Ask the class: *Have you watched The Oprah Winfrey Show?* Ask for a show of hands.

Presentation

15 minutes

2 READ

**Listen. Read the article.**

- Play CD 2, Track 27. Students listen and read along silently.
- *Optional:* Play Track 27 again. Pause the CD after the following paragraphs and ask these questions:
 1st paragraph: *What does Oprah have in addition to her TV show?* (a magazine, a website, a radio show, and a book club)
 2nd paragraph: *Why was Oprah's childhood difficult?* (Her family was poor. Her parents were not together. She had to move a lot.)

3rd paragraph: *In how many countries do people watch The Oprah Winfrey Show?* (132)

4th paragraph: *What did she create in 1996?* (Oprah's Book Club)

5th paragraph: *What does the Oprah Winfrey Foundation do?* (It gives millions of dollars to needy students and schools around the world.)

Culture Connection

- Ask: *What is a book club?* Elicit or explain that it's a group of people who meet to discuss a book they have read.
- Say: *On her show, Oprah selects a book, discusses it on her show, and sometimes interviews the author. When Oprah announces a book club selection, sales of the book typically increase to more than a million copies.*
- Ask: *In your country, do people participate in book clubs? Are there any celebrities who promote reading?*
- Ask: *Would you like to join a book club?*

EXPANSION: Graphic organizer practice for 2

- Tell students to watch *The Oprah Winfrey Show* and create a web diagram with biographical information about the show's guest.

Controlled Practice

15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article again. Complete the time line...

- Tell students to scan the article for dates. Tell them to circle all the dates in the article.
- Tell students to look at the time line. Ask: *What happened in 1954? When did Oprah become a TV news anchor?* Tell students to read the article again and write the missing milestones and dates on the time line.
- Students compare answers with a partner. On the board, write: *What happened in ____?* and *When did Oprah . . . ?* Tell students to take turns asking and answering the questions. Remind students to use the base form of the verb in the second question.
- Complete the questions on the board to elicit the missing information from the class. For example, *What happened in 1954?* (Oprah was born.) *What happened in 1971?* (She got a job at a radio station as a newscaster.) *When did she become a TV news anchor?* (in 1973)

B PAIRS. What is Oprah's greatest success...

- Pair students and tell them to take turns reading the milestones on Oprah's time line.
- Ask: *What are Oprah's successes?* (She became a TV news anchor. She became the host of a television talk show. . . .) *Which one do you think is the most important?* Tell students to look at the time line and circle the success that they think is most important.
- Tell students to find the success they chose in the article. Tell them to underline the lines in the article about the success. Ask: *Why do you think it's Oprah's greatest success?* Tell students to note at least one reason.
- Tell partners to ask each other the questions in the directions.
- Read each success on the time line. Ask students who chose it as Oprah's greatest success to raise their hands. For each success, call on one student to say why he or she thinks it's the most important.

MULTILEVEL OPTION for 3B

Cross-ability Post six large sheets of paper in your classroom. Write one of Oprah's successes at the top of each. Group students who chose the same success as Oprah's greatest. Tell students to brainstorm and list reasons why it's the most important. Choose one above-level student to record the group's reasons. Choose another above-level student to report the group's reasons to the class. After the groups report, ask whether anyone changed their mind about which success is Oprah's greatest.

Communicative Practice

15 minutes

Show what you know!**PRE-WRITING. Write a time line of your life....**

- Read the directions. Tell students to write the year they were born above *Birth* on the time line. Tell them to write the current year above *present* on the time line.
- Ask: *What are the other milestones in your life? When did they happen?* Tell students to write their important dates and events on the time line. Tell students to use the simple past tense.
- To model the activity, create your own time line on the board (for example, 1990—I graduated from college, 1998—I moved to the East Coast, 2001—I got married, etc.).

WRITE. Write a short autobiography....

Ask students to turn to page 270 and write a short autobiography. See page T-xii for general notes about the Writing activities.

