

# 9

## Parents and Children

### Classroom Materials/Extra Practice



CD 3  
Tracks 2–17



Transparencies 9.1–9.6  
Vocabulary Cards Unit 9



MCA  
Unit 9



Workbook  
Unit 9



Interactive Practice  
Unit 9

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- Future with *will*
- Adverbs of manner
- Object pronouns
- Possessive nouns

#### Pronunciation

- *Will* and the contraction 'll
- Possessive endings 's and s'

#### Reading

- Read an article about the cost of going to college
- *Reading Skill:* Use information in charts and tables

#### Writing

- Write about the progress of students you know
- Write about your educational goals

#### Life Skills Writing

- Write a telephone message
- Complete a school enrollment form

### Preview

- Set the context of the unit by asking questions about parents and children (for example, *Do you have children? How many children do you have? Would you like to have children in the future?*).
- Hold up page 165 or show Transparency 9.1. Read the unit title and ask the class to repeat.
- Say: *Look at the picture.* Ask the Preview questions: *Who are the people?* (a mother and son) *What are they doing?* (studying / doing homework / The mother is helping her son with his homework.).
- On the board, write: *parents = mother and \_\_\_\_\_, children = son and \_\_\_\_\_.* Elicit *father* and *daughter* and write them on the board.

### Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. Explain unfamiliar vocabulary as needed:
  - Enrollment:* signing up to attend a school
  - Progress:* how a person is learning, developing, improving over time
  - Behavior:* the way a person acts
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

## Getting Started

5 minutes

## 1 WHAT DO YOU KNOW?

**A CLASS.** Look at the pictures. Which school subjects...

- Show Transparency 9.2 or hold up the book. Tell students to cover the list of words on page 167.
- Read the directions. Elicit a school subject and write it on the board (for example, *Number 6 is music.*).
- Students call out answers. Help students pronounce school subjects if they have difficulty.
- If students call out an incorrect school subject, change the student's answer into a question for the class (for example, *Number 4 is English?*). If nobody can identify the correct school subject, tell students they will now listen to the CD and practice the school subjects vocabulary.

## Presentation

5 minutes

**B**  Look at the pictures and listen. Then...

- Read the directions. Play CD 3, Track 2. Pause after number 10 (*science*).
- To check comprehension, say each school subject in random order and ask students to point to the appropriate picture.
- Resume playing Track 2. Students listen and repeat.

## Controlled Practice

15 minutes

## 2 PRACTICE

**A WORD PLAY. PAIRS.** Choose a school subject...

- Read the directions and write the example on the board. Ask: *What's the subject?* (art) *What are the clues?* (paint, draw, color)
- Tell the class to look at the list of words on page 167 and choose another school subject—not *art*. Elicit students' ideas for clues and write them on the board.
- Pair students. Tell them to choose another school subject—not the ones on the board. Walk around and offer ideas for clues as needed.

## Student A, read your clues. Student B, guess after...

- Read the directions. Play Student A and model the example with a student. Ask a pair to model the other example on the board.
- Say: *If your partner guesses incorrectly, say no and read another clue.*
- To wrap up, ask students to read their clues and the class to guess.

**MULTILEVEL INSTRUCTION for 2A**

**Cross-ability** A lower-level student can work with a higher-level partner to write clues. Direct the students to find a new partner for the second part of the activity.

**B** What schools are in your community? Find out and...

- Note: If you are not familiar with the names of schools in your area, research this information before class.
- Tell students to complete as much of the chart as they can with names of local schools they know.
- Write *preschool*, *elementary school*, etc., as headings on the board. Ask volunteers to come to the board and list schools.

**Culture Connection**

- Explain: *In the U.S., children have to attend school until they are 16 years old. This is the law. Public schools provide a free education. Local property taxes pay for public schools.*
- Elicit or provide the grades / ages for each level of education in the U.S. Note the grades and ages next to each heading on the board (example, *preschool: usually 3–4 year olds; elementary school: K–5th grade; middle school: 6th–8th grade; high school: 9th–12th grade*). Ask: *About how old are pre-schoolers?* (4 years old) *Kindergartners?* (5 years old) *6th graders?* (11) *9th graders?* (14)
- Explain: *Public education usually begins in kindergarten, but some districts have preschool.*
- Ask: *Do children have to go to school in your country? What are the laws? Are there schools that children can attend for free?*

**Learning Strategy: Use your language**

- Provide each student with five index cards or tell students to cut up notebook paper into five pieces.
- Read the directions. If you have students with low first-language skills, pair them with more capable peers if possible.
- Walk around as students work. If misspellings occur, tell them to check the list on page 167.
- Say: *You can use your language to help you remember new words in English.* Remind students to use this strategy to remember other new vocabulary.

**Teaching Tip**

As you visit with students, show them you are an active language learner yourself by trying to say school subjects in their native languages.

**Communicative Practice** 15 minutes**Show what you know!****STEP 1. GROUPS OF 3. What are the three...**

- Read the directions.
- On the board, write the subject you think is most important and explain why (for example, *I think math is the most important because you need to be able to manage your money.*).
- Tell students to write the subject they think is most important and note why they think it's important.
- Form groups of 3. Say: *Tell your group what subject you think is most important and why.*
- Say: *Do you agree with your partners? Write the other two subjects you think are most important. Use your partners' ideas or your own ideas.*

**MULTILEVEL INSTRUCTION for STEP 1**

**Cross-ability** Allow lower-level students to look at their partners' notes and write why each subject is important.

**STEP 2. Tell the class your ideas.**

- Read the directions.
- Ask: *What are the three most important subjects for students to learn? Why?* Call on volunteers to answer. Write answers on the board and tell students to copy them into their notebooks.

