

7

Health Watch

Classroom Materials/Extra Practice



CD 2
Tracks 31–46



Transparencies 7.1–7.6
Vocabulary Cards Unit 7



MCA
Unit 7



Workbook
Unit 7



Interactive Practice
Unit 7

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Prepositions of time: *at / by / in / on / from . . . to*
- Simple past: Irregular verbs
- Ways to express reasons (*because + a subject and a verb; for + a noun*)

Pronunciation

- Linking a consonant to a vowel sound
- Pronunciation of *t* between two vowel sounds
- Pauses to organize sentences into thought groups

Reading

- Read an article about ways to manage stress
- *Reading Skill:* Using formatting clues

Writing

- Write about the stress in your life
- Write about an injury

Life Skills Writing

- Complete a medical history form

Preview

- Set the context of the unit by asking questions about health (for example, *How do you feel today? What do you do when you're sick? Do you go to the doctor?*).
- Hold up page 125 or show Transparency 7.1. Read the unit title and ask the class to repeat.
- Explain: Health Watch *means paying attention to your physical condition and to medical information.*
- Say: *Look at the picture.* Ask the Preview questions: *Where is the person?* (She's at home. / She's on the sofa.) *What is she doing?* (She's eating soup / drinking orange juice / reading / watching TV.) *How does she feel?* (bad / sick)
- Write the word *health* on the board and check that students understand (for example, T [pointing to the picture]: *Is she in good health?* Ss: *No, she's sick.* T: *What do people do when they have health problems?* Ss: *Go to the doctor. / Take medicine. / Rest. / Miss work.*).

Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. As needed, explain: *An injury:* what happens when you get hurt; for example, you can have an injury to your arm or leg.
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

Getting Started

10 minutes


1 WHAT DO YOU KNOW?

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

- Show Transparency 7.2 or hold up the book. Tell students to cover the list of words on page 127.
- Read the directions. Elicit a health problem and write in on the board (for example, *Number 2 is a sore throat.*).
- Students call out answers. Help students pronounce health problems if they have difficulty.
- If students call out an incorrect health problem, change the student's answer into a question for the class (for example, *Number 5 is a cold?*). If nobody can identify the correct health problem, tell students they will now listen to a CD and practice the health problems vocabulary.

Presentation

5 minutes

B  Look at the pictures and listen....

- Read the directions. Play CD 2 Track 31. Pause after number 14 (*chest pains*).
- To check comprehension, say each health problem in random order and ask students to point to the appropriate picture.
- Resume playing Track 31. Students listen and repeat.

Controlled Practice

20 minutes

2 PRACTICE

A WORD PLAY. Some expressions for health...

- Read the directions.
- Tell students to look at the list of words on page 127. Elicit one health problem with *a* before it and one with *an*. Write them on the board. Ask: *Why does earache have an before it instead of a? (because earache begins with a vowel sound)*
- Elicit one health problem with *the* before it and one with no word before it. Write them on the board.
- Use the four health problems on the board in sentences with *I have* _____. As you say each sentence, act out the meaning (for example, hold your throat and say: *I have a sore throat.*).

 Listen and complete the chart. Write...

- Play CD 2, Track 32. Students listen and complete the chart.
- Copy the chart onto the board. Call on students to write in answers.
- Correct any mistakes on the board. To wrap up, act out the health problems in the chart (in random order) and call on students to say the sentences.

EXPANSION: Vocabulary practice for 2A

- Pair students. One partner acts out the health problems in the chart. The other guesses by saying the sentences.

B PAIRS. Point to the pictures. Ask and answer...

- Read the directions. Play Speaker B and model the example with a student. Tell the student to point to picture 1 and ask: *What's the matter?* As you ask *What's the matter?*, point to picture 12.
- Say *What's the matter?* and ask the class to repeat.
- Pair students and tell them to take turns playing Speakers A and B. Walk around and check that students are using *a*, *an*, *the*, or no word appropriately before each health problem.
- To wrap up, point to pictures 1–14 and ask: *What's the matter?* The class calls out sentences with *He / She has . . .*

MULTILEVEL INSTRUCTION for 2B

Cross-ability Ask higher-level students to cover the list of words on page 127 as they practice. Lower-level students can consult the list as needed and also use it to check their partner's use of vocabulary and *a*, *an*, *the*, or no word before each health problem.

Community Building

Model the activity and how students should correct each other's mistakes. Ask an above-level student to play Speaker B and make a mistake. Play Speaker A as follows:

A: [points to picture 1] *What's the matter?*

B: *She has an earache.*

A: *No, try again.*

B: *She has a headache.*

A: *Yes. Good!*

Lesson 1 Vocabulary

Learning strategy: Use your language

- Provide each student with five index cards or tell students to cut up notebook paper into five pieces.
- Read the directions. If you have students with low first-language skills, pair them with more capable peers if possible.
- Walk around as students work. If misspellings occur, tell them to check the list on page 127.
- Say: *You can use your language to help you remember new words.* Remind students to use this strategy to remember other new vocabulary.

Teaching Tip

As you visit with students, show them you are an active language learner yourself by trying to pronounce health problems in their native languages.

Community Building

Ask several students to present their cards to the class and teach the class to say health problems in their native languages. This is a fun way to build class community and value other students' languages.

Communicative Practice 15 minutes

Show what you know!

STEP 1. Do you go to the doctor? When?....

- Read the directions.
- Model the activity. Complete the sentence with a health problem from the list. Write your sentence on the board (for example, *I go to the doctor when I have a fever.*).
- Tell students to complete the sentence with a health problem from the list or their own health problem.

STEP 2. GROUPS OF 3. Talk to your classmates....

- Form groups of 3 and read the directions.
- Model the activity with an above-level student. Prompt the student to ask you: *When do you go to the doctor?* Point to and read your sentence on the board.
- Tell students to take turns asking and answering the question.