Extra Practice

Interactive Practice



pages 56–57



pages 70–71

Getting Started

10 minutes

1

BEFORE YOU LISTEN

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

- Say: *Think about bad things that happened on your way to school or work. What happened? Look at the pictures. Did any of these things happen to you?*
- Ask for a show of hands about each bad thing (for example, *Who had car trouble? Who overslept?*).
- Say each thing that can happen on the way to work or school and ask the class to repeat.
- Ask: *What are some other things that can happen?* Elicit student's ideas and write them on the board (for example, *I missed the bus. There wasn't any hot water. I forgot my school / work bag.*). Ask: *How do you feel when things like this happen to you?*

EXPANSION: Vocabulary practice for 1

- Act out one of the things that can happen on your way to school or work, for example, by pretending to grip a steering wheel and honk the horn. Ask the class to guess what happened. (You got stuck in traffic.)
- Form groups of three. Group members take turns acting out the things that can happen. Group members guess.

EXPANSION: Vocabulary and grammar practice for 1

- As a class, form a *Yes / No* question from each statement in Exercise 1 (for example, *Did you have car trouble? Did you oversleep?*). Also form *Yes / No* questions about the other events that the class thought of. Tell students to copy the questions into their notebooks. Tell students to think about the last bad morning they had. Then tell students to stand, mingle, and by asking the *Yes / No* questions try to find one classmate who had each problem. Tell them to write the classmate's name next to the question.
- As a follow-up, ask: *Who had car trouble? Who overslept?* Call on students to say classmates' names.

Presentation

5 minutes

2

LISTEN



A Look at the picture of Maria and...

- Tell students to look at the picture. Ask: *What are the people doing?* (eating)
- Read the directions. Ask: *What is the woman's name?* (Maria) *What does she ask André?* (Is everything OK?)
- Say: *How does André look? Does he seem sick, stressed out, or nervous? What does nervous mean?* (worried about something, like a test or a job interview)
- Listen to find out why Maria asks, "Is everything OK?" Play CD 2, Track 28. Students listen and circle the letter of the correct answer.
- Read the item with each answer choice. Tell the class to raise their hands for the sentence that is correct.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 302 as they listen to the conversations.

Controlled Practice

10 minutes



B Listen again. Put the events in the...

- Tell students to read the items silently. Tell them to look at the pictures in Exercise 1A. Say: *Which two bad things happened to André? Circle them.* (André got stuck in traffic. André lost his keys.)
- Read the directions. Tell students to write the numbers 1, 2, and 3 next to the items. Play Track 28 again. Students number the items.
- Students compare answers with a partner.
- Call on a student to read the events in the correct order for the class.

 **C Listen to the whole conversation....**

- Tell students to read the questions and answer choices silently.
- Play CD 2, Track 29. Students listen and circle the answers.
- Students compare answers with a partner by taking turns reading the questions and answers.
- Call on two pairs to read the questions and answers.

Presentation

5 minutes

3 CONVERSATION
 **Listen and repeat the conversation.**

- Note: This conversation is the same one students heard in Exercise 2A on page 120.
- Play CD 2, Track 30. Students listen and repeat.

Controlled Practice

15 minutes

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, ask students to look at the information in the boxes. Say each word or expression and ask the class to repeat. Review unfamiliar vocabulary as needed. Ask: *What does upset mean?* (unhappy and worried because something bad has happened) *What does exhausted mean?* (very tired)
- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- Ask two above-level students to model a new conversation. Tell Student A to choose one blue item. Tell Student B to choose one green item and one red item.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.

- Walk around and, as needed, remind students to switch roles and practice both parts.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice 15 minutes**B MAKE IT PERSONAL. PAIRS. Tell your partner...**

- Read the directions. Tell students to look at the conversation in Exercise 3. Tell them to underline André's lines and read them again silently.
- Read Speaker B's lines from Exercise 3. Add *I got to work* to the beginning of Speaker B's last line. Say: *Use B's lines as a model for talking about your own bad morning.*
- Tell the class about a bad morning you had (for example, *I had a rough morning last Monday. First, I overslept. Then I got stuck in traffic. I got to work / school at 9:30. I was really late.*).
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Tell partners to underline Speaker B's lines in Exercise 4A. Tell them to add *I got to work* to the beginning of Speaker B's last line. Tell them to fill in the blanks in the conversation with information about their own bad morning. Tell them to change any other words in Speaker B's lines as needed. Tell them to read their version of Speaker B's lines to their partner.