**EXPANSION: Vocabulary practice for STEP 2**

- Hang ten large sheets of paper around your classroom. Write one school subject at the top of each sheet.
- Tell students to walk around and write reasons why the subjects are important on the sheets.
- Ask ten students to stand and read the reasons on one sheet.

**EXPANSION: Vocabulary and speaking practice for STEP 2**

- Ask: *What was your favorite school subject when you were a child? Why?* Tell students to write their answer in their notebooks.
- Form groups of 3. Say: *Tell your group what your favorite school subject was when you were a child and why.*
- Call on a few students to say what a partner's favorite subject was as a child and why.

**Extra Practice**

Interactive Practice



pages 98–99

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

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

- Read the directions.
- Tell students to look at the pictures. Read the captions under the pictures and ask the class to repeat.
- Tell students to read the two paragraphs silently.
- Read the first paragraph out loud. Tell students to look at the first picture. Ask: *What are the parents and teacher talking about?* (the child's progress in school) As needed, explain that *progress* is how well the child is doing in school, for example, the child's learning, grades, and behavior.
- Read the second paragraph out loud. Tell students to look at the second picture. Ask: *Who are the people?* (teachers and parents) *What are they talking about?* (how to improve the school) Ask: *What does improve mean?* (make better)
- Read each question. Elicit answers and write them on the board. 1. to discuss a child's progress in school, 2. to work together to improve the school.
- *Optional:* Write *parent-teacher conference* and *PTO meeting* on the board. Brainstorm things people talk about in each setting. List students' ideas on the board (for example, for *parent-teacher conference*: *grades, attendance, behavior, homework*; for *PTO meeting*: *school events, fundraisers*).

## Presentation

10 minutes

## 2 LISTEN

**A CLASS.** Look at the picture....

- Read the directions. Ask: *What is the notice about?*
- Elicit students' guesses and list them on the board. Tell students they will listen for the answer in Exercise B.

## Teaching Tip


*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 304 as they listen to the conversations.

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


- Read the directions. Play CD 3, Track 3.
- Ask: *What is the notice about?* Read the guesses on the board. Elicit and circle the best answer. (a parent-teacher conference)

## Controlled Practice

20 minutes


**C**  Listen again. Answer the questions.

- Tell students to read the questions and answers.
- Play Track 3 again.
- Read the questions and ask the class to call out the answers. If students call out incorrect answers, play Track 3 again.

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

- Read the directions and answer choices.
- Play CD 3, Track 4.
- To review, ask: *What is Mr. Duval going to do on Monday the 23rd?* Elicit the answer.
- *Optional:* On the board, write: *The parent-teacher conference is \_\_\_\_\_ Thursday the 19th at 6:00. Carlo's band concert is four days \_\_\_\_\_.* Ask the class to fill in the blanks. (*on, later*)
- *Optional:* Ask: *What school subject do you think Carlo likes?* (music)

## 3 CONVERSATION

A  Listen to the sentences. Then...

- Read the Pronunciation Watch note. Tell students to underline 'll / will in the sentence.
- Read the directions. Play CD 3, Track 5.
- Say each of the pronouns contracted with will in the first four sentences. Ask the class to repeat. Ask: *What other pronouns are there?* Write the contractions of the board (*you'll, it'll, they'll*). Pronounce them and ask the class to repeat.

B  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 168.
- Tell students to read the conversation silently.
- Tell students to underline will and the contraction I'll in the conversation.
- Play CD 3, Track 6. Students listen and repeat.

## Communicative Practice 20 minutes

## 4 PRACTICE

## A PAIRS. Practice the conversation. Then...

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role. Walk around and help with pronunciation as needed. Pay particular attention to students' pronunciation of will and I'll.
- Then for exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat.
- Tell students to look at the school events in the blue box. To check comprehension, describe the events in random order and ask the class to call out the event: *parents and teachers talking about how to improve the school* (PTO meeting), *students acting on stage with parents and friends watching in the audience* (school play), *students showing their projects on things like health, technology, the environment, and space* (science fair).
- Copy the conversation onto the board with blanks. Read it and when you come to a blank, fill it in with information from the boxes.

- Ask two on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two above-level students to make up a new conversation in front of the class.
- Tell pairs to take turns playing Speakers A and B and to use the information in the boxes.
- Walk around and check students' pronunciation of will and I'll. As needed, pronounce the words and ask students to repeat.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

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

- Read the directions.
- Point to the blue box and ask: *What other school events can you think of?* (a parent-teacher conference, a band concert, an art show, a baseball game, a college fair)
- Point to the green box and ask: *What else can you do to leave work early?* (change my shift, take personal / vacation time, talk to my boss)
- Pair students and tell them to practice the conversation.
- Walk around and check students' pronunciation of will and I'll.
- Call on pairs to perform for the class.

## MULTILEVEL INSTRUCTION for 4B

**Pre-level** Before they role play, tell students to

write down a school event in blue and a way to leave work early in green.

**Above-level** Direct students to change other information in the conversation, such as dates, times, names, and who will watch the kids.

## Extra Practice



Interactive Practice

**Getting Started**

5 minutes

- Say: *We're going to study the future with will. In the conversation on page 169, Mr. and Mrs. Duval used this grammar.*
- Play CD 3, Track 6. Students listen. Write on the board: *My mother will watch the kids* and *I'll try to change my shift*. Underline *will* and *I'll*.

**Presentation**

10 minutes

**Future with will**

- Copy the grammar charts onto the board or show Transparency 9.3 and cover the exercise.
- Read the sentences in the charts and tell the class to repeat.
- Read the first item in the Grammar Watch note and the first sentence in the left chart (*My mother will watch the kids.*).
- Read the second item in the Grammar Watch note. Tell students to look at the right chart. Read all four possible sentences (*Frank will not / won't go to the PTO meeting. They will not / won't go to the PTO meeting.*).
- Read the third item in the Grammar Watch note and the second sentence in the left chart (*She'll watch the kids.*).
- On the board, write: *He will change his schedule.* Ask the class to change the sentence to what people say (*He'll change his schedule.*). Then ask the class to change the sentence to make it negative (*He won't change his schedule.*).
- If you are using the transparency, do the exercise with the class.