EXPANSION: Speaking practice for STEP 2

- On the board, write: *I don't go to the doctor when I _____.* Tell students to complete the sentence and then ask group members: *When do you not go to the doctor?*

EXPANSION: Writing and grammar practice for STEP 2

- Ask a student: *When do you go to the doctor?* On the board, write a sentence about the student (for example, *José goes to the doctor when he has a sore throat.*).
- Tell students to write a sentence about each of their partners.

EXPANSION: Speaking practice for STEP 2

- Tell students to stand, mingle, and ask as many classmates as they can: *When do you go to the doctor?* For each response, tell students to make a checkmark next to a health problem on the list.
- After a few minutes, tell students to stop, count their checkmarks, and identify the top three reasons to go to the doctor.
- On the board, write:
Top 3 reasons to go to the doctor:
 - 1.
 - 2.
 - 3.
- Complete the list with the class's input.

Extra Practice



Interactive Practice



pages 74–75

Getting Started

10 minutes

1 BEFORE YOU LISTEN

CLASS. Look at the pictures and read the...

- Read the directions.
- Read each sentence and ask the class to repeat.
- Explain any unfamiliar vocabulary through modeling, if possible. For example, to demonstrate *dizzy*, spin around a couple of times, act unsteady, and say: *I'm dizzy*.
- Write the symptoms on the board. Ask: *When do people have these symptoms?* Tell students to review the vocabulary on page 127 for ideas. List students' responses under each symptom (for example, for *dizzy*: *when they have a headache, when they have an earache*).

Language Note

Point out that the symptoms in Exercise 1 are adjectives, while the health problems on page 127 are nouns.

Presentation

10 minutes

2 LISTEN

A CLASS. Look at the pictures. Guess: Where...

- Read the directions. Ask: *Where is the woman? Where is the man?*
- Call on students to answer. Write guesses on the board (for example, *The woman is in an office / in a doctor's office. The man is at home / in bed.*).

B  Listen to the conversation. Was...


- Read the directions.
- Play CD 2, Track 33. Students listen.
- Ask: *Where is the woman?* Read the guesses on the board. Elicit and circle the best answer. Repeat with *Where is the man?*

Controlled Practice

10 minutes

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 129 as they listen to the conversations.

C  Listen again. What is the matter...

- Tell students to look at the pictures again and point to Mr. Cruz. Ask: *What do you think is the matter with him?* (He has a fever.)
- Read the directions and symptoms. Act out each symptom (for example, by placing your palm on your forehead for *He has a fever.*) or call on students to act them out.
- Play Track 33 again.
- To review, ask: *What is the matter with Roberto Cruz?*

D  Listen again. Complete the...

- Read the directions.
- Tell students to look at the appointment card and find the checkboxes for the days of the week and the space for the time. Tell students to circle *A.M.* or *P.M.* when they write the time.
- Play Track 33 again. Students listen and complete the appointment card.
- To review, ask: *When is Mr. Cruz's appointment?*

Culture Connection

- Tell students to look at the appointment card. Read the notice at the bottom of the card (*If you are unable . . .*). Ask: *If Mr. Cruz can't come to his appointment, when does he need to call?* (before Monday, October 13, at 9:00 A.M.)
- Say: *In the United States, some doctor's offices charge you for missed appointments. To avoid charges, call at least 24 hours ahead of time to cancel an appointment you can't keep.*
- Ask: *In your country, do doctor's offices charge for missed appointments?*

Presentation

10 minutes

3 CONVERSATION

A Listen to the sentences. Notice...

- On the board, write: *I have a fever*. Point to and pronounce distinctly each word in the sentence.
- Read the Pronunciation Watch note. Mark the linking in the sentence on the board as you say: *I ha-va fever*. Ask students to repeat.
- Read the directions. Point to the linking symbol in the sentence on the board. Ask: *What's the consonant sound?* Write *v* under the linking symbol. Ask: *What's the vowel sound?* Write *a* under the linking symbol. Point to *va* and say: *We say the v from have together with the next word, a*.
- Play CD 2, Track 34. Students listen.
- Resume playing Track 34. Students listen and repeat.

Controlled Practice

5 minutes

B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 128.
- Tell students to read the conversation silently.
- Tell students to look for sentences and phrases that are the same or similar to the ones in Exercise 3A and mark the linking (*make an appointment*, *have a*, *come on*).
- Call on volunteers to write the sentences or phrases on the board and mark the linking.
- *Optional:* Tell students to look for other words in the conversation that start with vowels. Tell them to mark the linking (*fever and*, *and I'm*, *How about*, *about at*).
- Play CD 2, Track 35. Students listen and repeat.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Walk around and help with pronunciation as needed. Pay particular attention to students' pronunciation of the linked sounds they marked.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat. Model each pair of symptoms (in random order) and ask the class to identify them. For example, scratch your leg and elicit: *rash / my leg is itchy*.
- Tell students to look at the words in blue and write *a*, *an*, *the*, or no word before them (*a cough*, *a headache*, *a rash*).
- Ask two above-level students to practice a conversation in front of the class. Tell B to choose a pair of symptoms. Tell A to choose a day and time from the same row in the boxes.
- Walk around and check that students are using *a* before the health problems in blue.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Before they practice each role, tell students to fill in the blanks in the conversation. Tell B to choose a pair of symptoms and write them in B's second line. Tell A to choose a day and time and write them in A's last line.

Above-level After they practice each role, tell students to cover the conversation and look only at the information in the boxes. Tell pairs to practice without looking at the conversation.

Communicative Practice

15 minutes

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

- Tell students to note a pair of symptoms and a day and time. Tell them to use the vocabulary on page 127 and at the top of page 128.
- Pair students and tell them to practice the conversation.
- Walk around and check the symptoms and days that students have noted. Make corrections as necessary.
- Call on pairs to perform for the class.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study prepositions of time. In the conversation on page 129, the receptionist used this grammar.*
- Play CD 2, Track 35. Students listen. Write on the board: *on Tuesday morning* and *at 9:00*. Underline *on* and *at*.