Above-level After above-level pairs complete the activity, ask them to join another above-level pair and tell them about their partner's bad morning (for example, *[My partner] had a rough morning yesterday. First, she had car trouble . . .*).

Extra Practice

Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study simple past information questions. In the conversation on page 121, Maria used this grammar.*
- Play CD 2, Track 30. Students listen. On the board, write: *When did you get to work?* Underline *did* and *get*.

Presentation

10 minutes

Simple past: Information questions

- Copy the grammar charts onto the board or show Transparency 6.5 and cover the exercise.
- On the board, write: *Did you grow up in Ecuador?* Say: *This is a Yes / No question in the simple past.*
- Cross out *in Ecuador*. Add *Where* to the beginning of the question. Rewrite the question: *Where did you grow up?* Say: *This is an information question in the simple past.*
- Call on four students to read the examples from the grammar charts.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

1

PRACTICE

A Write questions about the past. Use the correct...

- Write item 1 on the board. Ask: *What do you need to add to form a question about the past? (did) Where do you need to add it? (between What time and you / between the question word and the subject) Insert did into the words on the board. Read the example: What time did you get up yesterday?*
- Walk around and remind students to begin their questions with a capital letter and end with a question mark.

B PAIRS. Ask and answer the questions in...

- Tell students to look at Exercise 1A and to circle the verb in each item. Then say each verb and ask the class to call out the past tense for statements (1. *get up*–*got up*, 2. *go*–*went*, 3. *have*–*had*, 4. *get*–*got*, 5. *get*–*got*, 6. *do*–*did*).

- Ask two above-level students to read the example out loud. Prompt Student A to ask B the next question: *Where did you go this morning?*
- Pair students and tell them to take turns answering and asking the questions in Exercise A.
- Walk around and check that B is using the correct simple past forms of the irregular verbs.
- Call on a pair to ask and answer each question for the class.

EXPANSION: Speaking practice for 1B

- On a piece of paper, tell students to write answers to the questions in Exercise 1A in complete sentences.
- Then tell them to try to find classmates who did the same things. Tell students to look at their answers and try to remember the questions.
- When students find a classmate who did the same thing, tell them to sign their name next to each other's answers.
- Call on several students to report what both they and a classmate did (for example, *Daniel and I got up at 6:30 yesterday.*).

C Complete the conversations. Read the replies...

- Read the directions.
- Write item 1 on the board. Point to *his wallet* and ask: *What, Where, Why, or When?* Write *What* on the line. Elicit the rest of the question and write it on the line. Ask: *What form of the verb do we use with did?* (the base form)
- Walk around and spot-check for word order and the base form of the verbs.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations for the class.

2

LIFE SKILLS WRITING

Turn to page 261 and ask students to complete the absence note. See page T-xii for guidelines.

Extra Practice



Interactive Practice



pages 58–59



pages 72–73

1 GRAMMAR

A Read the replies. Write questions about the...

- Tell students to review the grammar charts on pages 117 (Simple past *Yes / No* questions) and 122 (Simple past: Information questions). Then tell students to close their books.
- Write item 1 on the board (without the answer). Tell students to look at the underlined word in Speaker B's answer. Ask: *Is Speaker A's question a Yes / No question or an information question?* (*Yes / No* question) Write *Did* on the line. Ask: *What's the subject in Speaker B's reply?* (*I*) So, *what's the subject of the question?* Write *you* on the line. Ask: *What's the past-tense verb in Speaker B's reply?* (*went*) *What's the base form of went?* Write *go* on the line. Elicit the rest of the question and write it on the line.
- Write item 2 on the board. Tell students to look at the underlined words in Speaker B's reply. Ask: *Is Speaker A's question a Yes / No question or an information question?* (information question) To elicit the question, ask the following questions and write the answers on the line: *What's the question word?* (*When*) *What word comes after When?* (*did*) *What's the subject?* (*John and Ellen*) *What's the base form of got married?* (*get married*)
- Tell students to open their books and complete the exercise. Walk around and check the word order of students' questions and that they are using the base form of the verbs.
- Students compare answers with a partner. Tell them to take turns reading the questions and answers out loud.
- Call on pairs to read the questions and answers for the class.