**Controlled Practice**

25 minutes

**1 PRACTICE****A Complete the sentences. Use will...**

- Read the directions and the example.
- Students compare answers with a partner.
- Call on students to read the sentences. Correct as needed.

**B Complete the conversation. Use will...**

- Read the directions.
- Write the example on the board. Point to the answer and ask why it's not a contraction. (because *Jimmy* is a name) Then ask: *When do you usually use contractions?* (with pronouns)
- On the board, write: *My mother will watch the kids.* Ask the class to change the sentence to a question. Write the question on the board: *Will your mother watch the kids?*
- Students compare answers with a partner by reading the conversation.
- Call on pairs to perform the conversation for the class. Correct as needed.

## 2 PRACTICE

Complete the e-mail. Use the future with *will*...

- Read the directions. Ask: *Is an e-mail to a friend formal or informal writing?* (informal) *Is it OK to use contractions?* (Yes.)
- Students compare answers with a partner.
- Call on a higher-level student to read the e-mail out loud.
- To wrap up, ask a few comprehension questions: *What is the event?* (Sue's school play) *Will Anita's husband, Jack, go?* (No.) *Who will go?* (Anita and her kids) *What time does Anita have to work until?* (6:30) *What time is the play?* (at 8:00) *When will Anita call Jane?* (on Sunday)

## Communicative Practice 20 minutes

## Show what you know!

**STEP 1. GROUPS OF 5.** Look at the pictures....

- Tell students to look at the pictures. Say the events and ask the class to repeat.
- Tell students to look at the picture of a school bake sale and ask: *What is for sale?* (cookies, cupcakes, bread) Explain that at a school bake sale the members of a school group or club make desserts like cookies and cupcakes and sell them to make money for the school or group.
- Tell students to look at the picture of an international party and ask: *What are the people wearing?* (traditional dress from their countries) *What are the people doing?* (talking, eating) *Where is the food from?* (Italy, Mexico, South Korea)
- Read the directions and the example.
- Draw the chart on the board. Say each event task and ask the class to repeat. Ask: *What's a flyer?* (a piece of paper advertising something) If possible, show the class flyers for events at your school or in your community.
- Model the activity. Ask four higher-level students to stand up. Say: *We are a group.* Ask the group: *Which event should we choose, a school bake sale or an international party?* Write the event on the chart. For each event task on the chart, ask: *Who wants to . . . ?* and write the name of a group member on the chart.

- Form groups of 5. Tell group members to take turns asking *Who wants to . . . ?* Direct each group member to volunteer to do one task.

## EXPANSION: Vocabulary Practice for STEP 1

- Explain that a *bake sale* is a type of *fundraiser*—an event to make money for a specific cause or group.
- Ask: *Can you think of any other types of school fundraisers?* (a car wash, a candy sale, a school fair / carnival)

**STEP 2.** Tell the class about your plans.

- Read the directions.
- Model the activity. Tell the class to look at the chart on the board. Point to each row and say who will do each task. Use *will* (for example, *Phuong will get permission from the school. Arturo will design a flyer.* etc.).
- One student from each group tells the class about the group's plans.

## EXPANSION: Writing and Speaking Practice for STEP 2

- Brainstorm what information to include on an event flyer. Make a list on the board (for example, *when the event is, where the event is, the cost of the event*).
- Direct each group to create a flyer for their event. If possible, provide students with poster paper and markers. Tell students to first plan on a sheet of notebook paper.
- Ask one student from each group to show the flyer to the class and talk about when and where the event will take place.

## Progress Check

**Can you . . . make plans for school events?**

Say: *We have practiced making plans for school events. Now, look at the question at the bottom of the page. Can you make plans for school events?* Tell students to write a checkmark in the box.

## Extra Practice



Interactive Practice



pages 82–83



pages 100–101

## Getting Started

5 minutes

- Ask: *Do you take phone messages at home? Where do you write them?*
- Ask the class: *Do you answer the phone at work? What do you do if someone's not available to take a call?*

## Presentation

20 minutes

## 1 TAKE A PHONE MESSAGE

## A PAIRS. Look at the picture. Guess: Why is the...

- Read the directions. Pair students.
- Give pairs time to come up with an answer to the question. Then point to the woman in the right half of the picture and ask: *Why is the woman calling the school?* (to talk to her child's teacher)
- Elicit students' guesses and list them on the board.

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 304 as they listen to the conversations.

## B Listen to the conversation....

- Read the directions. Play CD 3, Track 7.
- Ask: *Why is the woman calling the school?* Read the guesses on the board. Elicit and circle the best answer.
- Ask: *What does the woman have a question about?* (her daughter's math homework)

## C Read the phone messages. Listen...

- Read the directions. Tell students to read the messages silently. Tell them to circle what is different in each message (1. *Will call back.* 2. *Please call back.*).
- Say: *Now listen again.* Point to the woman in the right half of the picture and ask: *Is she Maria's teacher or Maria's mom? Who will call back, Ms. Vega or Mr. Taylor?*
- Play CD 3, Track 7.
- Repeat the questions above and elicit answers (*Maria's mom; Mr. Taylor will call back.*) Then ask the class to call out the number of the correct message.
- *Optional:* To review prepositions of time, ask: *When did Elsa Vega call?* (on March 9th at 1:15)

## D Listen. Mr. Taylor is returning...

- Read the directions. Tell students to read the message silently.
- Play CD 3, Track 8. Tell students to write the phone number in the same way as in the messages in Exercise 1C.