Presentation

10 minutes

Prepositions of time: *at / by / in / on / from . . . to*

- Copy the grammar chart onto the board or show Transparency 7.3 and cover the exercise.
- Read the sentences in the chart and tell the class to repeat.
- Explain expressions as needed: Please get here by 5:00 today *means arrive here before 5:00. 5:00 is the latest you can arrive. After 5:00 is too late.*
- Say: I'm going to see the doctor in an hour *means I'm going at [say the time one hour from now].*
- Say: The pharmacy is open from 8:00 A.M. to 9:00 P.M. *means the pharmacy opens at 8:00 A.M. and closes at 9:00 P.M.*
- Read the Grammar Watch note and ask the class to read along silently.
- Say: *Let's use prepositions of time to talk about when our English class is.* On the board, draw a web diagram and write *English class* in the circle. Write the prepositions of time at the ends of the lines out from the circle.
- Read the first bulleted item in the Grammar Watch note. Point to *on* in the web diagram and ask: *When is our English class?* Elicit and write the day(s) your class meets (for example, *on Tuesdays and Thursdays*). Repeat with the other bulleted items. For *by*, ask about the due date for a homework assignment. For *in*, ask when today's class is over.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

25 minutes

1 PRACTICE

A Underline the correct word.

- Read the directions and the example. Ask: *Why is the answer at?* (because 9:15 is a specific time on the clock)
- Students compare answers with a partner.
- Call on students to read the sentences. Correct as needed.

EXPANSION: Grammar practice for 1A

- Write item 1 on the board. Cross out *at* and the rest of the sentence. Circle *on*. Say: *Rewrite the sentence with on.* Elicit and write an alternative ending to the sentence with *on* (for example, *on Wednesday*). Read the new sentence: *Can you come on Wednesday?*
- Tell students to rewrite items 2–7 using the other preposition. For item 3, tell students to cross out from *from* to the end of the sentence.

B Complete the sentences. Write...

- Read the directions and the example. Ask: *Why is the answer on?* (because June 6 and 7 are dates)
- Students compare answers with a partner.
- Call on students to read the sentences. Correct as needed.

2 PRACTICE

A Look at the appointment card. Answer...

- Tell students to look at the appointment card. Ask: *Who is the patient?* (Elizabeth Ruiz) *What is her doctor's name?* (Dr. Medeiros)
- Say: *Point to the day of Elizabeth's appointment. Point to the time. Point to the hours the office is open.*
- Read the notice at the bottom of the appointment card. Ask: *Does Elizabeth need to arrive on time for her appointment, or does she need to arrive early?* (early) *How early?* (10 minutes) *What time is that?* (10:05)
- Read the directions and the example. Ask: *Why do we use on?* (because Wednesday is a day)

B PAIRS. Compare your answers.

- Pair students and tell them to take turns reading the questions and answers. Tell them to talk about any answers that are different and make corrections as necessary.
- Read each question and call on students to read the answers.

EXPANSION: Speaking practice for 2B

- On the board, write the day, date, and time of an appointment that you have. Use *on* and *at* to talk about when your appointment is. Use *in* to talk about how soon your appointment is.
- Tell students to note the day, date, and time of an appointment or plan they have. Tell students they can make up the information.
- Form small groups and tell students to talk about when and how soon their appointments are (for example, *My appointment is on . . . at . . . It's in . . .*).

Communicative Practice 20 minutes

Show what you know!

PAIRS. Student A, look at the notes on this page....

- Pair students and assign roles of A and B. Read the first paragraph of the directions. Walk around and check that Student A is looking only at the notes on page 131 and Student B is looking only at the notes on page 247.

- Read the second paragraph of the directions. Write the example on the board. Ask an above-level pair to model the activity. Tell the pair to read and complete the example. Tell Student A to write the missing information. Tell Student B to ask Student A a question (for example, *When is Gloria's checkup?*).
- Say: *Use the questions in Exercise 2A as a model.*
- Walk around and help students form questions as needed. Check students' use of prepositions of time in their answers.
- To check their work, tell pairs to read the notes out loud. Say: *Student A, read the apple, flower, and banana notes. Student B, listen and check the information. Student B, read the grapes and moon notes. Student A, listen and check the information.*

MULTILEVEL INSTRUCTION

Pre-level Before pairs do the activity, group As and Bs and tell them to form the questions they need to ask. Tell them to practice the questions and then return to their partners.

Above-level Tell students to review the questions in Exercise 2A. Tell them to also ask questions with *What day* and *How soon*.

Progress Check

Can you . . . make a doctor's appointment?

Say: *We have practiced making doctor's appointments. Now, look at the question at the bottom of the page. Can you make a doctor's appointment?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 62–63



pages 76–77

Getting Started

5 minutes

- Ask: *Do you take medicine? When?* On the board, write: *I take medicine when I _____.* Model the activity by completing the sentence yourself (for example, say: *I take medicine when I have a headache.*). Tell students to copy and complete the sentence in their notebooks.
- Form small groups. Say: *Talk to your classmates. When do you take medicine?*

Presentation

10 minutes

1 READ OTC MEDICINE LABELS

A CLASS. What over-the-counter medicine do...

- Hold up your book and point to the note on the right side of the directions. Tell students to read the note silently.
- Ask: *What's a prescription?* (a piece of paper on which a doctor writes what medicine you need) *Do you need a prescription for over-the-counter medicine?* (No.) *Where can you buy OTC medicine?* (at any drugstore)
- *Optional:* Bring in a container from a prescription medicine and a container from an OTC medicine. Hold up the containers and ask: *Which one is an over-the-counter medicine? Which one can I buy at any drugstore?*
- Read the directions. Write *aspirin* (and the name of the OTC medicine from the container you brought in) on the board. Ask: *What other OTC medicine do you buy?* Write the names of medicines that students say on the board.

Culture Connection

- Ask: *Are there any medicines that you can buy over-the-counter in your country but need a prescription for here?*
- List students' responses on the board.

B PAIRS. Read the definitions. Then read the...