EXPANSION: Grammar and speaking practice for 1A

- Tell students to look at the milestones on page 114 and to circle the milestones in their life.
- Pair students and tell them to show each other the milestones they circled. For each circled milestone, tell students to write one information question to ask their partner.

- To model the activity, write a milestone in your life on the board.
- As a class, brainstorm information questions (for example, for *being born*: *Where were you born? When were you born?*). Tell pairs to ask and answer the questions they wrote.

B Complete Nora's conversation with her...

- Tell students to also review the grammar charts on pages 110 (Simple past: Regular verbs) and 116 (Simple past: Irregular verbs).
- Read the directions. Tell students that most of the verbs are irregular. Tell them to use the Grammar Watch note on page 116 and Appendix page 286 to check past-tense forms as needed.
- Walk around and remind students to use *did* and the base form of the verb to form questions.
- Students compare answers with a partner by reading the conversation.
- Call on two students to read the conversation for the class.

EXPANSION: Grammar and speaking practice for 1B

- Form cross-ability pairs. Tell partners to write past-tense questions to ask someone about their wedding, baby shower, graduation party, retirement party, or a surprise party given for them. Tell them to use the questions in Exercise 1B as a model. Tell both partners to write the questions on a sheet of paper.
- Then tell students to stand, mingle, and find a classmate who's had the event they chose by asking: *Did you have a . . . ?* Tell them to ask the classmate their questions.

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 6, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice



pages 60–61

2 ACT IT OUT

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

- Tell students to read the conversation in Exercise 3C on page 115 silently and then practice it with a partner.
- Play CD 2, Track 26. Students listen and repeat the conversation.

STEP 2. PAIRS. Student A, tell your partner...

- Read the directions and the guidelines for Student A and Student B.
- Tell the class to look at the pictures and at the milestones on page 114. Ask: *What is the milestone for the baby?* (being born) *What is the milestone for the parents?* (having children)
- Tell the class to look at the new parents in the picture. Say: *Imagine that your partner is the mother or father in the picture. What questions could you ask about this milestone?* On the board, write:

A: *I had my son. / My son was born.*

B:

- As a class, brainstorm a few questions for Student B and write them on the board (for example, *Where did you have your son? When was he born?*).
- Tell students to note a few milestones in their lives.
- Pair students. Read the directions again. Tell Student A to use the simple past tense. Tell Student B to use *did* and the base form of a verb to ask *Yes / No* and information questions. Point out that Student B can also use simple past statements as questions to check Student A's information.
- Walk around and observe partners interacting. Check pairs' use of the simple past tense in statements, *Yes / No* questions, and information questions.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each pair finishes, discuss the strengths and weaknesses of each performance either in front of the class or privately.

3 READ AND REACT

STEP 1. Read about Yusef's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Tell the class to look at the picture. Ask: *What is Yusef's job?* (custodian / janitor) *What is he doing?* (cleaning the floors)
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple *Wh-* questions to check comprehension. For example, *What happened?* (The floor cleaning machine broke.) *Why is Yusef upset?* (He thinks he broke the machine.)

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

- Ask: *What is Yusef's problem?* (He thinks he broke the floor cleaning machine.) *What can Yusef do?*
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Yusef.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, S: *I think he can tell his boss, "I'm sorry, I broke the machine." This is a good idea.*).
- Now tell pairs to think of one new idea not in the box (for example, *He can try to fix the floor cleaning machine.*) and to write it in the blank.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea too (*Do you think this is a good idea? Why or why not?*).

4 CONNECT

Turn to page T-251 for the Study Skills Activity and page T-279 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check**Which goals can you check off? Go back to page 105.**

Ask students to turn to page 105 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.