## E PAIRS. Compare your answers.

- Students compare answers with a partner by reading the message out loud to each other.
- Say: *Raise your hand if you and your partner wrote the same number.* Play Track 8 again as needed.
- Call on a student to read the message. Write the phone number on the board.
- *Optional:* Point out that when taking a message, it's a good idea to repeat a phone number back to a caller, like Beto does.



# Lesson 4 Take a phone message

## Controlled Practice

15 minutes

### 2 PRACTICE

#### A Complete the conversation with words from the box.

- Say: *This is the conversation from Exercise 1B on page 172.*
- Read the directions. Say the words in the box and ask the class to repeat.
- Tell students to cross out words in the box as they use them.

#### B PAIRS. Compare your answers. Then...

- Read the directions. Pair students.
- Partners compare answers and then practice the conversation. Tell partners to switch roles and practice both parts.
- *Optional:* Call on pairs to perform the conversation for the class.

## Communicative Practice 15 minutes

#### C PAIRS. Make your own conversations....

- Read the directions.
- Tell pairs to use the conversation in Exercise 2A as a model. Tell them to cross out the A's in Exercise 2A and replace them with *Secretary* and to cross out the B's and replace them with *Parent*.
- Say: *Student A, before you practice, write down your phone number with area code or a made-up phone number to use in the conversation. Also note the reason you are calling Mr. Taylor.*
- Say: *Student B, complete the message during the conversation. If you're not sure how to spell Student A's name, ask: How do you spell that? Repeat Student A's phone number to make sure you wrote it correctly.*
- Walk around and help as needed. Remind students to switch roles and practice both parts.
- Call on pairs to perform for the class.

### MULTILEVEL INSTRUCTION for 2C

**Pre-level** Highlight or underline the information in Exercise 2A that students need to change when they play Speaker A: *Elsa Vega, my daughter Maria's*, and *718-555-4343*. Tell them to write in the information they will use.

**Above-level** After they practice a few times while looking at the conversation in the book, ask pairs to cover the exercise and continue practicing.

### 3 LIFE SKILLS WRITING

Turn to page 264 and ask students to complete the school enrollment form. See page T-xii for general notes about Life Skills Writing activities.

#### Progress Check

#### Can you . . . take a phone message?

Say: *We have practiced taking phone messages. Now, look at the question at the bottom of the page. Can you take a phone message?* Tell students to write a checkmark in the box.

#### Extra Practice



Interactive Practice



pages 102–103

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**READ. CLASS.** Look at the picture. Read...

- Tell the class to look at the picture. Ask: *Who are the people?* (a mother and son / a teacher and student) *What are they doing?* (schoolwork / homework) *What subject is it?* (math)
- Read the directions. Tell students to read the paragraph silently.
- Ask: *What are some ways students can get extra help with school?* Tell student to read again and underline the people and place students can go to for extra help.
- Ask again: *What are some ways students can get extra help with school?* Elicit and list on the board: *parents, older brothers and sisters, teachers (before or after school), older students (before or after school), local libraries.*


## Presentation

10 minutes

## 2 LISTEN

**A CLASS.** Look at the picture. Guess: Where is...

- Read the directions. Ask: *Where is Carlo's mother?* (at Carlo's school / in Carlo's classroom)
- Elicit students' guesses and list them on the board.
- Ask: *Who is Carlo's mother talking to?* (Carlo's teacher)
- Elicit students' guesses and list them on the board.

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


- Read the directions.
- Play CD 3, Track 9.
- Ask: *Where is Carlo's mother?* Read the guesses on the board. Elicit and circle the best answer. Repeat with: *Who is she talking to?*

## Controlled Practice


10 minutes

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 304 as they listen to the conversations.

**C**  Listen again. Answer the questions.

- Tell students to look at the picture again. Point to the woman and ask: *What is Carlo's mother's name?* (Mrs. Duval) If students don't remember, tell them to look back at Exercise 2A on page 168. Point to the man and ask: *What is Carlo's teacher's name?* (Mr. Thomson) Write *Mrs. Duval* and *Mr. Thomson* on the board.
- Read the directions and the questions.
- Play Track 9 again.
- Students compare answers with a partner by asking and answering one question each.
- Ask the questions and call on students to say the answers.

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

- Read the directions and the answer choices.
- Play CD 3, Track 10.
- Ask students to raise their hands for each answer choice.
- To review, ask: *What does Carlo's teacher suggest?* (homework help after school / help from older students)
- *Optional:* Ask: *Is the homework help program before or after school?* (after school) *How much does it cost?* (It's free.)

## Presentation

5 minutes

## Communicative Practice

15 minutes

## 3 CONVERSATION

C  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 174.
- Tell students to read the conversation silently.
- Read the directions. Play CD 3, Track 11.

## Controlled Practice

10 minutes

## 4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, ask what color it is. Point to the box that is the same color and fill in the blank with the first item in the box. Fill in black blanks with first and last names from your class. In Speaker B's first blank, use *mother* for a female student and *father* for a male student.
- Ask the two students whose names you used to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two above-level students to make up a new conversation in front of the class. Prompt Speaker B to fill in the blue blank with the same subject A chose.
- Tell pairs to take turns playing Speakers A and B. Tell them to use their names and the information in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

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

- Read the directions and the example.
- On the board, write the heading *English ability*. Under *English ability*, list *pronunciation*, *writing*. Brainstorm other aspects of language ability and write them on the board (for example, *listening*, *speaking*, *reading*, *vocabulary*, *spelling*, *grammar*).
- Create a chart by writing the heading *Ways to improve* to the right of *English ability*. For each aspect of English ability, brainstorm at least one way to improve and write it on the board in the *-ing* form (for example, for *listening*: *listening to the news or talk radio in English*).
- Tell students to think about their English ability. Tell them to look at the list on the board and write down one thing they do well and one thing they have trouble with.
- Play Speaker A and model the activity. Talk about your ability in another language. Point to the thing you have trouble in. Prompt Student B to suggest the way to improve that is on the board.
- Pair students. Read the directions again. Tell them to follow the example and use information from the chart on the board.
- Walk around and remind students to switch roles.
- Call on pairs to perform for the class.