- Read the directions and the definitions. Tell students to read the medicine label silently.
- Read the example. Tell students to find *temporarily* on the label and underline it. Say: *Temporarily means for a short time. Now find a word that means make better.*

- Pair students. Tell students to underline the words on the label and write them on the lines.
- Number from 1 to 5 on the board. Write the answer for item 1. Ask students to write answers 2–5.
- Say each answer and ask the class to repeat.
- Tell students to close their books. Say the definitions in random order and tell students to call out the words.

MULTILEVEL INSTRUCTION for 1B

Pre-level Tell students which words to find and underline on the label.

Above-level Give students the following additional definitions to match with terms on the label: *stronger than usual* (extra-strength), *the medicine that works* (active ingredient).

Controlled Practice

10 minutes

C Read the medicine label again. Match...

- Tell students to read the medicine label again silently.
- Read the directions. Ask two students to read the example.
- Students compare answers with a partner. Tell them to take turns reading the questions and answers.
- Read the questions and call on students to say answers. After each question and answer, check comprehension by asking an additional question: 1. *What kinds of aches does this medicine relieve?* (headaches, backaches, toothaches) 2. *Is this medicine safe for 13-year-olds?* (Yes.) 3. *What are caplets?* (Students can point to the picture.) 4. *Is this medicine safe for ten-year-olds?* (No.) 5. *What should you do with this medicine in December 2010?* (throw it in the trash)

EXPANSION: Speaking practice for 1C

- Ask students to bring in labels from OTC medicines.
- Tell students to read their labels and find answers to the questions in Exercise 1C.
- Pair students and direct them to ask each other the questions in Exercise 1C. Students answer using information from their label.
- *Optional:* Tell students to exchange labels with a classmate (not their partner). Repeat the activity.

Lesson 4 Read medicine labels

Presentation

20 minutes

Communicative Practice

15 minutes

2 READ PRESCRIPTION MEDICINE LABELS

A CLASS. Look at the prescription...

- Read the directions. Say: *Point to the prescription. Point to the medicine label.* Ask: *Who gives you a prescription?* (a doctor) *Can you buy this medicine at any drugstore?* (No.)
- Tell students to read the questions silently and look for answers on the prescription and label.
- Read the questions and elicit answers from the class.
- Tell students to cover the medicine label. Say the specific pieces of information from the label in random order. Point to the board and tell students to call out the type of information (for example, T: *Do not take with aspirin.* Class: *Warning.*)
- *Optional:* Pair students and tell them to take turns asking and answering the questions.

B Read the medicine label in Exercise A again...

- Read the directions. Tell students to look at the example. Read the question and elicit the answer from the class.
- Students compare answers with a partner.
- Write *dosage* on the board. Read item 2 and elicit the answer. Ask the class what *dosage* means and write a definition (for example, *how much medicine you take*). Repeat with *refills*. Read item 5 and elicit a definition (for example, *times that you can get more medicine with the same prescription*).

C Listen and check your answers...

- Play CD 2, Track 36. Students listen and check their answers.
- Say: *Now listen and repeat. Practice the questions because you're going to ask them in Exercise 3.* Resume playing Track 36.

3 PRACTICE

PAIRS. Take turns being the customer and the...

- Read the directions. Tell students to look at Exercise 2B. Point to the questions and ask: *Who asks the questions?* (the customer) *Who answers the questions?* (the pharmacist)
- Tell students to look at the medicine labels. On the board, write: *an eyedropper, a tube of ointment.* Ask: *What's the picture next to the first label?* (an eyedropper) Ask: *What's the picture next to the second label?* (a tube of ointment)
- Pair students. Say: *Talk to your partner. Decide who's going to be the pharmacist for the eyedrops and who's going to be the pharmacist for the ointment.*
- Tell students to look at the questions in Exercise 2B and find answers to the questions on their label.
- Say: *Take turns being the customer and the pharmacist. The customer asks the questions in Exercise 2B. The pharmacist answers the questions using the underlined information on his or her label.*
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 3

Cross-ability Tell the higher-level students to play the pharmacist first.

4 LIFE SKILLS WRITING

Turn to page 262 and ask students to complete the medical history form. See pages Txi–Txii for general notes about Life Skills Writing activities.

Progress Check

Can you . . . read medicine labels?

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

Extra Practice



Interactive Practice



pages 78–79

Getting Started

10 minutes

1 BEFORE YOU LISTEN

A Look at the pictures. Match each picture...

- Say: *Look at the pictures. What's an injury?* (when a person gets hurt / has an accident)
- As a warm up, ask the class if anyone has an injury. Help students describe their injuries.
- Read the directions and the example.
- Read the sentences in the box. Tell students to underline the parts of the body. Say: *If you know these parts of the body, you can match the pictures with the sentences.*

B PAIRS. Compare your answers.

- Say each sentence from the box in Exercise 1A and ask the class to repeat.
- Pair students and tell them to take turns reading the sentences.
- Walk around and spot-check students' written answers.
- Tell students to look at item 4 in Exercise 1A. Read the sentence. Explain that *sprains* are injuries to joints, or parts of your body that can bend. On the board, write: *I sprained my . . .* Demonstrate bending each joint. Elicit and list on the board the parts of the body that a person can sprain (*ankle, knee, elbow, wrist, fingers*).


Presentation

10 minutes

2 LISTEN

A CLASS. Look at the picture. Where...

- Direct students to look at the picture. Ask: *How many people are in the picture?* (three) *What do they all have?* (an injury)
- Read the directions. Say: *Point to Manolo. Point to Ellie.* Ask: *What are they doing?* (sitting, waiting, talking) *Where are they?* (in the waiting room at a doctor's office or hospital)

B  Listen to the conversation. Read...


- Direct students to look at the picture again. Ask: *What part of his body did Manolo hurt?* (his ankle or foot) *What part of her body did Ellie hurt?* (her arm)
- Read the directions and the sentences. Play CD 2, Track 37.
- Read the sentences and call on students to say the answers.
- Tell students to rewrite item 2 to make it true (Manolo had an accident at a soccer game.).