## MULTILEVEL INSTRUCTION for 4B

**Pre-level** Highlight students' examples to show where they need to substitute their own information. In Student A's line, highlight *pronunciation* and *writing* in one color. In Student B's line, highlight *writing in a journal* in another color. Draw boxes in corresponding colors around the columns of the chart.

**Above-level** After pairs have practiced, call on students to say what their partner will do to improve his or her English (for example, *Raja will read children's books in English.*).

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study adverbs of manner. In the conversation on page 175, Mr. Thomson used this grammar.*
- Play CD 3, Track 11. Students listen. Write on the board: *He does very well in math. He works carefully.* Underline *well* and *carefully*.

## Presentation

10 minutes

## Adverbs of manner

- Copy the grammar charts onto the board or show Transparency 9.4 and cover the exercise.
- Read the sentences in the left chart. Say: *Careful, quick, and good are adjectives. What word do they describe? (worker) What part of speech is worker? (a noun) Write (noun) above worker on the chart and say: An adjective describes a noun.*
- Read the sentences in the right chart. Say: *Carefully, quickly, and well are adverbs. What word do they describe? (works) What part of speech is works? (a verb) Write (verb) above works on the chart and say: An adverb describes the action of a verb. These adverbs tell you how Carlo works.*
- Read the first item in the Grammar Watch note. On the board, write: *careful + -ly = carefully, quick + -ly = quickly.* Say the first two sentences from the right side of the chart and ask the class to repeat.
- Read the second item in the Grammar Watch note. Say the last sentence from the right side of the chart and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

15 minutes

## 1 PRACTICE

## A Complete the sentences. Look at...

- Read the directions and the example. Ask: *Why is the answer carelessly?* On the board, write: *careless + -ly = carelessly.*
- Remind students that a few adverbs of manner are irregular (for example, *good, hard, and fast*). Ask the class to call out the adverbs (*well, hard, and fast*).
- Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the completed sentences.

## B Change the adjectives in the box to adverbs....

- Read the first sentence of the directions. Tell students to add *-ly* to the adjectives in the box or write the irregular form.
- Say the adjectives in the box and ask the class to call out the adverbs of manner.
- Read the second sentence of the directions and the example.
- Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the completed sentences.

## Presentation

10 minutes

## Object pronouns

- Copy the grammar charts onto the board or show Transparency 9.4 and cover the exercise. Say: *We're going to study object pronouns.*
- Read the sentences from the charts and ask the class to repeat.
- Read the Grammar Watch note while the class reads along silently.
- On the board, write: *Carlo needs to do his homework. His mother will talk to \_\_\_\_\_.* Ask: *What noun are we going to replace? Underline Carlo.* Ask: *What object pronoun takes the place of Carlo? Write him in the blank.*
- Circle *to* in the second sentence on the board. Ask: *In this sentence, does the object pronoun come after a verb or a preposition? (a preposition)*
- If you are using the transparency, do the exercise with the class.

- Next to the name of each student on the board, write: *is doing well in school* or *is doing poorly in school*. Underline *well* and *poorly* and say: *Well and poorly are adverbs of manner.*
- Continue each sentence by writing *because* and a reason. Use an adverb of manner in at least one of your reasons (for example, *she learns quickly, he studies hard, she writes carelessly, he doesn't work hard*). Write at least one reason without an adverb of manner (for example, *She has a good teacher. He doesn't do his homework.*).
- Tell students to look at the sentences in Exercises 1A and 1B on page 176 for ideas.

## Controlled Practice

5 minutes

2

## PRACTICE

## Complete the sentences. Write the correct object...

- Read the directions. Write the example on the board and ask: *Why is the answer her? What noun does her take the place of? Underline Ms. Carson.*
- Tell students to underline the noun in the first sentence before they write the object pronoun in the second sentence.
- Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the completed sentences.

## Communicative Practice

15 minutes

## Show what you know!

## STEP 1. WRITE. Think of three students you know...

- Read the directions. Model the activity. On the board, list the names of three students you know (for example, your children, nieces, nephews, and neighbors—not students in your class).

## STEP 2. GROUPS OF 3. Read your sentences....

- Form groups of 3. Read the directions.
- Read the example. Explain: *You can talk more about the people.* Elaborate on the example by saying: *My daughter is doing well in school because she works hard. She does her homework carefully and studies hard for tests.*
- Model the activity by reading the sentences you wrote on the board for Step 1 and elaborating.

## STEP 3. Tell the class about the students...

- Read the directions.
- Tell each student to choose one sentence from Step 1 to read to the class.

## MULTILEVEL INSTRUCTION

**Pre-level** Students can simply read the sentence(s) they wrote in Step 1.

**Above-level** Ask students to elaborate and also to ask lower-level students questions (for example, *Does your daughter do her homework? How many hours does she study at night?*).

## Progress Check

## Can you . . . talk about progress in school?

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

## Extra Practice



Interactive Practice



pages 84–85



pages 104–105

## Getting Started

10 minutes

## 1 BEFORE YOU READ

**CLASS.** Read the chart. What types of colleges...

- Ask questions about the chart, for example, *What type of degree can you get at a community college?* (an Associate's Degree); *How many years does it take?* (2 years); *How many years does it take to get a Master's Degree?* (4 years + 2 more years = 6 years); *Where can you get a Master's Degree?* (at a university).
- Read the question in the directions. Ask: *Are there community colleges in our community?* Write the names of local community colleges on the board. Repeat with colleges and universities.

## Presentation

15 minutes

## 2 READ



**Listen.** Read the article.

- Ask: *What is the title?* (Going to College) Say: *Look at the charts. What is the article about? Guess.* Call on students to say what they think the article is about. (information about going to college)
- Play CD 3, Track 12. Students listen and read silently.

- If students have difficulty following along, play Track 12 again and pause at various points.
- Ask if there are words they do not understand and explain them, for example:

*tuition:* what you pay to go to college

*housing:* what you pay to live at college

- *Optional:* Play Track 12 again. Pause the CD after the following sections and ask these questions:

**Rising College Enrollment:** *Did more Americans go to college in 1980 or in 1990? (in 1990) Did more Americans go to college in 1990 or in 2007? (in 2007) Is college enrollment going up or down? (up)*

**The Cost of College:** *About how much does a year of college cost? (between \$2,000 and \$22,000) What other costs are there? (books, housing, and food)*

**Paying for College:** Ask the class: *What types of financial aid can students get to help them pay for college?* On the board, write: *scholarships, grants, and loans.* Ask: *Which is money you borrow and pay back after you graduate? (loans) Which is money colleges give for good grades or some other specific reason? (scholarships) Which is money students get if their families don't earn a lot? (grants)*

## Controlled Practice

20 minutes

## 3 CHECK YOUR UNDERSTANDING

**A PAIRS.** Read the article again. What are the three...

- Read the directions.
- Pair students and tell them to read the article again.
- Tell students to underline one sentence in each section that tells the main idea, or most important idea (Section 1: *Every year more and more Americans decide that going to college is the way to a better future.* Section 2: *But going to college costs a lot.* Section 3: *Most students use a combination of scholarships, grants, and loans to pay for the high cost of college.*). Point out that the first or last sentence of a paragraph usually tells the main idea.
- Students compare underlined sentences with a partner.

**EXPANSION: Writing practice for 3A**

- Tell pairs to look at the blue boldface type in the article and read the sentence they underlined for each section. Tell them to write a simple sentence that tells the main point in their notebooks.
- Write 1, 2, and 3 on the board. Ask students to come to the board and write a sentence giving the main point of each section. Read and compare the sentences for each section of the article (for example, 1. *More Americans are going to college / College enrollment is rising.* 2. *College is expensive.* 3. *Students can get scholarships, grants, and loans to help pay for college.*).

**B** Look at the graph about high school...

- Read the Reading Skill note while the class reads along silently.
- Tell students to look at the article and point to the graph and then the table. Ask: *Which main point does the graph support?* (More Americans are going to college.) *Which main point does the table support?* (College is expensive.)
- Read the directions.
- Students compare answers with a partner. Tell them to take turns reading the questions and answers.
- Read the questions and call on students to answer.

- Ask more questions about the graph: *What percentage of high school graduates went to college in 1990?* (59 percent) *In 2007?* (over 66 percent) *To figure out how many high school graduates went to college in 2007, what do you need to know?* (the total number of high school graduates in 2007)

**C** Read the statements. Circle *True* or *False*.

- Read the directions.
- Say: *You will use the table to answer one item.*

**D PAIRS.** Compare your answers. Correct...

- Students compare answers with a partner. Tell pairs to correct the false statements to make them true (1. more high school graduates; 3. \$2,000; 5. grants-and loans).
- Call on students to say the answers and correct the false statements.
- Ask: *For which item did you use the table to answer?* (item 3)
- *Optional:* Ask more questions about the table.

## Communicative Practice 15 minutes

## Show what you know!

**PRE-WRITING. PAIRS.** Is going to college...

- Read the directions. Say: *Answer the question yes or no. Find a partner with the same answer.*
- Say to pairs: *If you think a college education is worth the cost, talk about what you can do with a college degree. Write your ideas in your notebooks. If you think a college education isn't worth the cost, talk about why not and what other things you can do with the money. Write your ideas.*

**WRITE.** Write about your educational goals....

- Turn to page 272 and ask students to complete the activities. See page T-xii for general notes about Writing activities.

## Extra Practice



Interactive Practice



pages 86–87



pages 106–107

## Getting Started

10 minutes

## Presentation

20 minutes

## 1 BEFORE YOU LISTEN


**CLASS.** Look at the pictures. Do students in your...

- Note: The checkboxes are for Exercise 2A.
- Tell students to look at the pictures. Say: *These students are behaving badly.* Say the behaviors and ask the class to repeat.
- To check understanding, describe the pictures in random order and ask the class to call out the behaviors. Say:
  - Steve's not in class today, but he's not sick.* (skip class)
  - The girl is not listening to her math teacher.* (not pay attention)
  - The girl is arguing with another student.* (not get along with others)
  - The student is making fun of the teacher.* (be disrespectful)
  - The boy is frightening a smaller and weaker student.* (bully other kids)
  - The boy is playing in class.* (fool around in class)
- Ask: *Do students in your country behave in this way?* Say each behavior and ask students to raise their hands if the behavior is common in schools in their country.