Controlled Practice

10 minutes

Teaching Tip

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

C  Listen to the whole conversation....

- Read the directions. Direct students to look at the pictures. Ask: *What do you think happened to Manolo?* Tell students to guess what happened and underline a or b.
- Play CD 2, Track 38.
- Students compare answers with a partner.
- Ask: *What happened to Manolo?* Ask students to look at the pictures and say what happened. (a. He sprained/hurt his ankle at a soccer game. b. He fell [down the bleachers]). Write their responses on the board. Ask: *Which is true?* Elicit and circle a. Ask: *Was your guess correct?*

EXPANSION: Graphic organizer practice for 2C


- Say: *Think about an accident you had or an accident a friend or family member had when you were with them.*
- Draw a *Wh-* question chart on the board (with *What, Where, When, and How* as headings) and complete it with information about an accident you or your friend/family member had. In the *What?* box, write a sentence similar to the ones in the box in Exercise 1A. Write short answers in the other boxes.
- Tell students to draw a complete *Wh-* question chart about their accident.

Presentation

5 minutes



3

CONVERSATION

- A**  Listen to the sentences. Notice...
- Write the first sentence on the board. Point to each word and pronounce it distinctly. Ask: *Is this how people speak?* (No.)
 - Say the sentence again, running *What* and *are* together as you would in normal speech. Point to the underlined *t* in the sentence, say the sentence and ask: *What sound do you hear?* (/d/)
 - Read the Pronunciation Watch note. Point to the underlined *t* and ask: *Is it between two vowel sounds?* (Yes.) *What does it sound like?* (/d/)
 - Write the second sentence on the board. Ask: *Is the underlined t between two vowel sounds?* (Yes.) Say the sentence and ask: *Does the t sound like a quick /d/?* (Yes.) Repeat with the third sentence.
 - Play CD 2, Track 39. Students listen.
 - Resume playing Track 39. Students listen and repeat.

Controlled Practice

10 minutes

- B**  Listen to the sentences. Which underlined...
- Write item 1 on the board. Ask: *Is the underlined t between two vowel sounds?* (Yes.) Say the sentence and ask: *Does the t sound like a quick /d/?* (Yes.) Circle the item number.
 - Play CD 2, Track 40.
 - Play Track 40 again as needed.
 - Write items 2–4 on the board. Say each sentence and ask: *Is the underlined t between two vowel sounds? Does the t sound like a quick /d/?*
 - Have pairs practice saying items 1 and 4.
- C**  Listen and repeat the conversation.
- Note: This conversation is the same one students heard in Exercise 2B on page 134.
 - Tell students to read the conversation silently. Tell them to find and underline the three *t*'s that are pronounced like quick /d/'s (*Whatt are you doing here? / Whatt about you? / at a soccer game*)
 - Play CD 2, Track 41.

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. Point to the blue box. Call on volunteers to act out the meaning of the sentences. Say each sentence and ask the class to repeat. Point to the green box. Say the words and ask the class to point to the part of the body and repeat.
 - Ask two above-level students to practice a conversation for the class. Tell them to use their own names.
 - Tell pairs to use their names and the information in the boxes to fill in the blanks.

Communicative Practice

15 minutes

- B ROLE PLAY. PAIRS.** Make your own...
- Brainstorm and write on the board a list of body parts people hurt. Say the words and ask the class to point to the part of the body and repeat. If possible, draw a green box around the list.
 - Choose a body part from the list and elicit the class's help to make sentences about injuries. Tell students to look at the sentences in the box in Exercise 1A on page 134. Ask: *Can you burn your [leg]?* On the board, write: *I burned my leg.* Continue with the other sentences. Remind students that *sprains* only occur at joints. Draw a blue box around the sentences.
 - Pair students and tell them to substitute information on the board or their own information into the conversation in Exercise 4A.
 - Call on pairs to perform for the class.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study the simple past tense of irregular verbs. You heard this grammar in Exercise 3C on page 135.*
- Play CD 2, Track 41. Students listen. Write on the board: *I had an accident, I broke my arm, I hurt my ankle.* Underline *had*, *broke*, and *hurt*.

Presentation

15 minutes

Simple past: Irregular verbs

- Write *burn* and *sprain* on the board. Ask: *How do we usually form the past tense?* Elicit the answer and add *-ed* to the words on the board. Say *burned* and *sprained* and ask the class to repeat.
- Say: *Some verbs do not have -ed forms. They have irregular past-tense forms.* Tell students to look at the sentences on the board. Ask: *What is the past-tense form of have? (had)* Repeat with *break* and *hurt*. Say: *Have, break, and hurt have irregular past-tense forms.*
- Copy the grammar charts onto the board or show Transparency 7.4 and cover the exercise. Point to the right chart and ask: *What other verbs have irregular past-tense forms? (cut, fall, get)* Say the irregular past-tense forms and ask the class to repeat.
- Tell students to look at the left chart. Point to the picture of Manolo and Ellie on page 134. Ask: *What happened to Ellie? What happened to Manolo?* Elicit the sentences in the chart. Then read the sentences and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

EXPANSION: Grammar practice

- Tell students to look at the Grammar Reference on page 286. Say the past-tense forms and ask the class to repeat.
- Give students time to study the irregular past-tense forms on page 136 and in the Grammar Reference on page 286.

- Tell students to close their books. Say base forms in random order and ask the class to call out the past-tense forms.
- Pair students and tell them to quiz each other. Tell students to mark the verbs their partner doesn't know.
- Provide students with index cards or tell them to cut up notebook paper. Tell them to make flashcards for the verbs they need to practice more.

Controlled Practice

20 minutes

1 PRACTICE

A Complete the sentences. Underline the...

- Read the directions. Write the example on the board and point to the answer. Ask: *Is the verb present or past tense? (present tense) Why? (You use sometimes with the present tense)*
- Say: *Read the sentences carefully before you answer. Decide whether each sentence is present or past tense. Look for clues like sometimes, today, and yesterday.*
- Students compare answers with a partner.
- Call on students to read the completed sentences.