## Culture Connection

- Tell students to look at the behaviors in Exercise 1 again. Ask: *In your country, what happens to students who behave in this way?* Write students' responses on the board.
- Ask: *In the U.S., what happens to students who behave in this way?* Elicit students' ideas. Talk about common forms of punishment in U.S. schools, for example, moving a student to another seat or to the front of the classroom, not allowing a student to participate in recess or some other fun activity, detention (making a student spend extra time at school, either before or after school), suspension (not allowing a student to attend school for a certain period of time), and expulsion (for serious offenses, making a student leave a school permanently).
- Explain: *In most states in the U.S., there are laws against using physical punishment to correct bad behavior in schools.*


## 2 LISTEN

**A**  Listen to the conversation. Mr. and...

- Read the directions. Tell students to look at the picture.
- Say: *Point to Mr. Herrera. Point to Mrs. Herrera.* Ask: *Who is Luis?* (their son) *Who called them?* (Luis's teacher) *Why are they upset?* (because Luis is having trouble in school)
- Tell students to underline the question in the directions: *What trouble is Luis having in school?* Tell students to listen and check the boxes in Exercise 1.
- Play CD 3, Track 13.
- Repeat the question and call on students to say which boxes they checked.

**B**  Listen again. What are Luis's parents...

- Read the directions and the answer choices.
- Tell students to underline the question in the directions: *What are Luis's parents going to do?*
- Play Track 13 again. Students listen and circle the letter of the answer.
- Repeat the question. Say each answer choice and ask students to raise their hand for the answer they chose. If many students answered incorrectly, play Track 13 again.
- *Optional:* On the board, write: *Luis's parents \_\_\_\_\_ talk to Luis tonight after dinner.* Ask the class to complete the sentence. (*will*)

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


- Read each answer choice: *Luis usually does well in school.* *Luis usually has problems in school.*
- Play CD 3, Track 14. Students listen and underline the correct words.
- Ask the class: *Which words did you underline?* On the board, write: *Luis usually does well in school.*
- *Optional:* Ask the class: *Why do you think Luis is having problems in school now? What are some reasons why students behave badly?*



## 3 CONVERSATION

A  Listen to the possessive nouns. Then...

- Write a few possessive nouns that don't add a syllable on the board (for example, *Justin's band*, *Brianna's job*, *the baby's seat*). Say them and ask the class to repeat.
- Write the names from the Pronunciation Watch note on the board. Point to and pronounce the underlined sound in each name. Say: *After these sounds, the 's ending adds an extra syllable.*
- Add an 's ending to each name and a noun (for example, *Luis's parents*, *Liz's homework*, *Josh's teacher*, *Mitch's class*, *George's grades*). Say each phrase and ask the class to repeat.
- Play CD 3, Track 15. Students listen.
- Resume playing Track 15. Students listen and repeat.

B  Listen again. Underline the possessive...

- Read the directions. Read the Pronunciation Watch note again. Tell students to look at Exercise 3A. Ask: *Which possessive nouns do you think add a syllable? (boss's, Alex's, George's)*
- Play CD 3, Track 16. Students listen and underline.
- Ask: *Were you correct? Say boss's, Alex's, and George's and ask the class to repeat.*

## Controlled Practice 20 minutes

C  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 180.
- Tell students to read the conversation silently and to underline the possessive nouns.
- Ask: *What did you underline? (friend's) Does the 's ending in friend's add an extra syllable? (No.) Say friend's and ask the class to repeat.*
- Read the directions. Play CD 3, Track 17.

## 4 PRACTICE

## A PAIRS. Practice the conversation. Then...

- Pair students and tell them to practice the conversation in Exercise 3C. Tell them to take turns playing each role.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each phrase and ask the class to repeat.
- Copy the conversation onto the board with blanks. Read through it and fill it in with information from the top row in the boxes.
- Ask two on-level students to read the conversation in front of the class.
- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

## Communicative Practice 10 minutes

## B MAKE IT PERSONAL. GROUPS OF 3. What...

- Read the directions.
- Review by asking: *What trouble is Luis having in school? (not paying attention and skipping class) What are Luis's parents going to do? (talk to Luis)*
- Say: *When Luis's parents talk to him, what should they say? What can they do to change his behavior? Tell students to write a couple of ideas in their notebooks (for example, They need to find out what's going on. They need to ask why he's not paying attention and skipping class. They can ask for a parent-teacher conference. They can get him help with his schoolwork. They can punish him.).*
- Form groups of 3. Tell group members to take turns saying their ideas and talking about them.
- Ask: *What's your group's best idea? Ask each group to write one idea on the board. Read and talk about the ideas on the board.*

## EXPANSION: Speaking Practice for 4B

- Assign each group of 3 one bad behavior from Exercise 1 on page 180. Ask: *What should the parents of the student in the picture do?*
- Tell groups to brainstorm and record ideas. Tell them to choose one creative solution to present to the class.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study possessive nouns. In the conversation on page 181, Mr. Herrera used this grammar.*
- Play CD 3, Track 17. Students listen. Write on the board: *He's at a friend's house.* Underline *friend's*.

## Presentation

10 minutes

## Possessive nouns

- Copy the grammar charts onto the board or show Transparency 9.5 and cover the exercise.
  - Above the singular sentence in the left chart, write: *They have a son.* Read the two sentences. Underline *son* and *son's*. Ask: *Which noun is possessive? (son's)* Say: *Possessive nouns are followed by another noun. They show that one thing or person belongs to or is related to another thing or person.* Point to the singular sentence in the left chart and ask: *What belongs to their son? (his name)*
  - Read the singular sentence in the left chart. On the board, write *son name* with space between the two words. Ask: *What do you add to a singular noun to make it possessive? Add 's to son.*
  - Read the first plural sentence in the right chart. On the board, write *sons names* with space between the two words. Ask: *What do you add to a plural noun that ends in -s to make it possessive? Add an apostrophe to sons.*
  - Read the second plural sentence in the right chart. On the board, write *children classroom* with space between the two words. Ask: *What do you add to a plural noun that doesn't end in -s to make it possessive? Use a different color to add 's to children.*
  - Tell students to read the Grammar Watch note silently. Then tell them to turn to page 287 and read the spelling rules for possessive nouns.
  - If you are using the transparency, do the exercise with the class.
- Write the example on the board. Point to the answer and ask: *Why is the answer daughter's? (because it's followed by another noun / because it's possessive)*
  - Note: In items 1–5, students determine whether the nouns are possessive or not. In items 6–7, students choose the correct possessive form.
  - Students compare answers with a partner.
  - Call on students to write the answers on the board.
- B Find and correct the error in each sentence.**
- Read the directions.
  - Write the example on the board. Point to the answer and ask: *Why is sons incorrect? (because it's followed by another noun and should be possessive)* Read the sentence. Underline *his* and ask: *Is it one son or more than one son? (one son)* Write *son* on the board and ask: *What do you add to a singular noun to make it possessive? Use a different color to add 's to son.*
  - Tell students that every sentence has one error. Direct them to cross out the noun that has an error and write the correct form above. Tell them to look at the rest of the sentence for clues to whether the noun is singular or plural.
- C PAIRS. Check your answers.**
- Call on students to write answers on the board.
  - Tell students to check their own answers and then ask a partner to double-check them.