B Write sentences about the past. Use a verb...

- Read the directions. Write item 1 on the board and point to the answer. Ask: *Which verb from the box is used? (break) What is the past-tense form of break? (broke)* Read the sentence.
- Say each verb in the box and ask the class to call out the past-tense form.
- Say: *First, choose the correct verb. Then write a past-tense sentence.*
- Students compare answers with a partner. Walk around and spot-check students' spelling of the past-tense forms.
- Call on students to read the completed sentences.

2 PRACTICE

A PAIRS. Look at the pictures. What happened...

- Read the directions. Tell students to underline *last weekend*. Ask: *Are you going to use the present or the past tense?* (past tense)
- Say: *Look at item 1. What happened to Jessica last weekend?* Write the example on the board. Ask the class to complete the second sentence. On the board, write: *cut her hand*.
- Pair students. Say: *Look at the other pictures. What happened to David, Emery, and Denise last weekend? Talk to your partner. Try to think of two things to say about each picture. To get ideas, look at the exercises on page 136.*
- For items 2–4, ask: *What happened to [David]?* Call on pairs to give their answers. For each item, ask if there are any different answers.

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

- Read the directions and the sentences about Jessica on the board. Say: *Use the sentences as an example.*
- Remind students to start each sentence with a capital letter and end with a period. Tell students to check their spelling of irregular past-tense verbs by looking at the chart on page 136 and the Grammar Reference on page 286.
- For items 2–4 in Exercise 2A, ask students to write their sentences on the board. Correct as needed.
- Call on different students to read the sentences.

EXPANSION: Speaking practice for 2B

- Tell students to read the conversation in Exercise 3C on page 135 again.
- Choose two pictures from Exercise 2A. With the class, create a phone conversation between the two people. Write it on the board. For example:

Jessica: Hi, Denise. How was your weekend?
Denise: Terrible. I got sick. I had a fever.
Jessica: That's too bad.
Denise: What about you? How was your weekend?
Jessica: Not great. I had an accident in the kitchen. I cut my hand.
Denise: Oh, no! I'm sorry to hear that.
- Form like-ability pairs. Instruct pre-level pairs to practice the conversation on the board. Instruct above-level pairs to create a conversation between the other two people in Exercise 2A.

Communicative Practice 20 minutes

Show what you know!**STEP 1.** Complete the questions.

- Read the directions. To demonstrate the meaning of *Did you ever . . . ?*, ask: *Did you ever cut your finger? Did you ever sprain your ankle?* For each question, ask for a show of hands and ask a student whose hand is raised: *When?*
- Advise students to review the vocabulary on page 127 for help with completing the last question.
- Elicit a variety of endings for each question and write three complete questions on the board.

STEP 2. GROUPS OF 5. Ask your partners your...

- Form groups of 5. Read the directions and example.
- Model the activity. Next to your questions on the board, write the names of four above-level students as column headings of a chart. Point to the names and say: *This is my group.*
- Demonstrate asking each group member a question and taking notes on the chart.
- Tell students to create charts for their group and to continue asking questions until they complete their charts.

STEP 3. Tell the class about your partners.

- Tell students to look at their charts and circle the most interesting answer from each partner.
- Remind students to use the past tense. Point to the verbs in the questions on the board and elicit the past-tense forms (*hurt, broke, had*).

Progress Check**Can you . . . talk about an injury?**

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

Extra Practice

Interactive Practice



pages 64–65



pages 80–81

Getting Started

10 minutes

Presentation

15 minutes

1 BEFORE YOU READ

A CLASS. What is stress? When do you feel...

- Write *STRESS* on the board. Ask: *What is stress?* Use the word *STRESS* as the center of a web diagram and note students' ideas on the board (for example, *worry, no time, too much work, can't relax, tired*). If students need help, tell them to look at the picture in the article.
- Ask: *When do you feel stressed?* Elicit a variety of responses and write them on the board.

B PAIRS. Scan the article. Look at the words and...

- Read the Reading Skills note about using formatting clues. Explain that *boldface type* is print that is thicker and darker than normal. Tell students to look at the article. Ask: *What words are in boldface type? (What causes stress?, Change, etc., How can you manage stress?)* Say: *These are the main points of the article.*
- Say: *Find the bullets in the article. How many are there? (four)* Hold up your book and point to the bullets.
- Pair students. Read the directions. Ask: *What colors are used in the article? (blue and red)* Tell pairs to look at the words and sentences in blue and red and answer the questions.
- Read item 1. Ask: *What color are the questions? (blue)* Elicit the two questions. Read item 2. Ask: *What color are the causes of stress? (red)* Elicit the four causes of stress and write them on the board as headings.

2 READ

**Listen.** Read the article.

- Instruct students to close their books. Point to each cause of stress on the board and ask the class for examples. For example, point to *Change* and ask: *What are some changes that can cause stress?* List students' ideas under each cause of stress on the board.
- Play CD 2, Track 42. Students listen and read along silently.
- *Optional:* Play Track 42 again. Pause the CD after each cause of stress and ask the class to add examples to the list on the board. For example, if they are not already on the board, add under *Change: losing a job, getting divorced, and going on vacation.*

Culture Connection

- Say: *Stress is a major health problem in the U.S. Money and work are the main causes of Americans' stress.*
- Ask: *Is stress a major problem in your country? What are the causes of people's stress? Do you feel more stress here or in your own country?*

Controlled Practice

20 minutes

Communicative Practice

15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article again. Circle *True* or *False*.

- Tell students to read again and highlight the answers in the article.
- Students compare answers with a partner.
- Call on students to say the answers.
- *Optional:* Tell students to rewrite items 3 and 4 to make them true (3. *Eating too much junk food is an example of an unhealthy habit.* 4. *You can't always avoid stressful situations.*).

B Take the stress quiz. Then count your...

- Tell students to look at the stress quiz. Read the quiz directions (*Circle the number . . .*) Ask what answers numbers 1, 3, and 5 represent (*Never, Sometimes, and Every day*). Ask: *What about numbers 2 and 4?* Elicit an adverb of frequency for each and write them on the board (2—*hardly ever*, 4—*often*). If students have difficulty, tell them to review the grammar charts on page 70.
- Tell students to read the quiz items silently and underline any words they don't understand. Explain unfamiliar vocabulary as needed.
- Read the directions. Walk around and, as needed, demonstrate adding the points in each column and writing the total on the line. Tell students to circle how much stress they have—*Not Much Stress, Some Stress, or A Lot of Stress*.
- Ask volunteers: *How much stress do you have?*

C PAIRS. Compare your scores. Talk about...

- Read the directions and the example. Tell students to look at the stress quiz. Tell them to circle their total score and the items on which they scored the highest.
- Pair students. To model the activity, talk about how stress affects your life. Say your score and the items you scored highest. Say how much stress you have.
- Call on a few volunteers to talk about how stress affects their lives.

Show what you know!

PRE-WRITING. Write a list of things in your life...

- Read the directions. Tell students to look at the examples on the board. Or tell students to read the *What causes stress?* section of the article again and underline things that cause stress. (*losing a job, getting divorced, etc.*)
- Tell students to write the things on the board or in the article that cause stress in their lives. Tell them to add other things that cause them stress.

NETWORK. Find classmates with the same...

- On the board, write: *What causes stress in your life?* Tell students to stand, mingle, and ask classmates the question. Say: *When you find a classmate with some of the same causes of stress, stay together. Look for other classmates with the same causes.*
- When all students have found at least one partner, tell students to stop and sit with the classmate(s) they found.
- Tell the class to look at the article again. Ask: *Where can you find information about how to manage stress?* (under *How can you manage stress?*)
- Tell partners to take turns reading the bullet points out loud. On the board, write: *Change, Accept, Talk.* Say: *Brainstorm ideas about how to manage your stress. What can you change? What can you not change? Who can you talk to?*

MULTILEVEL INSTRUCTION

Cross-ability Ask the highest-level partner in each group to record the group's ideas and present them to the class.

WRITE. Write about the stress in your life...

Turn to page 271 and ask students to complete the activities. See page T-xii for general notes about Writing activities.

Extra Practice



Interactive Practice



pages 66–67



pages 82–83

Getting Started

10 minutes

Presentation

25 minutes

1 BEFORE YOU LISTEN

A READ. CLASS. Look at the picture and read...

- Read the directions. Direct students to look at the picture. Ask: *Where is Hugo?* (at the dentist's office / at the Highland Dental Clinic) *What's the matter with Hugo?* (His tooth hurts.)
- Ask students to read the paragraph and the questions silently. Tell them to underline answers to the questions in the paragraph.
- Read the paragraph and each question and call on students to answer.


B CLASS. Have you ever had to miss work...

- Read the question. Tell students to think about the last time they missed work or school.
- Talk about a time when you missed work. Mention the reason and who you called.
- Ask several students: *Have you ever had to miss work or school? What was the problem? Did you call someone? Who?* Call on above-level students first.

Culture Connection

- Say: *When you miss work because of sickness or injury, some employers require a doctor's note. If you're not sure, ask the doctor or dentist for a note just in case.*
- Ask: *Do employers in your country require a doctor's note when you miss work?*
- Say: *Some doctors ask, "Do you need a note for your employer?" If your doctor doesn't ask, what can you say? Write students' ideas on the board (for example, *Can you please write a note for my boss?* or *I need a note for my employer.*).*


2 LISTEN

A  Look at the pictures of Soo-Jin...

- Read the directions. Say: *Point to Soo-Jin. Point to her work supervisor. How does Soo-Jin look?* (sick / like she has a headache / like she doesn't feel well)
- Tell students to read the questions and answer choices silently.
- Play CD 2, Track 43.
- Read the questions and call on students to say the answers.


Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 303 as they listen to the conversations.

B  Listen to the whole conversation....

- Read the directions. Tell students to read the answer choices silently.
- Play CD 2, Track 44.
- Read the question again. Call on a student to say the answer.

3 CONVERSATION

A  Listen to the sentences. Notice...

- Read the Pronunciation Watch note.
- Write the first sentence on the board. Ask: *Where is the pause?* (between *sorry* and *to*) *What are the two thought groups?* (*I'm sorry* and *to hear that*) Read the sentence, pausing between the two thought groups, and ask the class to repeat.
- Play CD 2, Track 45. Students listen.
- Resume playing Track 45. Students listen and repeat.

Controlled Practice 20 minutes

B  Listen and repeat the conversation.

- This conversation is the same one students heard in Exercise 2A on page 140.
- Tell students to read the conversation silently. Tell them to look for sentences similar to the examples and mark the pauses (*I can't come in / today; I have to / go to the doctor; Sorry / to hear that*).
- While students are reading, write the conversation on the board. Ask students who have marked the pauses correctly to mark them on the board.
- Say: *I'm going to read the conversation. Listen for one more pause to mark.* Point out that periods and commas also represent pauses, but that it's not necessary to mark them. Read the conversation, pausing between *today* and *because*. Ask the class where the pause was and mark it on the board.
- Play CD 2, Track 46. Tell students to practice pausing between thought groups. As needed, say the lines and ask students to repeat.

EXPANSION: Pronunciation practice for 3B

- Form groups of 4. Say: *Look at the Pronunciation Watch note. Each sentence in the Pronunciation Watch note has three thought groups. Read each sentence and talk about where to mark the pauses.*
- Instruct partners to count off from 1 to 4. Tell Student 1's to underline the first sentence in the Pronunciation Watch note, Student 2's the second sentence, etc.
- Designate areas of the classroom for Student 1's, 2's, 3's, and 4's to sit. Say: *Talk about the sentence you underlined with your new partners. Compare answers. Decide where to mark the two pauses.*

- Ask a student from each group to write the group's sentence on the board and mark the pauses. Read the sentences on the board with pauses as marked. Make corrections as needed.
- Call on students to read the sentences on the board with the correct pauses.