## B Find and correct the error in each sentence.

- Read the directions.
- Write the example on the board. Point to the answer and ask: *Why is sons incorrect? (because it's followed by another noun and should be possessive)* Read the sentence. Underline *his* and ask: *Is it one son or more than one son? (one son)* Write *son* on the board and ask: *What do you add to a singular noun to make it possessive? Use a different color to add 's to son.*
- Tell students that every sentence has one error. Direct them to cross out the noun that has an error and write the correct form above. Tell them to look at the rest of the sentence for clues to whether the noun is singular or plural.

## C PAIRS. Check your answers.

- Call on students to write answers on the board.
- Tell students to check their own answers and then ask a partner to double-check them.

## EXPANSION: Grammar Practice for C

- Tell students to write sentences telling the names of people in their family.
- Model the activity by writing your own sentences on the board (for example, *My parents' names are Robert and Karen. My husband's name is William. My sons' names are Lucas and Shawn. My daughter's name is Samantha.*).
- Tell students to ask a partner to check their possessive forms and correct any errors.

## Controlled Practice

15 minutes

## PRACTICE

## A Underline the correct word.

- Read the directions.

## Extra Practice



Interactive Practice



pages 88–89



pages 108–109

**1 GRAMMAR**
**A Complete the school newsletter. Use the future...**

- Read the directions. Tell students to refer back to the grammar charts on page 170 (Future with *will*) as needed.
- Students compare answers with a partner. Tell them to read about one event each.
- Call on two students to read about the events.

**Community Building**

- Provide information (event, date, place, activities) about upcoming school or community events.
- Form groups of 4. Tell each group to choose a different event (or their own event) and write a paragraph like the ones in Exercise 1A.
- Tell groups to exchange papers and check spelling, grammar, and punctuation.
- Compile the paragraphs to create a newsletter. Post the newsletter in your classroom. Offer extra credit to students who post information about events classmates might be interested in throughout the term.

**B Complete the conversations. Write the possessive...**

- Read the directions. Tell students to refer back to the grammar charts on page 182 (Possessive nouns) and page 176 (Adverbs of manner) as needed.
- For the spelling of the adverb in item 4B, tell students to look at page 287 of the Grammar Reference.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations for the class. As students read, write the answers on the board.

**C Cross out the underlined nouns and write...**

- Read the directions. Tell students to refer back to the grammar charts on page 177 (Object pronouns) as needed.
- Students compare answers with a partner.
- Call on students to read the sentences.

**CD-ROM Practice**


Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 9, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

**Extra Practice**


pages 90–91

## 2 ACT IT OUT

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

- Tell students to review the conversation in Exercise 3B on page 169.
- Ask them to read the conversation silently and then practice it with a partner.
- Play CD 3, Track 3. Students listen.
- As needed, play Track 3 again to aid comprehension.

**STEP 2. ROLE PLAY. PAIRS.** You are the parents...

- Read the directions.
- Pair students. Ask: *What's the name of your daughter's school?* (Lincoln Middle School) *What's the name of your son's school?* (Melrose High School)
- Say: *Parent A, start a conversation by saying: Sandra brought a notice home from school today. There's a . . . Parent B, ask when the event is. Tell Parent A about Kyle's events. Talk about which events you'll go to, who will go, and when you'll go.*
- As needed, suggest that students review prepositions of time on page 130.
- Walk around and observe partners interacting. Check pairs' use of *will*, especially contractions with *will*, and possessive nouns (*Sandra's parent-teacher conference, Kyle's band concert*).
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

## 3 READ AND REACT

**STEP 1.** Read about Mai's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple *Wh-* questions to check comprehension (for

example, *Who is Kalaya? What trouble is Kalaya having in school? According to Kalaya, what is really happening? Who does Mai believe?*).

**STEP 2. PAIRS.** What is Mai's problem? What can...

- Ask: *What is Mai's problem?* (Her daughter Kalaya's teacher says Kalaya is misbehaving in class. Kalaya says another student is bullying her.) *What can Mai do?*
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Mai.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, S: *I think she can talk to the teacher. This is a good idea.*).
- Now tell pairs to think of one new idea not in the list (for example, *She can ask the teacher to move Kalaya to a different seat, away from the other student.*) and to write it in the blank. Tell students to think of more than one idea and to write the ideas in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea, too (*Do you think this is a good idea? Why or why not?*).

**MULTILEVEL INSTRUCTION for STEP 2**

**Pre-level** Ask pairs to agree on one good idea.

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

## 4 CONNECT

Turn to page 253 for the Study Skills Activity and page 282 for the Team Project. See page T-xi for general notes about teaching these activities.

**Progress Check**

**Which goals can you check off? Go back to page 165.**

Ask students to turn to page 165 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.