4 PRACTICE

A PAIRS. Practice the conversation. Then...

- Pair students and tell them to practice the conversation in Exercise 3B. Remind them to practice pausing between thought groups.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each phrase or sentence and ask the class to repeat.
- Point to the first blue phrase and ask: *Take who to the clinic?* (my son) *What pronoun goes with my son?* (*he*) Tell students to underline *my son*, *he*, and *he* in the top row in the boxes.
- Ask two above-level students to practice a conversation in front of the class. Tell them to use their own names and information from the same row in the boxes to fill in the blanks.
- Call on pairs to perform for the class.

Communicative Practice 15 minutes

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

- Brainstorm other situations and explanations with the class and write them on the board.
- Read the directions.
- Play Speaker B and make up a conversation with an above-level student. Use the information you wrote on the board. Prompt Student A to choose a red phrase from Exercise 4A and change the pronoun as needed.
- Walk around and check that Student A uses a pronoun that matches Student B's information.
- Call on pairs to role play for the class.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study ways to express reasons with because and for. In the conversation on page 141, Soo-Jin used this grammar.*
- Play CD 2, Track 46. Students listen. Write on the board: *I can't come in today because I have to go to the doctor.* Underline *because*.

Presentation

10 minutes

Ways to express reasons

- Copy the grammar chart onto the board or show Transparency 7.5 and cover the exercise.
- Read the sentences in the chart. Ask: *Why did Soo-Jin miss work yesterday?* (because she didn't feel well) *Why did she go to the doctor?* (for a prescription)
- Underline and read *she didn't feel well and a prescription*. Ask: *Which is a noun? (a prescription) Which is a subject and a verb? (she didn't feel well)*
- Read the Grammar Watch note.
- *Optional:* Review parts of speech. Read the first sentence in the grammar chart. Point to the underlined portion and ask: *What is the subject? (she) What is the verb? (didn't feel)* Read the second sentence. Point to the underlined portion. Circle *a* and say: *Nouns often have a, an, or some before them.*
- On the board, write: *He went to the doctor because . . .* and *He went to the doctor for . . .* Elicit several endings to each sentence and write them on the board (for example, . . . *because he had chest pains / he sprained his ankle / he needed a prescription; for a physical / eye drops / an X-ray*).
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

PRACTICE

A Complete the sentences. Write *because* or *for*.

- Read the directions and the example. Tell students to underline *I have a cold*. Ask: *Why is the answer because?* (because there's a subject and a verb in *I have a cold*)
- Tell students to look at what comes after the blank in each sentence and decide whether it's a subject and a verb or a noun.
- Students compare answers with a partner.
- Call on students to say answers.
- *Optional:* Tell students to read the sentences again and find the two items that match the picture. (items 1 and 5)

B Look at the words. Where do the people...

- Read the directions.
- Tell students to look at the items. To review the modal *have to*, ask where each person has to go. Elicit complete sentences (for example, T: *Where does Jack have to go?* S: *He has to go to the pharmacy.*)
- Ask: *Are you going to write sentences in the simple past or the simple present?* (simple present)
- On the board, write: *because + a subject and a verb*. Tell students to look at item 1. Read the example. Say: *Look at the part of the sentence after because. What's the subject? (he) Why he? (he is the pronoun for Jack) What's the verb? (needs) Why needs? (with he, the simple present verb ends in -s)*
- On the board, write: *for + a noun*. Ask the class to help write the second sentence for item 1. Write the answer on the board.
- Walk around and check that students add a subject and verb after *because*. Check that students are using correct subject pronouns and subject-verb agreement.
- Call on students to write answers on the board.

Extra Practice



Interactive Practice



pages 68–69



pages 84–85

1

GRAMMAR

A Complete the sentences. Use the simple past...

- Read the directions. Tell students to refer back to the grammar charts on page 136 (Simple past: Irregular verbs) as needed.
- Students compare answers with a partner. Walk around and check students' spelling of irregular verbs.
- Before reviewing answers, say each verb in the box and ask the class to call out the past tense.
- Call on students to read the sentences.

B Complete the conversations. Use the words...

- Read the directions. Tell students to refer back to the grammar charts on page 130 (Prepositions of time: *on / at / by / in / from . . . to*) and page 142 (Ways to express reasons) as needed.
- Students compare answers with a partner by reading the conversations.
- Call on two pairs to read the conversations for the class. Discuss any errors.
- *Optional:* Call on pairs to perform for the class.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 7, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

pages 70–71

2 ACT IT OUT
STEP 1. CLASS. Review the Lesson 2 conversation...

- Tell students to review the conversation in Exercise 3B on page 129.
- Tell them to read the conversation silently and then practice it with a partner.
- Play CD 2, Track 33. Students listen.
- As needed, play Track 33 again to aid comprehension.

STEP 2. ROLE PLAY. PAIRS. Student A, you are the...

- Read the directions and the guidelines for A and B.
- Pair students. Tell A to make up a medical problem but to use real information about his or her schedule. Tell B to think of a name for the doctor's office. Remind pairs to pretend they are talking on the phone.
- Walk around and observe partners interacting. Check pairs' use of prepositions of time when they talk about the appointment time.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3 READ AND REACT
STEP 1. Read about Ramona's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple *Wh-* questions to check comprehension (for example, *Who is Mike? What does Mike often do? Where is Mike going tonight? Who has to cover Mike's hours?*).

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

- Ask: *What is Ramona's problem?* (Ramona's boss asked her to cover her co-worker Mike's hours. Ramona doesn't want to work late tonight.)
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Ramona.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, S: *I think she can say, "I'm sorry I can't work late tonight." This is a good idea.*).
- Now tell pairs to think of one new idea not in the list (for example, *She can talk to Mike. She can say, "When you call in sick, I have to work late."*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea too (*Do you think this is a good idea? Why or why not?*).

MULTILEVEL INSTRUCTION for STEP 2

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

4 CONNECT

Turn to page 252 for the Goal-setting Activity and page 280 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 125.

Ask students to turn to page 125 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.